



CHILDREN'S ATTENTION CHARTER

PO Box 2892
Rock Hill, SC 29732

Grades	K-7 Elementary School	
Enrollment	6 Students	
Principal	Dr. Hugh Wilson	803-328-6555
Superintendent	Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	At-Risk	At-Risk
2010	Good	N/A
2009	N/A	N/A
2008	N/A	N/A
2007	Average	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

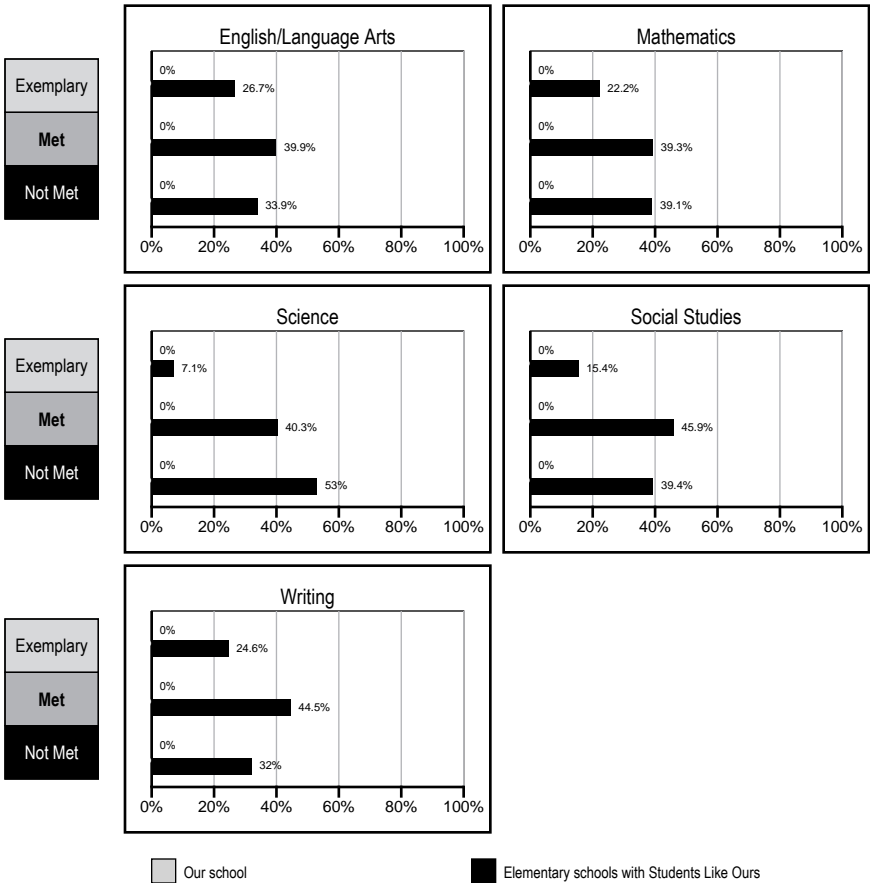
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	8	87	51	23

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=6)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	No Change	1.5%	1.1%
Attendance rate	99.9%	Up from 99.1%	96.2%	96.2%
Served by gifted and talented program	0.0%	No Change	5.3%	13.4%
With disabilities other than speech	5.0%	Down from 8.8%	4.2%	4.1%
Older than usual for grade	4.5%	Down from 7.7%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=5)				
Teachers with advanced degrees	25.0%	No Change	61.9%	62.5%
Continuing contract teachers	25.0%	No Change	82.3%	88.2%
Teachers returning from previous year	N/A	N/A	84.7%	87.8%
Teacher attendance rate	N/R	N/R	95.2%	95.2%
Average teacher salary*	N/A	N/A	\$45,196	\$46,773
Professional development days/teacher	5.0 days	Down from 5.4 days	10.6 days	10.5 days
School				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	17.6 to 1	19.9 to 1
Prime instructional time	N/R	N/R	90.3%	90.4%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 8.9%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$20,249	N/A	\$8,435	\$7,447
Percent of expenditures for instruction**	72.0%	N/A	67.8%	68.4%
Percent of expenditures for teacher salaries**	62.0%	N/A	64.7%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 4 out of 5 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

CA

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	25.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	25.0%	0.0%	No
Student attendance rate	99.9%	94.0%**	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	15	93.3	I/S	I/S	I/S	I/S	83.1	82.4	Yes	Yes
Gender										
Male	6	I/S	I/S	I/S	I/S	I/S	79.5	78.7	N/A	N/A
Female	9	I/S	N/A	N/A	N/A	N/A	86.8	86.2	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	N/A	N/A	N/A	N/A	91.2	88.9	I/S	I/S
African American	9	I/S	I/S	I/S	I/S	I/S	72.4	72.9	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.7	93	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	77.9	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	N/A	N/A	N/A	N/A	71.2	83	I/S	I/S
Disability Status										
Disabled	2	I/S	N/A	N/A	N/A	N/A	54.9	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	74.8	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	11	90.9	I/S	I/S	I/S	I/S	75	75.4	I/S	I/S

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	15	86.7	I/S	I/S	I/S	I/S	83.2	81.9	Yes	No
Gender										
Male	6	I/S	I/S	I/S	I/S	I/S	80.9	79.9	N/A	N/A
Female	9	I/S	N/A	N/A	N/A	N/A	85.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	N/A	N/A	N/A	N/A	91	88.9	I/S	I/S
African American	9	I/S	I/S	I/S	I/S	I/S	72.6	71.4	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.4	94.6	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	79.2	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	N/A	N/A	N/A	N/A	75.2	84.4	I/S	I/S
Disability Status										
Disabled	2	I/S	N/A	N/A	N/A	N/A	51.6	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	78	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	11	81.8	I/S	I/S	I/S	I/S	75.4	74.9	I/S	I/S

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	11	90.9	I/S	I/S	I/S	I/S	72.1	68.6
Gender								
Male	4	I/S	I/S	I/S	I/S	I/S	71.1	68.3
Female	7	I/S	N/A	N/A	N/A	N/A	73.2	68.9
Racial/Ethnic Group								
White	3	I/S	N/A	N/A	N/A	N/A	84.8	80.7
African American	6	I/S	I/S	I/S	I/S	I/S	54.6	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.4	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	66.2	61.6
American Indian/Alaskan	2	I/S	N/A	N/A	N/A	N/A	61.7	70.8
Disability Status								
Disabled	2	I/S	N/A	N/A	N/A	N/A	43.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.5	60.7
Socio-Economic Status								
Subsidized meals	9	I/S	I/S	I/S	I/S	I/S	60.3	57.3
Social Studies								
All Students	7	I/S	I/S	I/S	I/S	I/S	75.9	72.5
Gender								
Male	4	I/S	I/S	I/S	I/S	I/S	75.8	72
Female	3	I/S	N/A	N/A	N/A	N/A	76	73.1
Racial/Ethnic Group								
White	1	I/S	N/A	N/A	N/A	N/A	85.6	81
African American	5	I/S	I/S	I/S	I/S	I/S	63.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.3	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	66.9	69.6
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	65.8	73.5
Disability Status								
Disabled	2	I/S	N/A	N/A	N/A	N/A	45.6	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	67.7	69.7
Socio-Economic Status								
Subsidized meals	5	I/S	I/S	I/S	I/S	I/S	65.4	62.9

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	3	I/S	I/S	I/S	I/S	I/S	75.7	73.2	99.9	96.2
Gender										
Male	1	I/S	I/S	I/S	I/S	I/S	71	67.2	99.9	96.1
Female	2	I/S	N/A	N/A	N/A	N/A	80.6	79.4	99.9	96.3
Racial/Ethnic Group										
White	1	I/S	N/A	N/A	N/A	N/A	87.4	81.5	99.9	96.1
African American	1	I/S	I/S	I/S	I/S	I/S	60.2	61.3	99.9	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.5	87	N/A	97.5
Hispanic	1	I/S	N/A	N/A	N/A	N/A	65.3	66.7	99.9	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	67.4	72.2	99.9	94.6
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	36.4	26	99.9	95.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	93
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.7	65.7	N/A	96.7
Socio-Economic Status										
Subsidized meals	3	I/S	I/S	I/S	I/S	I/S	64.6	63.2	99.9	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	2	I/S	I/S	I/S	I/S	I/S
	5	0	N/A	N/A	N/A	N/A	N/A
	6	1	I/S	N/A	N/A	N/A	N/A
	7	2	I/S	I/S	I/S	I/S	I/S
	8	2	I/S	I/S	I/S	I/S	I/S
2011	3	6	I/S	N/A	N/A	N/A	N/A
	4	3	I/S	N/A	N/A	N/A	N/A
	5	3	I/S	I/S	I/S	I/S	I/S
	6	1	I/S	N/A	N/A	N/A	N/A
	7	1	I/S	N/A	N/A	N/A	N/A
	8	1	I/S	N/A	N/A	N/A	N/A
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	2	I/S	I/S	I/S	I/S	I/S
	5	0	N/A	N/A	N/A	N/A	N/A
	6	1	I/S	N/A	N/A	N/A	N/A
	7	2	I/S	I/S	I/S	I/S	I/S
	8	2	I/S	I/S	I/S	I/S	I/S
2011	3	6	I/S	N/A	N/A	N/A	N/A
	4	3	I/S	N/A	N/A	N/A	N/A
	5	3	I/S	I/S	I/S	I/S	I/S
	6	1	I/S	N/A	N/A	N/A	N/A
	7	1	I/S	N/A	N/A	N/A	N/A
	8	1	I/S	N/A	N/A	N/A	N/A
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	1	I/S	I/S	I/S	I/S	I/S
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	2	I/S	I/S	I/S	I/S	I/S
	8	1	I/S	I/S	I/S	I/S	I/S
2011	3	4	I/S	N/A	N/A	N/A	N/A
	4	3	I/S	N/A	N/A	N/A	N/A
	5	1	I/S	I/S	I/S	I/S	I/S
	6	1	I/S	N/A	N/A	N/A	N/A
	7	1	I/S	N/A	N/A	N/A	N/A
	8	1	I/S	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	1	I/S	I/S	I/S	I/S	I/S
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	2	I/S	I/S	I/S	I/S	I/S
	8	1	I/S	N/A	N/A	N/A	N/A
2011	3	2	I/S	N/A	N/A	N/A	N/A
	4	3	I/S	N/A	N/A	N/A	N/A
	5	1	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	1	I/S	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	2	I/S	I/S	I/S	I/S	I/S
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	2	I/S	I/S	I/S	I/S	I/S
	7	4	I/S	I/S	I/S	I/S	I/S
	8	2	I/S	I/S	I/S	I/S	I/S
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	3	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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