



## Children's Attention Home Charter School

PO Box 2892  
Rock Hill, SC 29732

<b>Grades</b>	K-7 Elementary School	
<b>Enrollment</b>	27 Students	
<b>Principal</b>	Dr. Hugh Wilson	803-328-6555
<b>Superintendent</b>	Dr. Lynn P. Moody	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-329-5014

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>At-Risk</b>	<b>At-Risk</b>
2011	At-Risk	At-Risk
2010	Good	N/A
2009	N/A	N/A
2008	N/A	N/A

## 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://www.eoc.sc.gov>

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

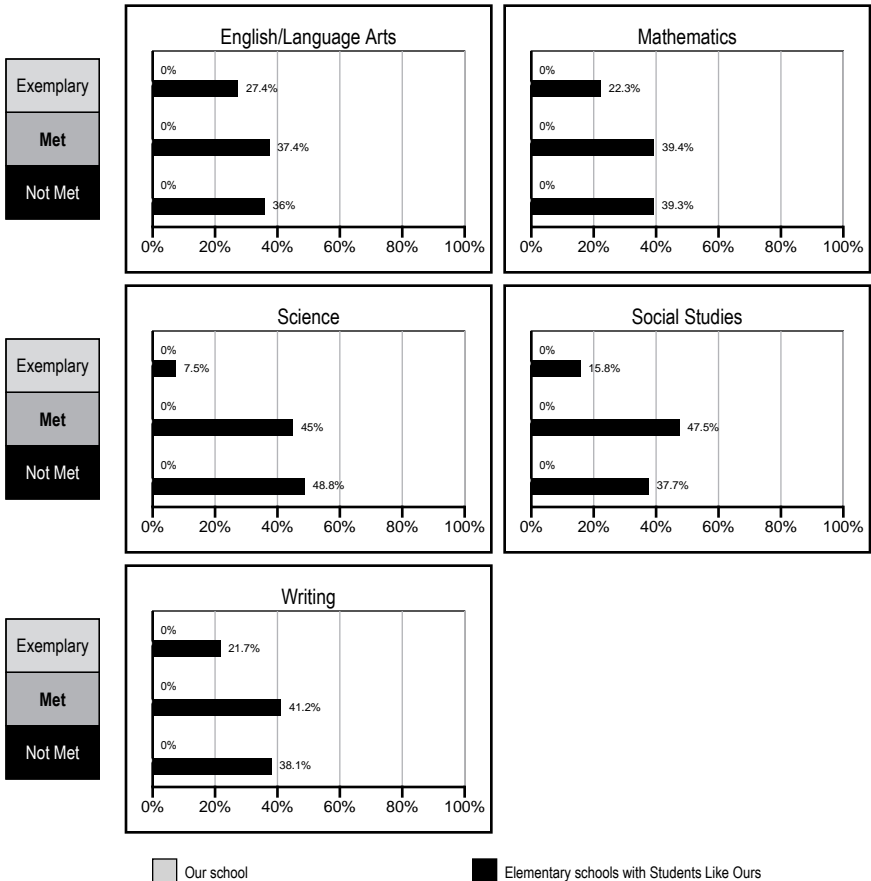
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 100%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
2	12	86	47	19

\* Ratings are calculated with data available by 11/07/2012.

**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
<b>Students (n=27)</b>				
First graders who attended full-day kindergarten	100.0%	N/R	100.0%	100.0%
Retention rate	0.0%	No Change	1.3%	1.0%
Attendance rate	99.9%	No Change	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=4)</b>				
Teachers with advanced degrees	0.0%	Down from 25.0%	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	100.0%	N/A	85.3%	88.7%
Teacher attendance rate	N/R	N/R	95.3%	95.1%
Average teacher salary*	I/S	N/A	\$45,127	\$47,210
Professional development days/teacher	1.3 days	Down from 5.0 days	9.7 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	10.0 to 1	N/R	18.1 to 1	20.0 to 1
Prime instructional time	N/R	N/R	90.6%	90.5%
Opportunities in the arts	Fair	Up from Poor	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$23,030	Up 13.7%	\$8,355	\$7,247
Percent of expenditures for instruction**	66.4%	Down from 72.0%	66.0%	68.2%
Percent of expenditures for teacher salaries**	61.2%	Down from 62.0%	63.1%	65.7%

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

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

Every day in South Carolina, there are children who are being abused, abandoned, neglected, and becoming homeless at an alarming rate. The Children's Attention Home Charter School (CAH Charter School) was established in 2004 to meet the educational needs of abused and neglected children who were placed at the Children's Attention Home in Rock Hill, South Carolina for emergency shelter by the Department of Social Services (DSS). Many of these children are absent in traditional schools because of injury, illness, or lack of parental support to get them to school on a regular basis. Because of the instructional learning deficits, children who have been removed from their homes by DSS often arrive at the CAH Charter School significantly below grade level in all academic areas. The School only has two full time teachers and two part-time teachers. CAH Charter School is relatively much smaller than most schools and has to receive 60% of its funding from grants, private donors, and fundraising events.

Dr Hugh Wilson Principal/Executive Director  
Dan Freeman School Board Chair

## 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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**ESEA/Federal Accountability Rating System**

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	N/A
<b>Overall Grade Conversion</b>	I

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

**Accountability Indicator for Title I Schools**

Children's Attention Home Charter School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

**Teacher Quality and Student Attendance**

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.9%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2011</b>	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
<b>2012</b>	3	1	I/S	N/A	N/A	N/A	N/A
	4	5	I/S	I/S	I/S	I/S	I/S
	5	2	I/S	N/A	N/A	N/A	N/A
	6	4	I/S	I/S	I/S	I/S	I/S
	7	2	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2011</b>	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
<b>2012</b>	3	1	I/S	N/A	N/A	N/A	N/A
	4	5	I/S	I/S	I/S	I/S	I/S
	5	2	I/S	N/A	N/A	N/A	N/A
	6	4	I/S	I/S	I/S	I/S	I/S
	7	2	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2011</b>	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
<b>2012</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	5	I/S	I/S	I/S	I/S	I/S
	5	1	I/S	N/A	N/A	N/A	N/A
	6	2	I/S	I/S	I/S	I/S	I/S
	7	2	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2011</b>	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
<b>2012</b>	3	1	I/S	N/A	N/A	N/A	N/A
	4	5	I/S	I/S	I/S	I/S	I/S
	5	1	I/S	N/A	N/A	N/A	N/A
	6	2	I/S	I/S	I/S	I/S	I/S
	7	2	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2011</b>	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
<b>2012</b>	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	1	I/S	N/A	N/A	N/A	N/A
	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	1	I/S	N/A	N/A	N/A	N/A

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