

## Apple Charter School

1101 Camp Road  
Charleston, SC 29412

|                       |                       |              |
|-----------------------|-----------------------|--------------|
| <b>Grades</b>         | K-7 Middle School     |              |
| <b>Enrollment</b>     | 125 Students          |              |
| <b>Principal</b>      | Patricia Williams     | 843-795-6877 |
| <b>Superintendent</b> | Dr. Nancy J. McGinley | 843-937-6319 |
| <b>Board Chair</b>    | Mr. Chris Fraser      | 843-725-7200 |

# 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>Average</b> |
| 2011        | N/A             | N/A            |
| 2010        | N/A             | 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

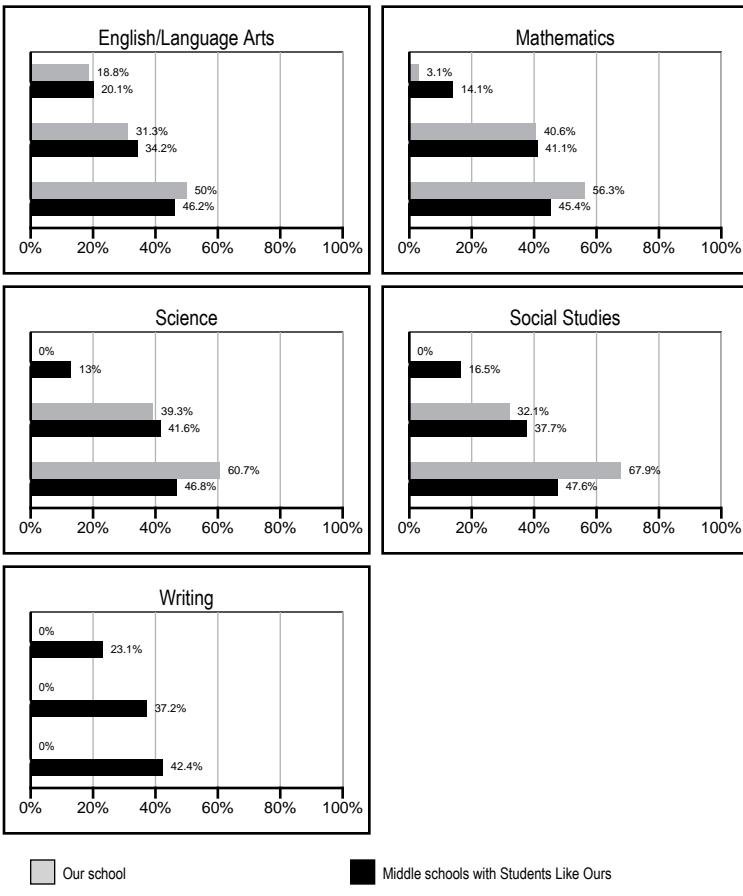
100%

## ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0         | 2    | 31      | 25            | 19      |

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

## Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle 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

## End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours |
|---|-------------------|--|
| Algebra 1/Math for the Technologies 2           | N/A               | 88.6%                                  |
| English 1                                       | N/A               | 78.7%                                  |
| Physical Science                                | N/A               | N/A                                    |
| US History and the Constitution                 | N/A               | N/A                                    |
| All Subjects                                    | N/A               | 87.1%                                  |

## School Profile

|  | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| <b>Students (n=125)</b>  |            |                       |  |                      |
| Students enrolled in high school credit courses (grades 7 & 8)               | 0.0%       | N/R                   | 14.8%                                  | 22.9%                |
| Retention rate   | 0.8%       | N/A                   | 1.0%                                   | 0.8%                 |
| Attendance rate  | 96.9%      | N/A                   | 95.8%                                  | 96.2%                |
| 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%       | N/R                   | 0.4%                                   | 0.5%                 |
| Annual dropout rate  | 0.0%       | N/A                   | 0.0%                                   | 0.0%                 |
| <b>Teachers (n=10)</b>   |            |                       |  |                      |
| Teachers with advanced degrees   | 70.0%      | N/A                   | 60.2%                                  | 61.3%                |
| Continuing contract teachers   | N/AV       | N/AV                  | N/AV                                   | N/AV                 |
| Teachers returning from previous year  | N/A        | N/A                   | 80.3%                                  | 86.7%                |
| Teacher attendance rate  | 97.9%      | N/R                   | 95.1%                                  | 95.2%                |
| Average teacher salary*  | \$44,122   | I/S                   | \$44,193                               | \$46,422             |
| Professional development days/teacher  | 8.2 days   | N/R                   | 9.2 days                               | 10.0 days            |
| <b>School</b>  |            |                       |  |                      |
| Principal's years at school  | 2.0        | N/R                   | 3.0                                    | 4.0                  |
| Student-teacher ratio in core subjects                                       | 14.1 to 1  | N/R                   | 19.7 to 1                              | 22.0 to 1            |
| Prime instructional time   | 94.0%      | N/R                   | 89.6%                                  | 90.1%                |
| Opportunities in the arts  | Poor       | N/R                   | Good                                   | Good                 |
| SACS accreditation   | No         | N/R                   | Yes                                    | Yes                  |
| Parents attending conferences  | 100.0%     | N/R                   | 98.1%                                  | 98.8%                |
| Character development program  | Excellent  | N/R                   | Good                                   | Good                 |
| Dollars spent per pupil**  | \$9,384    | N/A                   | \$8,917                                | \$7,245              |
| Percent of expenditures for instruction**                                    | 53.0%      | N/A                   | 60.8%                                  | 63.1%                |
| Percent of expenditures for teacher salaries**                               | 39.2%      | N/A                   | 55.4%                                  | 60.9%                |

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

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

## Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

The Apple Charter School (TACS) is built on a foundation and philosophy that values education in a nurturing and challenging environment. Student-centered, family involved and community partnerships help us reach our future of increasing academic achievement for all students as we use best practice strategies to meet the unique academic, social and emotional needs of young boys and girls to close the achievement gap, build acceptable behavior through character leadership, and prepare students for a successful career pathway.

The mission of The Apple Charter School is to educate students in a stable, consistent, single gender environment while preparing them for higher education and maximizing their potential for success in an ever-changing world. As a school of choice, TACS served students in grades K-7, and will add grade 8 for the 2012-2013 school year.

We exist with a major objective to support and assist students in making high school their number one goal by achieving their full academic potential. We encourage students to set higher goals for post-secondary education and careers for future success in the marketplace. The Apple Charter School focuses on collaboration, hard work, high standards and hands-on entrepreneurial experience that will enable our students to compete with students all over the world.

The Apple Charter School provides the academic and employability skills that students need to excel. The school utilizes small class size, and a highly integrative curriculum that emphasizes state and national standards taught by a highly qualified and dedicated staff. Students pursue answers to questions they have about themselves, curriculum content, and the world through effective teaching strategies, discipline, and recognition of academic excellence, extra-curricular activities and service learning. The curriculum at Apple Charter is on the cutting edge of career preparation by offering 21st Century employability skills training, advanced technology tools, and hands-on instruction in all Science, Technology, Engineering and Mathematics (STEM) fields. The curriculum framework allows for students to make connections between classroom learning and the real world, thinking critically and becoming responsible citizens. Classrooms are equipped with Bright Links technology and all students have access to laptop computers.

Patricia Williams, School Director  
Joseph Barbour, Chairperson, TACS Board of Director

**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 middle school grade level and their parents were included.

**Abbreviations for Missing Data**

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

## 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.

|                               |      |
|-------------------------------|------|
| Overall Weighted Points Total | 26.8 |
| Overall Grade Conversion      | F    |

| 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

Apple 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  | 4.3%         | 2.6%            |
| Classes in high poverty schools not taught by highly qualified teachers | 8.3%         | 5.1%            |
|   | Our School   | State Objective |
| Classes not taught by highly qualified teachers                         | 29.3%        | 0.0%            |
| Student attendance rate   | 96.9%        | 94.0%*          |

\* Or greater than last year

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## Performance By Group

| Subgroups                         | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| <b>Grades 6-8</b>                 |          |           |              |                     |              |               |
| All Students                      | 614.6    | 606.6     | 593.3        | 588.4               | 100.0        | 100.0         |
| Male                              | 606.7    | 599.9     | 590.6        | 586.8               | 100.0        | 100.0         |
| Female                            | 618.7    | 610.1     | 594.7        | 589.2               | 100.0        | 100.0         |
| White                             | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| African American                  | 614.6    | 606.6     | 593.3        | 588.4               | 100.0        | 100.0         |
| Asian/Pacific Islander            | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Hispanic                          | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| American Indian/Alaskan           | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Disabled                          | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Limited English Proficient        | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Subsidized meals                  | 612.9    | 605.5     | 591.0        | 587.2               | 100.0        | 100.0         |
| Annual Measurable Objective (AMO) | 624.0    | 624.0     | 624.0        | 624.0               | 95.0         | 95.0          |

Abbreviations for Missing Data

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## PASS Performance By Grade Level

|                              | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>English/Language Arts</b> |       |                               |          |           |       |             |                    |
| 2011                         | 3     | 12                            | 100      | 36.4      | 18.2  | 45.5        | 63.6               |
|                              | 4     | 16                            | 100      | 46.7      | 46.7  | 6.7         | 53.3               |
|                              | 5     | 13                            | 100      | 84.6      | 7.7   | 7.7         | 15.4               |
|                              | 6     | 19                            | 100      | 66.7      | 20    | 13.3        | 33.3               |
|                              | 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                |
|                              | 3     | 21                            | 100      | 45        | 45    | 10          | 55                 |
|                              | 4     | 11                            | 100      | I/S       | I/S   | I/S         | I/S                |
| 2012                         | 5     | 18                            | 100      | 50        | 37.5  | 12.5        | 50                 |
|                              | 6     | 9                             | I/S      | I/S       | I/S   | I/S         | I/S                |
|                              | 7     | 27                            | 100      | 41.7      | 41.7  | 16.7        | 58.3               |
|                              | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| <b>Mathematics</b>           |       |                               |          |           |       |             |                    |
| 2011                         | 3     | 12                            | 100      | 36.4      | 54.5  | 9.1         | 63.6               |
|                              | 4     | 16                            | 100      | 46.7      | 46.7  | 6.7         | 53.3               |
|                              | 5     | 13                            | 100      | 84.6      | 7.7   | 7.7         | 15.4               |
|                              | 6     | 19                            | 100      | N/AV      | N/AV  | N/AV        | 33.3               |
|                              | 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                |
|                              | 3     | 21                            | 100      | N/AV      | N/AV  | N/AV        | 5                  |
|                              | 4     | 11                            | 100      | I/S       | I/S   | I/S         | I/S                |
| 2012                         | 5     | 18                            | 100      | N/AV      | N/AV  | N/AV        | 37.5               |
|                              | 6     | 9                             | I/S      | I/S       | I/S   | I/S         | I/S                |
|                              | 7     | 27                            | 100      | N/AV      | N/AV  | N/AV        | 45.8               |
|                              | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| <b>Science</b>               |       |                               |          |           |       |             |                    |
| 2011                         | 3     | 6                             | I/S      | I/S       | I/S   | I/S         | I/S                |
|                              | 4     | 16                            | 100      | N/AV      | N/AV  | N/AV        | 46.7               |
|                              | 5     | 6                             | I/S      | I/S       | I/S   | I/S         | I/S                |
|                              | 6     | 10                            | I/S      | I/S       | I/S   | I/S         | I/S                |
|                              | 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                |
|                              | 3     | 10                            | I/S      | I/S       | I/S   | I/S         | I/S                |
|                              | 4     | 11                            | 100      | I/S       | I/S   | I/S         | I/S                |
| 2012                         | 5     | 9                             | I/S      | I/S       | I/S   | I/S         | I/S                |
|                              | 6     | 5                             | I/S      | I/S       | I/S   | I/S         | I/S                |
|                              | 7     | 27                            | 100      | N/AV      | N/AV  | N/AV        | 41.7               |
|                              | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |

Abbreviations for Missing Data

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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> |       |                               |          |           |       |             |                    |
| 2011                  | 3     | 6                             | I/S      | I/S       | I/S   | I/S         | I/S                |
|                       | 4     | 16                            | 100      | 60        | 33.3  | 6.7         | 40                 |
|                       | 5     | 7                             | I/S      | I/S       | I/S   | I/S         | I/S                |
|                       | 6     | 9                             | I/S      | I/S       | I/S   | I/S         | I/S                |
|                       | 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                |
|                       | 3     | 11                            | 100      | N/AV      | N/AV  | N/AV        | 27.3               |
|                       | 4     | 11                            | 100      | I/S       | I/S   | I/S         | I/S                |
| 2012                  | 5     | 9                             | I/S      | I/S       | I/S   | I/S         | I/S                |
|                       | 6     | 4                             | I/S      | I/S       | I/S   | I/S         | I/S                |
|                       | 7     | 27                            | 100      | N/AV      | N/AV  | N/AV        | 29.2               |
|                       | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| <b>Writing</b>        |       |                               |          |           |       |             |                    |
| 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     | 13                            | 100      | N/AV      | N/AV  | N/AV        | 30.8               |
|                       | 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                |
|                       | 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                |
| 2012                  | 5     | 18                            | 88.9     | N/AV      | N/AV  | N/AV        | 31.3               |
|                       | 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                |

Abbreviations for Missing Data

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