



The Academy for Teaching and Learning

109 Hinton Street
Chester, SC 29706

Grades	K-8 Middle School	
Enrollment	318 Students	
Principal	Robyn Brakefield and Mary	803-385-6334
Superintendent	Dr. Agnes Slayman	803-385-6122
Board Chair	Mrs. Maggie James	803-581-4330

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Average
2011	Average	Average
2010	Average	Average
2009	Average	Below Average
2008	At-Risk	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://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

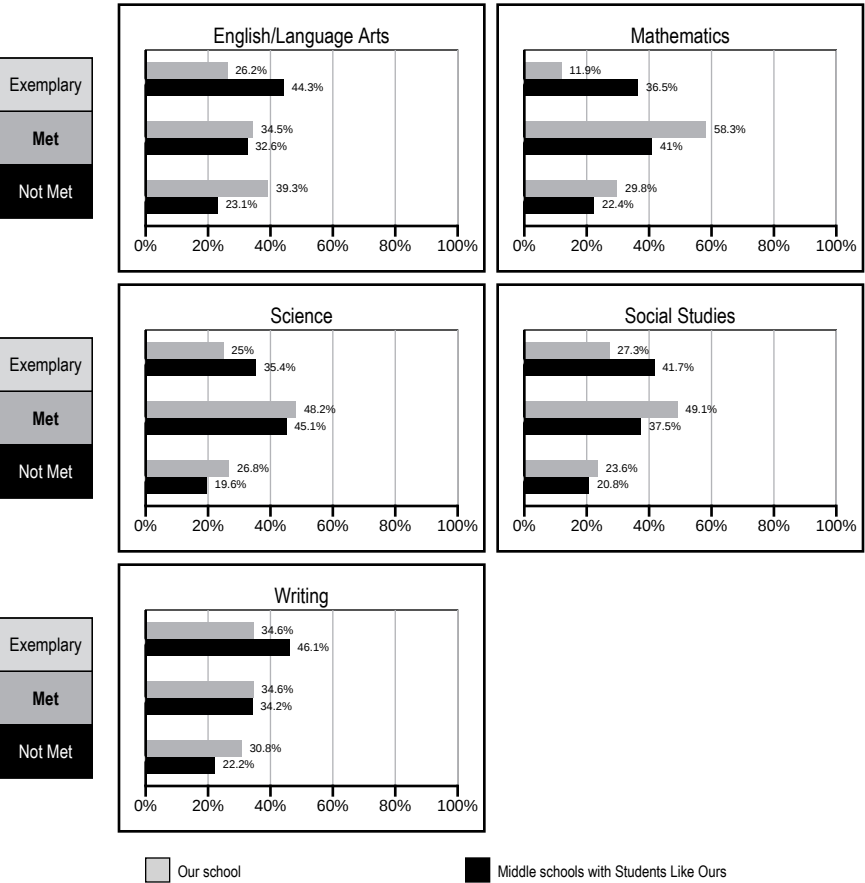
95%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
21	15	6	0	1

* 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

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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	100.0%	97.7%
English 1	100.0%	93.2%
Physical Science	N/A	N/A
US History and the Constitution	N/A	9%
All Subjects	100.0%	94.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=318)				
Students enrolled in high school credit courses (grades 7 & 8)	20.8%	Down from 83.9%	27.7%	22.9%
Retention rate	0.0%	No Change	0.9%	0.8%
Attendance rate	95.6%	Up from 95.3%	96.5%	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%	No Change	0.4%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=19)				
Teachers with advanced degrees	78.9%	Up from 73.7%	63.5%	61.3%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	94.4%	Up from 87.0%	89.0%	86.7%
Teacher attendance rate	95.2%	Down from 99.8%	95.3%	95.2%
Average teacher salary*	\$47,968	Up 2.5%	\$47,477	\$46,422
Professional development days/teacher	7.6 days	Up from 4.4 days	10.4 days	10.0 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 20.2 to 1	23.6 to 1	22.0 to 1
Prime instructional time	89.6%	Down from 95.0%	91.2%	90.1%
Opportunities in the arts	Poor	Down from Good	Excellent	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.7%	Down from 100.0%	98.8%	98.8%
Character development program	Good	No Change	Excellent	Good
Dollars spent per pupil**	\$7,403	Down 14.9%	\$6,992	\$7,245
Percent of expenditures for instruction**	61.1%	Up from 59.5%	63.1%	63.1%
Percent of expenditures for teacher salaries**	58.4%	Up from 58.2%	61.6%	60.9%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The faculty, parents, students, and community members have worked diligently to establish a learning environment that promotes optimal learning. The Academy for Teaching and learning (ATL) has developed a school mission that values each child and faculty member as an individual and strives to provide support and encouragement that ensures that all members of the school family reach academic and social success. ATL's goals to focus heavily on professional development and reflection on student progress will ensure that all students reach academic and social excellence.

The Academy implemented a systematic approach in gathering student data from various sources (PACT, MAP, formal and information assessments, and interest inventories) to determine academic remediation and acceleration opportunities. Staff members used the results from the data to reflect on their teaching practices and search for various strategies to reach all learners. Students were provided an additional hour of instruction each day during the school's extended day program. PACT and MAP data showed a positive impact on student achievement.

The Academy has established a strong sense of community for all the students who attend the school. Middle school students are given the opportunity to work with younger students in the school's mentoring program. Weekly gatherings are held on Fridays that showcase students' learning and recognize Students of the Week, Perfect Attendance, Honor Roll, and Good Citizens Awards. The school continued to involve every student in service learning projects that help the community. ATL focused on community hunger with several food drives to stock the local food pantry. The school participated in Relay for Life and raised funds to fight cancer. The school continued to implement the components of the Heartwood Character Education curriculum with students. Students are given a variety of extra-curricular activities during the school's extended day program and during regular school hours. Students have the opportunity to participate in 4-H activities, Junior Achievement, Student Council, YMCA swimming lessons, band, steel drums, chorus, cheerleading, and dance. Each nine weeks, students are given a survey to determine opportunities for enrichment.

Parent involvement continues to drive the school's mission and support faculty and students. Parents are an active component of the success of the school. Parents serve as board members to govern the school and participate on committees that promote student success.

In the future, the Academy for Teaching and Learning will continue to make data driven decisions that identify areas of weakness and focus on professional development to establish "best practices" in teaching. This will give every student at the Academy an opportunity to reach their full potential.

Robyn Brakefield
Mary Ann McKeown
Directors

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	34	41
Percent satisfied with learning environment	100.0%	69.6%	89.7%
Percent satisfied with social and physical environment	100.0%	69.6%	82.9%
Percent satisfied with school-home relations	100.0%	87.0%	90.0%

* 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	74.3
Overall Grade Conversion	C

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

The Academy for Teaching and Learning 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	2.8%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	1.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.5%	0.0%	No
Student attendance rate	95.6%	94.0%*	Yes

* 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
Grades 6-8						
All Students	633.5	630.2	628.8	633.0	100.0	100.0
Male	613.3	621.8	620.3	633.0	100.0	100.0
Female	650.2	637.2	638.0	632.9	100.0	100.0
White	636.5	634.8	629.3	634.0	100.0	100.0
African American	613.6	606.1	611.7	626.8	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	618.1	616.1	605.4	616.8	100.0	100.0
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0

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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							
2011	3	39	100	23.1	30.8	46.2	76.9
	4	34	100	26.5	52.9	20.6	73.5
	5	34	100	23.5	41.2	35.3	76.5
	6	31	100	29	35.5	35.5	71
	7	29	100	37.9	31	31	62.1
	8	26	100	34.8	34.8	30.4	65.2
2012	3	39	100	18.9	32.4	48.6	81.1
	4	40	100	32.5	37.5	30	67.5
	5	35	100	22.9	48.6	28.6	77.1
	6	31	100	41.9	48.4	9.7	58.1
	7	27	100	40.7	25.9	33.3	59.3
	8	26	100	34.6	26.9	38.5	65.4
Mathematics							
2011	3	39	100	38.5	33.3	28.2	61.5
	4	34	100	32.4	38.2	29.4	67.6
	5	34	100	23.5	41.2	35.3	76.5
	6	31	100	25.8	58.1	16.1	74.2
	7	29	100	41.4	41.4	17.2	58.6
	8	26	100	43.5	43.5	13	56.5
2012	3	39	100	37.8	37.8	24.3	62.2
	4	40	100	27.5	55	17.5	72.5
	5	35	100	20	45.7	34.3	80
	6	31	100	35.5	54.8	9.7	64.5
	7	27	100	22.2	63	14.8	77.8
	8	26	100	30.8	57.7	11.5	69.2
Science							
2011	3	19	100	26.3	63.2	10.5	73.7
	4	34	100	35.3	58.8	5.9	64.7
	5	17	100	41.2	47.1	11.8	58.8
	6	16	100	31.3	56.3	12.5	68.8
	7	29	100	24.1	48.3	27.6	75.9
	8	14	100	15.4	53.8	30.8	84.6
2012	3	20	100	38.9	50	11.1	61.1
	4	40	100	32.5	57.5	10	67.5
	5	18	100	50	44.4	5.6	50
	6	16	100	43.8	43.8	12.5	56.3
	7	27	100	22.2	48.1	29.6	77.8
	8	13	100	15.4	53.8	30.8	84.6

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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							
2011	3	20	100	15	60	25	85
	4	34	100	23.5	50	26.5	76.5
	5	17	100	29.4	17.6	52.9	70.6
	6	15	100	13.3	60	26.7	86.7
	7	29	100	41.4	31	27.6	58.6
	8	12	100	I/S	I/S	I/S	I/S
2012	3	19	100	15.8	47.4	36.8	84.2
	4	40	100	27.5	50	22.5	72.5
	5	17	100	23.5	47.1	29.4	76.5
	6	15	100	26.7	60	13.3	73.3
	7	27	100	14.8	55.6	29.6	85.2
	8	13	100	38.5	23.1	38.5	61.5
Writing							
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	34	94.1	18.8	46.9	34.4	81.3
	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	25	100	21.7	39.1	39.1	78.3
2012	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	35	100	28.6	22.9	48.6	71.4
	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	26	100	30.8	34.6	34.6	69.2

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