



## Fuller Normal Advanced Technical Charter

201 North Main Street  
Greenville, South Carolina

<b>Grades</b>	K-7 Elementary School	
<b>Enrollment</b>	189 Students	
<b>Principal</b>	Brenda G. Humbert	864-271-3698
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>At-Risk</b>	<b>Average</b>
2008	At-Risk	Good
2007	At-Risk	At-Risk
2006	N/A	N/A
2005	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 GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## 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.

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

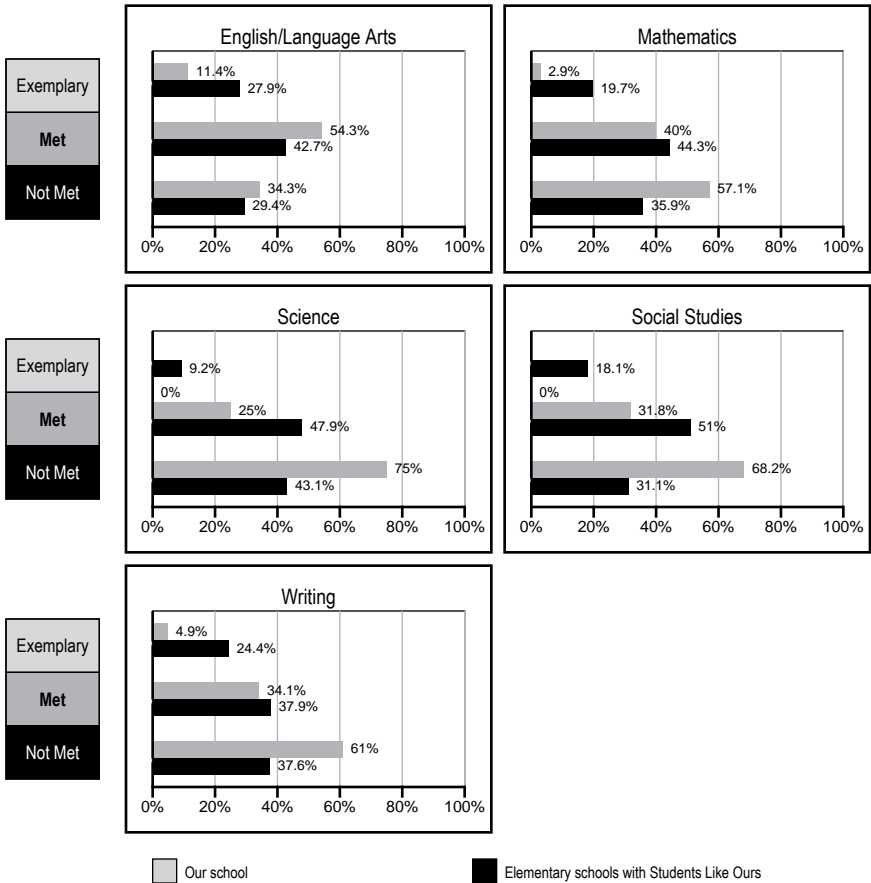
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 92.4%

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

Excellent	Good	Average	Below Average	At-Risk
0	5	83	28	2

\* Ratings are calculated with data available by 06/01/2010.

**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=189)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 90.0%	100.0%	100.0%
Retention rate	3.8%	Down from 9.5%	2.5%	1.9%
Attendance rate	96.2%	Up from 95.7%	96.0%	96.3%
Eligible for gifted and talented	0.0%	No Change	6.3%	10.0%
With disabilities other than speech	5.2%	Down from 7.1%	9.0%	7.7%
Older than usual for grade	3.8%	Up from 2.3%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=15)</b>				
Teachers with advanced degrees	33.3%	Up from 21.4%	57.1%	59.4%
Continuing contract teachers	46.7%	Up from 14.3%	76.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	84.7%	85.9%
Teacher attendance rate	98.9%	Up from 90.5%	95.0%	95.1%
Average teacher salary*	\$34,366	Up 10.8%	\$45,973	\$47,149
Professional development days/teacher	7.7 days	Up from 7.1 days	11.9 days	11.1 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	14.5 to 1	Down from 15.2 to 1	18.1 to 1	18.8 to 1
Prime instructional time	94.9%	Up from 83.5%	89.9%	90.4%
Opportunities in the arts	Fair	Up from Poor	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	57.4%	Down from 68.8%	100.0%	100.0%
Character development program	Below Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,504	Down 119.0%	\$7,722	\$7,458
Percent of expenditures for instruction**	59.0%	Up from 28.0%	68.0%	68.8%
Percent of expenditures for teacher salaries**	45.7%	Up from 18.9%	61.9%	63.2%

\* 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 purpose of the School Improvement Summary Report is to provide parents and the community with important information about Fuller Normal Advanced Technology Charter School. We want to thank the parents, students, administrators, faculty, and community members who are committed to making Fuller Normal Advanced Technology Charter School an excellent school.

Class size is limited to 20 in a class. This is a place where everyone knows your name and where students succeed in a rigorous academic atmosphere because our technically advanced school provides for highly individualized instruction from a staff dedicated to student achievement.

During 2007-2008, Fuller Normal demonstrated the highest improvement rates in math among all schools in South Carolina. Small group instruction and targeted strategies continue to provide strong improvement rates in math. Plans for intervention, small group instruction, and targeted strategies for the coming years will provide increased achievement rates in reading and language arts as well.

Brenda G. Humbert, Principal  
William Brown, Board Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
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

YES

This school met 9 out of 9 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

## School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	18.5%	0.0%	No
Student attendance rate	96.2%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

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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 = 58.8% (Met or Exemplary)**

All Students	93	98.9	48.1	39	13	64.9	84	82.8	Yes	Yes
<b>Gender</b>										
Male	50	100	59.1	31.8	9.1	56.8	80.8	79.3	N/A	N/A
Female	43	97.7	33.3	48.5	18.2	75.8	87.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	1	I/S	I/S	I/S	I/S	I/S	89.5	89.5	I/S	I/S
African American	91	98.9	48	38.7	13.3	65.3	72.7	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	74.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	11	100	N/AV	N/AV	N/AV	63.6	52.5	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	74.5	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	N/A	N/AV	N/A	N/A	N/A	N/A	74.4	75.5	I/S	I/S

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	93	98.9	48.1	44.2	7.8	59.7	80.9	78.9	Yes	Yes
<b>Gender</b>										
Male	50	100	52.3	38.6	9.1	56.8	79.6	77	N/A	N/A
Female	43	97.7	42.4	51.5	6.1	63.6	82.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	1	I/S	I/S	I/S	I/S	I/S	87	87.2	I/S	I/S
African American	91	98.9	49.3	44	6.7	58.7	66.3	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.3	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	75.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	11	100	63.6	27.3	9.1	54.5	48.1	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	76.2	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	N/A	N/AV	N/A	N/A	N/A	N/A	70.5	70.2	I/S	I/S

\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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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
<b>Science</b>								
All Students	69	98.6	N/AV	N/AV	N/AV	29.8	71.3	67.5
<b>Gender</b>								
Male	39	100	N/AV	N/AV	N/AV	29.4	70.8	67
Female	30	96.7	N/AV	N/AV	N/AV	30.4	71.8	68
<b>Racial/Ethnic Group</b>								
White	1	I/S	I/S	I/S	I/S	I/S	79.5	79.5
African American	67	98.5	N/AV	N/AV	N/AV	27.3	53	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.9	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
<b>Disability Status</b>								
Disabled	6	I/S	I/S	I/S	I/S	I/S	39.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.4	59.6
<b>Socio-Economic Status</b>								
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	57.5	55.1
<b>Social Studies</b>								
All Students	68	98.5	N/AV	N/AV	N/AV	34	75.7	72.3
<b>Gender</b>								
Male	36	100	N/AV	N/AV	N/AV	30	75.1	71.5
Female	32	96.9	N/AV	N/AV	N/AV	39.1	76.3	73.2
<b>Racial/Ethnic Group</b>								
White	1	I/S	I/S	I/S	I/S	I/S	81.7	80.7
African American	66	98.5	N/AV	N/AV	N/AV	33.3	61.5	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
<b>Disability Status</b>								
Disabled	9	I/S	I/S	I/S	I/S	I/S	47.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	69	67.9
<b>Socio-Economic Status</b>								
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	63.9	62.1

Abbreviations for Missing Data

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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
<b>Writing</b>										
All Students	99	97	57	37.2	5.8	43	72.9	70.2	96.2	96.5
<b>Gender</b>										
Male	52	100	N/AV	N/AV	N/AV	41.7	66.4	63.2	96.4	96.4
Female	47	93.6	55.3	31.6	13.2	44.7	79.7	77.5	96.1	96.5
<b>Racial/Ethnic Group</b>										
White	1	I/S	I/S	I/S	I/S	I/S	80.5	79.1	91.1	96.3
African American	97	96.9	57.1	36.9	6	42.9	57.1	57.6	96.3	96.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.3	86.2	N/A	97.6
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.3	62.6	98.9	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	N/A	95.2
<b>Disability Status</b>										
Disabled	12	100	N/AV	N/AV	N/AV	33.3	28.4	26.1	96.8	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.5	61.2	N/A	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	58.8	58.9	N/A	95.8

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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>							
<b>2009</b>	3	14	100	33.3	58.3	8.3	66.7
	4	17	94.1	I/S	I/S	I/S	I/S
	5	16	100	25	58.3	16.7	75
	6	22	100	45	35	20	55
	7	24	100	73.9	17.4	8.7	26.1
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	14	100	N/AV	N/AV	N/AV	16.7
	4	17	94.1	I/S	I/S	I/S	I/S
	5	16	100	25	66.7	8.3	75
	6	22	100	45	50	5	55
	7	24	100	39.1	43.5	17.4	60.9
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	8	I/S	I/S	I/S	I/S	I/S
	4	17	94.1	I/S	I/S	I/S	I/S
	5	8	I/S	I/S	I/S	I/S	I/S
	6	12	100	N/AV	N/AV	N/AV	18.2
	7	24	100	N/AV	N/AV	N/AV	39.1
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Social Studies</b>							
<b>2009</b>	3	6	I/S	I/S	I/S	I/S	I/S
	4	17	94.1	I/S	I/S	I/S	I/S
	5	10	I/S	I/S	I/S	I/S	I/S
	6	11	100	I/S	I/S	I/S	I/S
	7	24	100	N/AV	N/AV	N/AV	30.4
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	18	94.4	62.5	31.3	6.3	37.5
	4	15	100	72.7	18.2	9.1	27.3
	5	17	94.1	N/AV	N/AV	N/AV	53.8
	6	25	96	43.5	52.2	4.3	56.5
	7	24	100	65.2	26.1	8.7	34.8
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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