



Fuller Normal Advanced Technical Charter

201 North Main Street
Greenville, South Carolina

Grades	K-7 Middle School	
Enrollment	189 Students	
Principal	Brenda G. Humbert	864-271-3698
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	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
2009	At-Risk	At-Risk
2008	N/A	N/A
2007	N/A	N/A
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

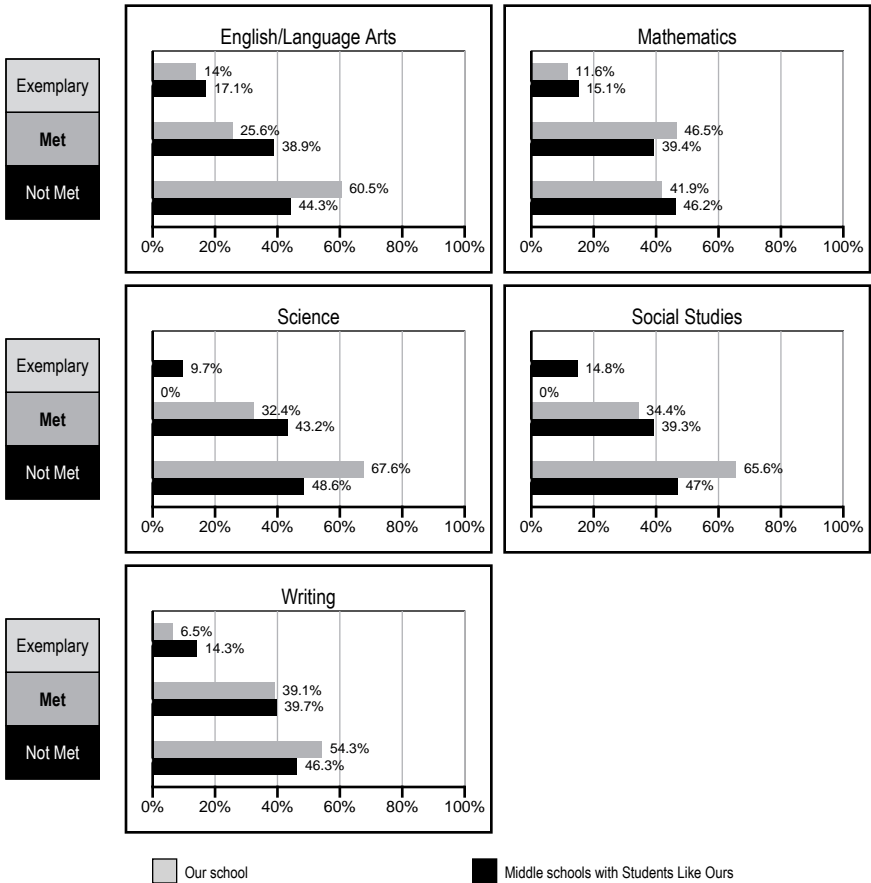
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 92.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	13	29	8

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

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	89.3%
English 1	N/A	84.5%
Physical Science	N/A	45.2%
US History and the Constitution	N/A	N/A
All Subjects	N/A	88.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=189)				
Students enrolled in high school credit courses (grades 7 & 8)	3.7%	N/R	15.0%	21.6%
Retention rate	3.8%	N/A	1.7%	1.2%
Attendance rate	96.2%	N/A	95.3%	95.9%
Eligible for gifted and talented	0.0%	N/A	8.1%	14.8%
With disabilities other than speech	5.2%	N/A	14.1%	12.6%
Older than usual for grade	3.8%	N/A	4.2%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.3%	0.6%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=15)				
Teachers with advanced degrees	33.3%	N/A	56.4%	56.9%
Continuing contract teachers	46.7%	N/A	64.9%	72.7%
Teachers with emergency or provisional certificates	0.0%	N/A	11.5%	5.3%
Teachers returning from previous year	N/A	N/A	78.1%	82.9%
Teacher attendance rate	98.9%	N/R	95.0%	95.2%
Average teacher salary*	\$34,366	I/S	\$45,841	\$46,599
Professional development days/teacher	7.7 days	N/R	10.6 days	10.8 days
School				
Principal's years at school	3.0	N/R	3.0	3.0
Student-teacher ratio in core subjects	14.5 to 1	N/R	18.4 to 1	20.1 to 1
Prime instructional time	94.9%	N/R	89.3%	89.9%
Opportunities in the arts	Fair	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	57.4%	N/R	97.3%	97.8%
Character development program	Below Average	N/R	Good	Good
Dollars spent per pupil**	\$8,504	N/A	\$9,060	\$7,645
Percent of expenditures for instruction**	59.0%	N/A	62.3%	63.4%
Percent of expenditures for teacher salaries**	45.7%	N/A	55.6%	57.0%

* 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

	Teachers	Students*	Parents*
Number of surveys returned	12	23	32
Percent satisfied with learning environment	66.7%	91.3%	96.9%
Percent satisfied with social and physical environment	66.7%	100.0%	96.9%
Percent satisfied with school-home relations	41.7%	100.0%	96.8%

* Only students at the highest middle 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

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	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

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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
Gender										
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
Racial/Ethnic Group										
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
Disability Status										
Disabled	11	100	N/AV	N/AV	N/AV	63.6	52.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	74.5	75.1	I/S	I/S
Socio-Economic Status										
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
Gender										
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
Racial/Ethnic Group										
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
Disability Status										
Disabled	11	100	63.6	27.3	9.1	54.5	48.1	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	76.2	76.1	I/S	I/S
Socio-Economic Status										
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.

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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	69	98.6	N/AV	N/AV	N/AV	29.8	71.3	67.5
Gender								
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
Racial/Ethnic Group								
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
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.4	59.6
Socio-Economic Status								
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	57.5	55.1
Social Studies								
All Students	68	98.5	N/AV	N/AV	N/AV	34	75.7	72.3
Gender								
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
Racial/Ethnic Group								
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
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	69	67.9
Socio-Economic Status								
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
Writing										
All Students	99	97	57	37.2	5.8	43	72.9	70.2	96.2	96.5
Gender										
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
Racial/Ethnic Group										
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
Disability Status										
Disabled	12	100	N/AV	N/AV	N/AV	33.3	28.4	26.1	96.8	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.5	61.2	N/A	97.2
Socio-Economic Status										
Subsided 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
English/Language Arts							
2009	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
Mathematics							
2009	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
Science							
2009	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
Social Studies							
2009	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
Writing							
2009	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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