



## Children's Attention Home

PO Box 2892  
Rock Hill, SC 29732

<b>Grades</b>	K-8 Middle School	
<b>Enrollment</b>	17 Students	
<b>Principal</b>	Deana R Peterson	803-328-6555
<b>Superintendent</b>	Dr. Lynn P. Moody	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-981-1000

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>At-Risk</b>
2008	At-Risk	At-Risk
2007	At-Risk	Excellent
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**

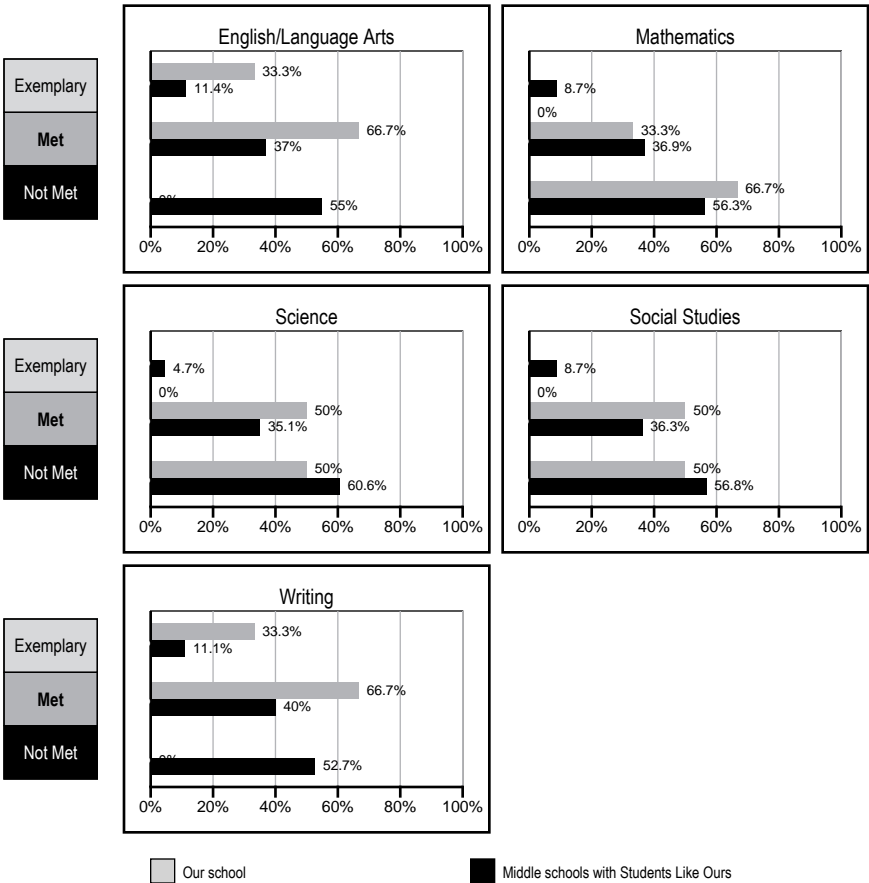
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 100%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	1	13	16

\* 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**

<b>Exemplary</b>	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
<b>Met</b>	"Met" means the student met the grade level standard.
<b>Not Met</b>	"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	80.7%
English 1	N/A	82.4%
Physical Science	N/A	41.2%
US History and the Constitution	N/A	N/A
All Subjects	N/A	79.4%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=17)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	17.0%	21.6%
Retention rate	0.0%	No Change	1.7%	1.2%
Attendance rate	99.2%	Up from 99.1%	95.6%	95.9%
Eligible for gifted and talented	0.0%	N/A	1.3%	14.8%
With disabilities other than speech	31.8%	Up from 20.0%	12.9%	12.6%
Older than usual for grade	6.3%	Up from 0.0%	3.7%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.3%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=3)</b>				
Teachers with advanced degrees	0.0%	No Change	54.5%	56.9%
Continuing contract teachers	0.0%	Down from 100.0%	56.3%	72.7%
Teachers with emergency or provisional certificates	N/A	N/A	16.3%	5.3%
Teachers returning from previous year	N/A	N/A	73.9%	82.9%
Teacher attendance rate	95.6%	Up from 92.5%	94.5%	95.2%
Average teacher salary*	I/S	I/S	\$44,417	\$46,599
Professional development days/teacher	5.0 days	Down from 7.6 days	10.2 days	10.8 days
<b>School</b>				
Principal's years at school	0.0	Down from 1.0	2.0	3.0
Student-teacher ratio in core subjects	8.5 to 1	Up from 6.6 to 1	15.4 to 1	20.1 to 1
Prime instructional time	94.6%	Up from 90.8%	89.3%	89.9%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	17.5%	N/R	96.4%	97.8%
Character development program	Average	No Change	Excellent	Good
Dollars spent per pupil**	N/A	N/A	\$10,479	\$7,645
Percent of expenditures for instruction**	N/A	N/A	59.8%	63.4%
Percent of expenditures for teacher salaries**	N/A	N/A	53.2%	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 Children's Attention Home Charter School is to provide individualized educational services to children who have been removed from their homes due to abuse, neglect, and/or abandonment and placed at the Children's Attention Home Emergency Shelter.

The teachers at the CAH Charter School receive special training provided by the Children's Home to deal with the social and emotional needs of the children. They also participate in professional development provided by the Rock Hill School District. All teachers participated in the South Carolina Charter Schools' Association April, 2009 three-day conference in Charleston.

During the 2008-09 school year, the Charter School Board made a decision to increase the school from 2 classrooms to 3 classrooms. With the assistance of funds raised by our association with Family Trust Credit Union and The Festival Golf Tournament, that goal will be realized for the 2009-10 school year. The Charter School will have a K-2 classroom, a grades 3-5 classroom, and a new grades 6-8 classroom.

Deana Peterson, Principal

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	3	12	5
Percent satisfied with learning environment	I/S	75.0%	I/S
Percent satisfied with social and physical environment	I/S	91.7%	I/S
Percent satisfied with school-home relations	I/S	80.0%	I/S

\* Only students at the highest middle school grade level and their parents were included.

## Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 4 out of 5 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

NI

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	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.2%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**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	18	100	I/S	I/S	I/S	I/S	85.2	82.8	Yes	Yes
<b>Gender</b>										
Male	8	I/S	I/S	I/S	I/S	I/S	82	79.3	N/A	N/A
Female	10	I/S	I/S	I/S	I/S	I/S	88.8	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	8	I/S	I/S	I/S	I/S	I/S	92.4	89.5	I/S	I/S
African American	10	I/S	I/S	I/S	I/S	I/S	74.5	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.5	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	80.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75.6	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	5	I/S	I/S	I/S	I/S	I/S	57.7	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	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	77.1	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	18	100	I/S	I/S	I/S	I/S	76.4	75.5	I/S	I/S

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

All Students	18	94.4	I/S	I/S	I/S	I/S	82.8	78.9	Yes	No
<b>Gender</b>										
Male	8	I/S	I/S	I/S	I/S	I/S	80	77	N/A	N/A
Female	10	I/S	I/S	I/S	I/S	I/S	85.9	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	8	I/S	I/S	I/S	I/S	I/S	91.5	87.2	I/S	I/S
African American	10	I/S	I/S	I/S	I/S	I/S	68.6	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	98	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	80.2	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	80	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	5	I/S	I/S	I/S	I/S	I/S	50.2	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	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	79.2	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	18	94.4	I/S	I/S	I/S	I/S	72.5	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	12	91.7	I/S	I/S	I/S	I/S	71	67.5
<b>Gender</b>								
Male	6	I/S	I/S	I/S	I/S	I/S	70.2	67
Female	6	I/S	I/S	I/S	I/S	I/S	71.8	68
<b>Racial/Ethnic Group</b>								
White	6	I/S	I/S	I/S	I/S	I/S	83.9	79.5
African American	6	I/S	I/S	I/S	I/S	I/S	50.7	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.3	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	62.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	59.8	71.2
<b>Disability Status</b>								
Disabled	5	I/S	I/S	I/S	I/S	I/S	39.4	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.6	59.6
<b>Socio-Economic Status</b>								
Subsized meals	12	91.7	I/S	I/S	I/S	I/S	55.1	55.1
<b>Social Studies</b>								
All Students	10	I/S	I/S	I/S	I/S	I/S	76.4	72.3
<b>Gender</b>								
Male	3	I/S	I/S	I/S	I/S	I/S	75.6	71.5
Female	7	I/S	I/S	I/S	I/S	I/S	77.3	73.2
<b>Racial/Ethnic Group</b>								
White	2	I/S	N/A	N/A	N/A	N/A	84.9	80.7
African American	8	I/S	I/S	I/S	I/S	I/S	62.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.7	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	75.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	62	72.2
<b>Disability Status</b>								
Disabled	1	I/S	N/A	N/A	N/A	N/A	47.9	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	75	67.9
<b>Socio-Economic Status</b>								
Subsized meals	10	I/S	I/S	I/S	I/S	I/S	64.3	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	14	100	I/S	I/S	I/S	I/S	73.1	70.2	99.2	96.7
<b>Gender</b>										
Male	7	I/S	I/S	I/S	I/S	I/S	65.9	63.2	98.6	96.6
Female	7	I/S	I/S	I/S	I/S	I/S	80.9	77.5	99.7	96.8
<b>Racial/Ethnic Group</b>										
White	4	I/S	I/S	I/S	I/S	I/S	82.5	79.1	99.2	96.6
African American	10	I/S	I/S	I/S	I/S	I/S	59.2	57.6	99.1	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.3	86.2	N/A	97.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	65.7	62.6	99.9	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	68.7	N/A	95.2
<b>Disability Status</b>										
Disabled	7	I/S	I/S	I/S	I/S	I/S	30.2	26.1	97.7	95.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	99.9	99.9
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63	61.2	99.9	96.6
<b>Socio-Economic Status</b>										
Subsided meals	14	100	I/S	I/S	I/S	I/S	59.5	58.9	99.2	96.2

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>							
<b>2009</b>	3	3	I/S	N/A	N/A	N/A	N/A
	4	2	I/S	N/A	N/A	N/A	N/A
	5	2	I/S	N/A	N/A	N/A	N/A
	6	3	I/S	N/A	N/A	N/A	N/A
	7	3	I/S	I/S	I/S	I/S	I/S
	8	5	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>							
<b>2009</b>	3	3	I/S	N/A	N/A	N/A	N/A
	4	2	I/S	N/A	N/A	N/A	N/A
	5	2	I/S	N/A	N/A	N/A	N/A
	6	3	I/S	N/A	N/A	N/A	N/A
	7	3	I/S	I/S	I/S	I/S	I/S
	8	5	I/S	I/S	I/S	I/S	I/S
<b>Science</b>							
<b>2009</b>	3	2	I/S	N/A	N/A	N/A	N/A
	4	2	I/S	N/A	N/A	N/A	N/A
	5	1	I/S	N/A	N/A	N/A	N/A
	6	3	I/S	N/A	N/A	N/A	N/A
	7	3	I/S	I/S	I/S	I/S	I/S
	8	1	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>							
<b>2009</b>	3	1	I/S	N/A	N/A	N/A	N/A
	4	2	I/S	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	3	I/S	I/S	I/S	I/S	I/S
	8	3	I/S	I/S	I/S	I/S	I/S
<b>Writing</b>							
<b>2009</b>	3	2	I/S	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	2	I/S	N/A	N/A	N/A	N/A
	6	4	I/S	N/A	N/A	N/A	N/A
	7	2	I/S	I/S	I/S	I/S	I/S
	8	4	I/S	I/S	I/S	I/S	I/S

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