



PHOENIX CHARTER HIGH SCHOOL

P.O.BOX 170
ALCOLU, SOUTH

Grades	9-12 High School	
Enrollment	61 Students	
Principal	Nancy Roberson	803-505-6800
Superintendent	John Tindal	803-435-4435
Board Chair	William C. Land	803-435-4435

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	At-Risk	At-Risk
2009	At-Risk	At-Risk
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Good	Excellent

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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	13	5	13

* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	33.3%	22.2%	20.0%	69.3%	60.6%	61.0%
Passed 1 subtest (%)	41.7%	33.3%	40.0%	16.5%	19.4%	19.1%
Passed no subtests (%)	25.0%	44.4%	40.0%	14.2%	22.4%	22.2%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	72.7%	83.6%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	22	26	135	139
Number of Graduates in Cohort	12	12	93	89
Rate	54.5%	46.2%	64.8%	63.3%

*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	27.3%	57.8%
English 1	14.3%	49.6%
Physical Science	7.1%	34.4%
US History and the Constitution	0.0%	25.2%
All Tests	10.3%	40.8%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
Students (n=61)				
Retention rate	0.0%	Down from 8.2%	5.9%	3.7%
Attendance rate	93.2%	Up from 89.3%	94.1%	95.4%
Eligible for gifted and talented	0.0%	No Change	3.4%	12.4%
With disabilities other than speech	20.9%	Up from 20.3%	14.8%	12.8%
Older than usual for grade	45.9%	Up from 23.3%	14.7%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.3%	Up from 0.0%	1.7%	1.1%
Enrolled in AP/IB programs	0.0%	No Change	7.2%	13.1%
Successful on AP/IB exams	N/A	N/A	36.1%	50.4%
Eligible for LIFE Scholarship	15.4%	Down from 57.7%	26.2%	30.4%
Annual dropout rate	0.0%	No Change	2.4%	3.1%
Career/technology students in co-curricular organizations	0.0%	No Change	3.4%	2.2%
Enrollment in career/technology courses	1	Down from 59	266	424
Students participating in work-based experiences	3.2%	Up from 0.0%	8.0%	11.7%
Career/technology students attaining technical skills	N/A	N/A	75.7%	78.7%
Career/technology completers placed	N/A	N/A	96.3%	98.5%
Teachers (n=9)				
Teachers with advanced degrees	44.4%	Up from 25.0%	54.3%	60.4%
Continuing contract teachers	0.0%	No Change	60.3%	76.6%
Teachers with emergency or provisional certificates	0.0%	Down from 14.3%	18.6%	6.5%
Teachers returning from previous year	N/A	N/A	78.0%	86.8%
Teacher attendance rate	100.0%	No Change	95.9%	95.8%
Average teacher salary*	\$19,000	N/A	\$44,341	\$47,390
Professional development days/teacher	6.1 days	Down from 6.3 days	10.9 days	10.0 days
School				
Principal's years at school	8.0	Down from 9.0	3.0	4.0
Student-teacher ratio in core subjects	16.0 to 1	Up from 15.0 to 1	22.3 to 1	25.8 to 1
Prime instructional time	93.2%	Up from 89.3%	89.2%	90.1%
Dollars spent per pupil**	\$4,977	Up 20.4%	\$10,287	\$7,974
Percent of expenditures for teacher salaries**	86.2%	Down from 91.3%	52.5%	55.4%
Percent of expenditures for instruction**	87.6%	Down from 95.0%	59.3%	60.4%
Opportunities in the arts	Poor	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.6%	Up from 91.3%	97.4%	96.0%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Average

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	11	72.7%	58	10.3%	26	46.2%	No
Gender							
Male	N/A	N/A	33	9.1%	15	60.0%	N/A
Female	N/A	N/A	25	12.0%	11	27.3%	N/A
Racial/Ethnic Group							
White	N/A	N/A	19	10.5%	17	35.3%	N/A
African American	N/A	N/A	38	10.5%	N/A	N/A	N/A
Asian/Pacific Islander	N/A	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	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	15	20.0%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	10	70.0%	47	12.8%	21	52.4%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Our mission at the Phoenix Center is to serve students who are divergent learners.

Our total student enrollment for the 2009-2010 school year is 65 students in grades nine through twelve.

Our goal is to prepare our students for their future. We want our students to be job-ready and to possess life skills. Community businesses and agencies are enlisted to help with assistance and counseling.

Our students may attend F. E. Dubose Career Center, where they are placed in vocational areas. They have the opportunity to take college-level courses at Central Carolina Technical College. Our curriculum is based on the state standards with emphasis on making learning relevant in all subject areas.

We value parental input into curriculum and discipline. We meet with parents quarterly as a group and call them for conferences, as needed, to discuss their children's progress. The charter school experience for all of us, teachers and students alike, is a challenge and an opportunity for growth.

Nancy Roberson, Director

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	6	20	13
Percent satisfied with learning environment	100.0%	100.0%	100.0%
Percent satisfied with social and physical environment	100.0%	100.0%	100.0%
Percent satisfied with school-home relations	100.0%	100.0%	100.0%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

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School Adequate Yearly Progress	NO
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This school met 1 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	N/A
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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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	3.5%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	27.8%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	17	88.2	41.7	58.3	0	0	0	43.8	65.9	No	No
Male	12	91.7	50	50	0	0	0	32.4	60.8	N/A	N/A
Female	5	I/S	I/S	I/S	I/S	I/S	I/S	55.6	71	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	I/S	68.6	77.5	I/S	I/S
African American	12	83.3	62.5	37.5	0	0	0	35.2	49.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	80.2	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.9	I/S	I/S
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	11.4	21.3	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	12	91.7	50	50	0	0	0	38.8	51.5	I/S	I/S

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	17	94.1	76.9	23.1	0	0	0	50.2	62.3	No	Yes
Male	12	91.7	87.5	12.5	0	0	0	44.6	61.7	N/A	N/A
Female	5	I/S	I/S	I/S	I/S	I/S	I/S	56	63	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	I/S	74.5	75	I/S	I/S
African American	12	91.7	88.9	11.1	0	0	0	41.4	44	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	85.5	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	62.5	I/S	I/S
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	23.5	22.1	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	12	91.7	70	30	0	0	0	48.4	48.1	I/S	I/S

Physical Science (End-of-Course Test performance by Group)

All Students	16	68.8	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	N/A	N/A	N/A
Male	12	66.7	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	N/A	N/A	N/A
Female	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	11	63.6	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	12	58.3	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data										
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2009	18	94.4	40	40	20	0	20	43.1	61.8
	2010	17	88.2	41.7	58.3	0	0	0	43.8	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	18	100	75	6.3	12.5	6.3	18.8	40.9	62.7
	2010	17	94.1	76.9	23.1	0	0	0	50.2	62.3

* Adjusted to account for natural variation in performance.