

## SC CONNECTIONS ACADEMY

220 Stoneridge Drive,  
Columbia, SC 29210

<b>Grades</b>	K-12 Elementary School	
<b>Enrollment</b>	1,639 Students	
<b>Principal</b>	Allison R. Reaves	803-212-4712
<b>Superintendent</b>	Wayne Brazell	803-734-8322
<b>Board Chair</b>	Don McLaurin	843-720-1268

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Good*</b>
2009	Average	Average
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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

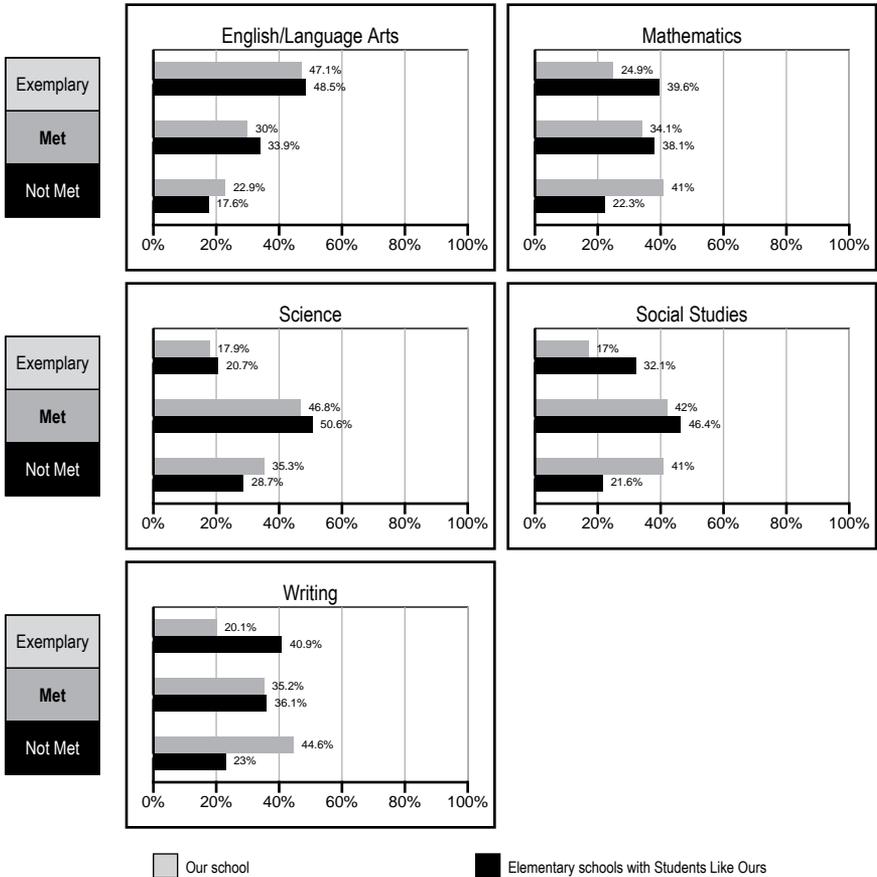
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 68.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
24	38	30	0	0

\* Ratings are calculated with data available by 03/09/2011.

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=1,639)</b>				
First graders who attended full-day kindergarten	97.5%	Down from 100.0%	100.0%	100.0%
Retention rate	1.9%	Down from 6.2%	1.2%	1.2%
Attendance rate	96.0%	Down from 96.8%	96.2%	96.1%
Eligible for gifted and talented	12.6%	Down from 15.6%	16.1%	11.7%
With disabilities other than speech	9.1%	Up from 8.0%	7.5%	8.0%
Older than usual for grade	8.3%	Up from 7.4%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	45.7%	Down from 46.2%	62.4%	60.5%
Continuing contract teachers	8.7%	Down from 30.8%	86.8%	84.6%
Teachers with emergency or provisional certificates	4.5%	Down from 14.3%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	89.7%	87.0%
Teacher attendance rate	96.8%	N/R	95.5%	95.4%
Average teacher salary*	\$33,611	Down 10.2%	\$48,105	\$47,288
Professional development days/teacher	17.3 days	Up from 11.4 days	10.8 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	No Change	5.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	19.9 to 1	19.2 to 1
Prime instructional time	92.2%	N/R	90.9%	90.8%
Opportunities in the arts	Poor	Down from Fair	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Below Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,330	N/A	\$6,958	\$7,548
Percent of expenditures for instruction**	54.0%	N/A	69.2%	68.7%
Percent of expenditures for teacher salaries**	17.1%	N/A	66.3%	65.1%

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

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

South Carolina Connections Academy (SCCA) is a pioneering, public virtual charter school that opened during the 2008-2009 school year as a member of the South Carolina Public Charter School District. SCCA offers a premier online education to children in grades K-12 regardless of where they reside in the state. Our curriculum meets national and state standards while simultaneously meeting the personal needs of all of our students. Students progress through the program under the guidance of their Learning Coach (typically a parent or guardian) in conjunction with their highly qualified South Carolina certified teachers. Regular interaction occurs via phone, email, Field Trips and live web conferences. Student work is then submitted online for teacher review. Our user-friendly Learning Management System (LMS) includes coursework, a daily planner, a grade book, attendance recorder, communication tools, a virtual library, messages boards, and supplemental learning programs. The LMS provides all the necessary information, at your fingertips, to successfully learn anywhere there is an internet connection. This unique system sets us apart from all other virtual charter schools.

SCCA offers advanced curriculum to Gifted and Talented students in grades 3 through 8 Science, Math, and Language Arts. These students participate in a Literature Study course using the Junior Great Books series. Teachers in our Special Education Department serve their students using the inclusion model to meet their needs in the least restrictive environment. Students required to receive speech services participate in Virtual Speech sessions. Occupational Therapy, Physical Therapy, and Speech services are also provided through contracted, certified providers.

Our high school program includes approximately 545 students across the state. The selection of courses we offer is varied and challenging. Students are able to study Foreign Languages such as Mandarin Chinese, Latin, French and Spanish. We also offer 20 Advanced Placement courses and a variety of college preparatory electives. Our graduation requirements are more rigorous than the state mandates. SCCA requires all students to successfully complete two years of foreign languages or humanities. In addition, a full year of health and a full year of American Government are required.

In an effort to create a sense of community, various field trips were planned statewide. This allowed students, parents, and teachers to interact face-to-face. Over thirty opportunities were held during the 2009-2010 school year, including museum, zoo, and aquarium tours; environmental awareness activities; an Arts Festival featuring student work; Charter Day at the Capitol; a Field Day; and Graduation.

Allison Reaves, SCCA Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	19	52
Percent satisfied with learning environment	100.0%	100.0%	94.2%
Percent satisfied with social and physical environment	89.7%	100.0%	79.2%
Percent satisfied with school-home relations	100.0%	94.4%	92.3%

\* 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

NO

This school met 19 out of 21 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

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	18.3%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	14.9%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	29.9%	0.0%	No
Student attendance rate	96.0%	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	924	97	22.8	33	44.2	87.4	84.3	83.5	Yes	Yes
<b>Gender</b>										
Male	484	96.5	26.5	30.4	43.1	85.8	80.7	80.1	N/A	N/A
Female	440	97.5	19.1	35.6	45.3	89.1	88.1	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	697	96.8	20.7	36.3	43	89.2	86.1	89.6	Yes	Yes
African American	149	98	32.8	24.1	43.1	78.4	75	74.6	Yes	Yes
Asian/Pacific Islander	13	100	I/S	I/S	I/S	I/S	96.2	92.7	I/S	I/S
Hispanic	32	90.6	15.8	26.3	57.9	84.2	86.3	79.6	I/S	I/S
American Indian/Alaskan	23	100	I/S	I/S	I/S	I/S	100	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	114	93.9	49.4	31.6	19	68.4	65.5	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	454	96.3	28.6	34.9	36.5	84.4	79.5	76.9	Yes	Yes

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

All Students	924	97.5	40.2	37.5	22.2	72.3	71.6	80.4	Yes	Yes
<b>Gender</b>										
Male	484	97.7	39.2	37.7	23.2	71.4	69.6	78.4	N/A	N/A
Female	440	97.3	41.3	37.4	21.3	73.3	73.7	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	697	97.6	38.2	36.7	25.1	73.5	73.5	87.8	Yes	Yes
African American	149	98	53.4	37.9	8.6	61.2	58.2	69.3	Yes	Yes
Asian/Pacific Islander	13	100	I/S	I/S	I/S	I/S	92.3	93.5	I/S	I/S
Hispanic	32	90.6	31.6	52.6	15.8	84.2	80.4	78.3	I/S	I/S
American Indian/Alaskan	23	100	I/S	I/S	I/S	I/S	82.4	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	114	97.4	60.8	30.4	8.9	51.9	45.2	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	454	97.1	47.3	38.1	14.6	66.7	64.1	72.8	Yes	Yes

\* 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	593	99.8	34.7	47.8	17.5	65.3	61.5	67.3
<b>Gender</b>								
Male	318	100	33.6	49.3	17	66.4	61.7	66.9
Female	275	99.6	35.8	46.2	17.9	64.2	61.3	67.7
<b>Racial/Ethnic Group</b>								
White	450	99.8	30.8	50	19.2	69.2	65.4	79.6
African American	96	100	51.9	40.5	7.6	48.1	44.7	49.7
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	75	84.4
Hispanic	18	100	45.5	36.4	18.2	54.5	51.7	59.4
American Indian/Alaskan	15	100	I/S	I/S	I/S	I/S	84.6	69.5
<b>Disability Status</b>								
Disabled	71	100	50	44	6	50	42.5	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	281	100	45.7	44.2	10.1	54.3	50.1	55.4
<b>Social Studies</b>								
All Students	589	99.7	38.1	44.1	17.9	61.9	60.7	70.9
<b>Gender</b>								
Male	319	100	33.8	43.2	23	66.2	60.8	70.1
Female	270	99.3	42.6	45	12.4	57.4	60.6	71.7
<b>Racial/Ethnic Group</b>								
White	444	99.8	36.9	44.7	18.4	63.1	62.8	79.2
African American	89	98.9	50	40.9	9.1	50	44.1	58.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	72.2	86.8
Hispanic	23	100	33.3	40	26.7	66.7	74.4	68
American Indian/Alaskan	18	100	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	73	100	51.9	37	11.1	48.1	39	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	68
<b>Socio-Economic Status</b>								
Subsidized meals	294	99.7	46.4	43.6	10	53.6	49.3	60.8

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	968	96.1	32.8	44.4	22.8	67.2	66.5	72.1	97	97.8
<b>Gender</b>										
Male	498	96.6	40.6	42.4	17	59.4	58.3	65.2	97.2	97.9
Female	470	95.5	25.2	46.3	28.5	74.8	74.9	79.2	96.7	97.7
<b>Racial/Ethnic Group</b>										
White	734	96.1	31.7	45	23.2	68.3	68.2	80.8	97.2	98
African American	151	97.4	40.4	43.9	15.8	59.6	56.6	59.7	96.2	97
Asian/Pacific Islander	13	92.3	I/S	I/S	I/S	I/S	87.5	87	97.1	97.8
Hispanic	34	97.1	27.3	45.5	27.3	72.7	72.2	64.6	96.1	97.5
American Indian/Alaskan	26	88.5	I/S	I/S	I/S	I/S	68.4	73.4	97.6	98.6
<b>Disability Status</b>										
Disabled	113	97.4	70.7	26.7	2.7	29.3	30.8	27.7	96.8	97.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.7	N/A	87.9
<b>Socio-Economic Status</b>										
Subsidized meals	486	94.7	39.9	43.7	16.4	60.1	57.9	61.9	96.4	97.6

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	46	100	25.6	33.3	41	74.4
	4	40	100	12	44	44	88
	5	49	100	14.3	31.4	54.3	85.7
	6	54	100	16.1	41.9	41.9	83.9
	7	76	97.4	20	37.8	42.2	80
	8	85	100	35	26.7	38.3	65
<b>2010</b>	3	122	95.1	29.5	18.1	52.4	70.5
	4	112	94.6	25	31	44	75
	5	132	100	11.9	42.6	45.5	88.1
	6	168	98.2	18.2	42.7	39.1	81.8
	7	175	97.1	22.8	33.3	43.9	77.2
	8	215	96.3	28.3	30.4	41.3	71.7
<b>Mathematics</b>							
<b>2009</b>	3	46	100	48.7	28.2	23.1	51.3
	4	40	100	24	36	40	76
	5	49	100	22.9	51.4	25.7	77.1
	6	54	100	29	45.2	25.8	71
	7	76	98.7	28.3	39.1	32.6	71.7
	8	85	100	50	40	10	50
<b>2010</b>	3	122	97.5	47.6	26.7	25.7	52.4
	4	112	96.4	35.7	33.3	31	64.3
	5	132	100	36.6	43.6	19.8	63.4
	6	168	98.2	32.7	45.5	21.8	67.3
	7	175	97.1	43.9	35.8	20.3	56.1
	8	215	96.3	42.8	39.1	18.1	57.2
<b>Science</b>							
<b>2009</b>	3	24	100	47.6	33.3	19	52.4
	4	40	100	32	44	24	68
	5	24	100	27.8	66.7	5.6	72.2
	6	28	100	33.3	53.3	13.3	66.7
	7	76	96.1	26.7	62.2	11.1	73.3
	8	43	100	53.1	40.6	6.3	46.9
<b>2010</b>	3	58	100	43.1	33.3	23.5	56.9
	4	109	99.1	31.3	53	15.7	68.7
	5	66	100	28.8	53.8	17.3	71.2
	6	83	100	34.5	56.9	8.6	65.5
	7	170	100	35.8	48.8	15.4	64.2
	8	107	100	35.3	38.2	26.5	64.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	22	100	55.6	33.3	11.1	44.4
	4	40	100	24	60	16	76
	5	25	100	29.4	35.3	35.3	70.6
	6	26	96.2	25	62.5	12.5	75
	7	76	96.1	37.8	40	22.2	62.2
	8	42	97.6	35.7	32.1	32.1	64.3
<b>2010</b>	3	62	100	42.6	35.2	22.2	57.4
	4	109	99.1	32.5	53	14.5	67.5
	5	66	100	51	32.7	16.3	49
	6	82	100	19.2	63.5	17.3	80.8
	7	170	99.4	49.6	35.8	14.6	50.4
	8	100	100	25.7	48.6	25.7	74.3
<b>Writing</b>							
<b>2009</b>	3	48	89.6	40.5	32.4	27	59.5
	4	43	97.7	24	48	28	76
	5	50	100	16.7	41.7	41.7	83.3
	6	57	98.3	21.9	53.1	25	78.1
	7	77	97.4	23.4	48.9	27.7	76.6
	8	88	96.6	36.1	34.4	29.5	63.9
<b>2010</b>	3	127	96.9	50.9	34	15.1	49.1
	4	117	96.6	41	38.6	20.5	59
	5	134	98.5	36.6	36.6	26.7	63.4
	6	179	92.7	21.1	50.5	28.4	78.9
	7	182	98.4	35.2	45.3	19.5	64.8
	8	229	94.8	18.6	55.7	25.7	81.4

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