



## AIKEN PERFORMING ARTS ACADEMY

130 Avery Lane  
Aiken, South Carolina

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	66 Students	
<b>Principal</b>	Keisha Lloyd-Kennedy	803-644-4824
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Dr. Christine Harkins	803-663-1703

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Excellent</b>	<b>Excellent</b>
2009	At-Risk	At-Risk
2008	Below Average	At-Risk
2007	Average	N/A
2006	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.

## ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	4	20	4	3

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

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

Percent	Our High School			High Schools with Students Like Ours		
	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	50.0%	33.3%	81.3%	79.7%	67.3%	70.4%
Passed 1 subtest (%)	33.3%	50.0%	6.3%	10.9%	16.6%	16.0%
Passed no subtests (%)	16.7%	16.7%	12.5%	9.4%	16.1%	13.7%

## HSAP Passage Rate by Spring 2010

Percent	Our High School	High Schools with Students Like Ours
	100.0%	86.8%

## 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	32	11	216	213
Number of Graduates in Cohort	14	8	150	144
Rate	43.8%	72.7%	70.9%	69.6%

\*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	26.7%	63.9%
English 1	53.8%	59.8%
Physical Science	28.6%	45.1%
US History and the Constitution	16.7%	31.7%
All Tests	31.5%	49.7%

\* 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
<b>Students (n=66)</b>				
Retention rate	13.7%	Up from 11.3%	4.1%	3.7%
Attendance rate	99.7%	Up from 95.4%	94.7%	95.4%
Eligible for gifted and talented	94.4%	Up from 5.3%	8.2%	12.4%
With disabilities other than speech	8.1%	Down from 10.3%	14.1%	12.8%
Older than usual for grade	28.8%	Down from 30.4%	11.3%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	1.4%	1.1%
Enrolled in AP/IB programs	3.9%	Down from 7.6%	7.7%	13.1%
Successful on AP/IB exams	62.5%	N/A	27.3%	50.4%
Eligible for LIFE Scholarship	18.2%	Up from 16.7%	28.1%	30.4%
Annual dropout rate	0.0%	Down from 2.1%	3.6%	3.1%
Career/technology students in co-curricular organizations	0.0%	No Change	4.7%	2.2%
Enrollment in career/technology courses	22	Up from 20	273	424
Students participating in work-based experiences	0.0%	No Change	10.3%	11.7%
Career/technology students attaining technical skills	50.0%	Down from 70.0%	72.3%	78.7%
Career/technology completers placed	N/A	N/A	98.8%	98.5%
<b>Teachers (n=11)</b>				
Teachers with advanced degrees	33.3%	Up from 0.0%	59.7%	60.4%
Continuing contract teachers	55.6%	Down from 100.0%	71.7%	76.6%
Teachers with emergency or provisional certificates	14.3%	Up from 0.0%	10.4%	6.5%
Teachers returning from previous year	77.8%	N/A	84.7%	86.8%
Teacher attendance rate	100.0%	Up from 96.4%	95.3%	95.8%
Average teacher salary*	\$22,060	N/A	\$46,993	\$47,390
Professional development days/teacher	2.7 days	Up from 2.5 days	10.1 days	10.0 days
<b>School</b>				
Principal's years at school	9.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	12.5 to 1	Up from 12.0 to 1	23.0 to 1	25.8 to 1
Prime instructional time	99.7%	Up from 91.0%	88.3%	90.1%
Dollars spent per pupil**	N/A	N/A	\$8,809	\$7,974
Percent of expenditures for teacher salaries**	N/A	N/A	54.2%	55.4%
Percent of expenditures for instruction**	N/A	N/A	59.5%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	80.2%	Up from 47.3%	95.9%	96.0%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Excellent	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	7	100.0%	54	31.5%	11	72.7%	No
<b>Gender</b>							
Male	N/A	N/A	31	35.5%	N/A	N/A	N/A
Female	N/A	N/A	23	26.1%	N/A	N/A	N/A
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	43	25.6%	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
<b>Disability Status</b>							
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	N/A	N/A	38	28.9%	N/A	N/A	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

This school year was defined by a new outlook, new teaching standards and a new attitude. The Aiken Performing Arts Academy (APAA) World Class initiative focuses on achieving excellence in teaching, student performance and increased parent involvement. Our mission is to provide performing and visual arts classes within our daily college prep curriculum. Yet, we have evidenced a trend in declining Math and Science scores on standardized testing. Since our expectation is for graduating students to attend a college, university or arts institute; the teaching staff was trained on taking the Curriculum Standards and using creative/innovative ways of translating that information to the students. Specific interest was placed on Math and Science instruction. Student and parent accountability was also an area cited for improvement this school year. The APAA plans to implement our World Class initiative for the next two years, with the trial test ending in June of 2012. At the end of the three year period, we anticipate a marked improvement in student test scores, student attendance and parent involvement.

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	8	12	11
Percent satisfied with learning environment	100.0%	75.0%	90.0%
Percent satisfied with social and physical environment	100.0%	75.0%	80.0%
Percent satisfied with school-home relations	87.5%	83.3%	60.0%

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

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## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 1 out of 3 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

CSI

## 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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	5.6%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

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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	16	N/A	N/A	N/A	N/A	N/A	N/A	68.7	65.9	N/A	No
Male	10	I/S	I/S	I/S	I/S	I/S	I/S	62.2	60.8	N/A	N/A
Female	6	I/S	I/S	I/S	I/S	I/S	I/S	74.5	71	N/A	N/A
White	8	I/S	I/S	I/S	I/S	I/S	I/S	78.9	77.5	I/S	I/S
African American	7	I/S	I/S	I/S	I/S	I/S	I/S	51.7	49.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	94.1	80.2	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.9	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	65.9	I/S	I/S						
Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	16.6	21.3	I/S	I/S
Migrant	N/A	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	59.6	47.3	I/S	I/S
Subsidized meals	9	I/S	I/S	I/S	I/S	I/S	I/S	53	51.5	I/S	I/S

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

All Students	16	N/A	N/A	N/A	N/A	N/A	N/A	63.2	62.3	N/A	No
Male	10	I/S	I/S	I/S	I/S	I/S	I/S	62.3	61.7	N/A	N/A
Female	6	I/S	I/S	I/S	I/S	I/S	I/S	64	63	N/A	N/A
White	8	I/S	I/S	I/S	I/S	I/S	I/S	73.7	75	I/S	I/S
African American	7	I/S	I/S	I/S	I/S	I/S	I/S	46	44	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	82.4	85.5	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	54.4	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	62.5	I/S	I/S						
Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	17.9	22.1	I/S	I/S
Migrant	N/A	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	53.8	52.6	I/S	I/S
Subsidized meals	9	I/S	I/S	I/S	I/S	I/S	I/S	46.3	48.1	I/S	I/S

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

All Students	16	87.5	78.6	21.4	0.0	0.0	0.0	N/A	N/A	N/A	N/A
Male	10	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Female	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
White	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	7	I/S	I/S	I/S	I/S	I/S	I/S	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	2	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	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

## 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*
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>										
All Students	2009	13	92.3	20	50	30	0	60	65.9	61.8
	2010	16	N/A	N/A	N/A	N/A	N/A	N/A	68.7	65.9
<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>										
All Students	2009	13	84.6	50	20	30	0	40	66.5	62.7
	2010	16	N/A	N/A	N/A	N/A	N/A	N/A	63.2	62.3

\* Adjusted to account for natural variation in performance.

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