



## SC CONNECTIONS ACADEMY

220 Stoneridge Drive,  
Columbia, SC 29210

<b>Grades</b>	K-12 High 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
2010	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	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
0	0	0	0	0

\* 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 (%)	N/A	73.8%	73.6%	N/A	N/A	N/A
Passed 1 subtest (%)	N/A	14.3%	19.5%	N/A	N/A	N/A
Passed no subtests (%)	N/A	11.9%	6.9%	N/A	N/A	N/A

**HSAP Passage Rate by Spring 2010**

Percent	Our High School	High Schools with Students Like Ours
	N/A	N/A

**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	30	79	N/A	N/A
Number of Graduates in Cohort	13	25	N/A	N/A
Rate	43.3%	31.6%	N/A	N/A

\*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	73.7%	.
English 1	78.5%	.
Physical Science	44.1%	.
US History and the Constitution	37.7%	.
All Tests	58.9%	.

\* 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=1,639)</b>				
Retention rate	1.9%	Down from 6.2%	3.7%	3.7%
Attendance rate	96.0%	Down from 96.8%	95.3%	95.4%
Eligible for gifted and talented	12.6%	Down from 15.6%	12.4%	12.4%
With disabilities other than speech	9.1%	Up from 8.0%	13.1%	12.8%
Older than usual for grade	8.3%	Up from 7.4%	9.2%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	1.1%	1.1%
Enrolled in AP/IB programs	12.9%	Down from 16.8%	13.2%	13.1%
Successful on AP/IB exams	N/A	N/A	46.8%	50.4%
Eligible for LIFE Scholarship	N/R	N/R	30.9%	30.4%
Annual dropout rate	1.4%	N/A	3.8%	3.1%
Career/technology students in co-curricular organizations	0.0%	No Change	1.3%	2.2%
Enrollment in career/technology courses	1537	Up from 602	432	424
Students participating in work-based experiences	0.0%	No Change	12.9%	11.7%
Career/technology students attaining technical skills	N/A	N/A	77.7%	78.7%
Career/technology completers placed	N/A	N/A	97.4%	98.5%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	45.7%	Down from 46.2%	59.4%	60.4%
Continuing contract teachers	8.7%	Down from 30.8%	79.5%	76.6%
Teachers with emergency or provisional certificates	4.5%	Down from 14.3%	6.1%	6.5%
Teachers returning from previous year	N/A	N/A	87.6%	86.8%
Teacher attendance rate	96.8%	N/R	95.6%	95.8%
Average teacher salary*	\$33,611	Down 10.2%	\$47,175	\$47,390
Professional development days/teacher	17.3 days	Up from 11.4 days	10.8 days	10.0 days
<b>School</b>				
Principal's years at school	1.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	27.0 to 1	25.8 to 1
Prime instructional time	92.2%	N/R	89.3%	90.1%
Dollars spent per pupil**	\$5,330	N/A	\$7,751	\$7,974
Percent of expenditures for teacher salaries**	17.1%	N/A	54.3%	55.4%
Percent of expenditures for instruction**	54.0%	N/A	59.5%	60.4%
Opportunities in the arts	Poor	Down from Fair	Excellent	Excellent
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	No Change	95.4%	96.0%
Character development program	Below Average	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	N/A	N/A	540	58.9%	79	31.6%	No
<b>Gender</b>							
Male	N/A	N/A	212	58.5%	28	17.9%	N/A
Female	N/A	N/A	328	59.1%	51	39.2%	N/A
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	406	60.6%	62	32.3%	N/A
African American	N/A	N/A	73	46.6%	11	9.1%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	25	56.0%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	25	72.0%	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	N/A	N/A	54	53.7%	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	248	55.6%	32	25.0%	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

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	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

\* 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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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**

<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	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

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	191	83.2	10.4	28.1	25	36.5	68.8	63.9	65.9	Yes	Yes
Male	76	81.6	7.7	30.8	23.1	38.5	71.8	64.1	60.8	N/A	N/A
Female	115	84.3	12.3	26.3	26.3	35.1	66.7	63.7	71	N/A	N/A
White	151	83.4	12.5	25	23.6	38.9	68.1	64.4	77.5	Yes	Yes
African American	20	85	0	38.5	38.5	23.1	76.9	52.2	49.7	Yes	Yes
Asian/Pacific Islander	1	I/S	80.2	I/S	I/S						
Hispanic	6	I/S	56.8	I/S	I/S						
American Indian/Alaskan	10	I/S	65.9	I/S	I/S						
Disabled	16	93.8	36.4	54.5	9.1	0	18.2	26.3	21.3	Yes	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47.3	I/S	I/S
Subsidized meals	97	80.4	9.8	39	22	29.3	61	59.6	51.5	Yes	Yes

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

All Students	191	80.6	21.1	41.1	18.9	18.9	52.6	49.1	62.3	Yes	Yes
Male	76	76.3	13.2	50	18.4	18.4	50	47.9	61.7	N/A	N/A
Female	115	83.5	26.3	35.1	19.3	19.3	54.4	50	63	N/A	N/A
White	151	82.1	19.4	43.1	15.3	22.2	52.8	53.9	75	Yes	Yes
African American	20	80	30.8	38.5	30.8	0	46.2	23.5	44	Yes	Yes
Asian/Pacific Islander	1	I/S	85.5	I/S	I/S						
Hispanic	6	I/S	56.7	I/S	I/S						
American Indian/Alaskan	10	I/S	62.5	I/S	I/S						
Disabled	16	93.8	45.5	54.5	0	0	0	14.6	22.1	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	52.6	I/S	I/S
Subsidized meals	97	77.3	24.4	41.5	22	12.2	46.3	44.1	48.1	Yes	Yes

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

All Students	191	53.4	68.6	14.7	7.8	8.8	16.7	N/A	N/A	N/A	N/A
Male	76	44.7	64.7	14.7	8.8	11.8	20.6	N/A	N/A	N/A	N/A
Female	115	59.1	70.6	14.7	7.4	7.4	14.7	N/A	N/A	N/A	N/A
White	151	51.0	67.5	14.3	7.8	10.4	18.2	N/A	N/A	N/A	N/A
African American	20	70.0	78.6	14.3	7.1	0.0	7.1	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	16	50.0	62.5	25.0	0.0	12.5	12.5	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	97	56.7	74.5	14.5	5.5	5.5	10.9	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*
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	2009	45	93.3	8	32	28	32	68	65.6	61.8
	2010	191	83.2	10.4	28.1	25	36.5	68.8	63.9	65.9

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

All Students	2009	45	91.1	12.5	29.2	29.2	29.2	58.3	56.3	62.7
	2010	191	80.6	21.1	41.1	18.9	18.9	52.6	49.1	62.3

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data