

SC CONNECTIONS ACADEMY

220 Stoneridge Drive,
Columbia, SC 29210

Grades	K-12 Elementary School	
Enrollment	2,427 Students	
Principal	Allison R. Reaves	803-212-4712
Superintendent	Dr. Wayne Brazell	803-734-8322
Board Chair	Don McLaurin	803-603-1441

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Below Average
2010	Average	Good
2009	Average	Average
2008	N/A	N/A
2007	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

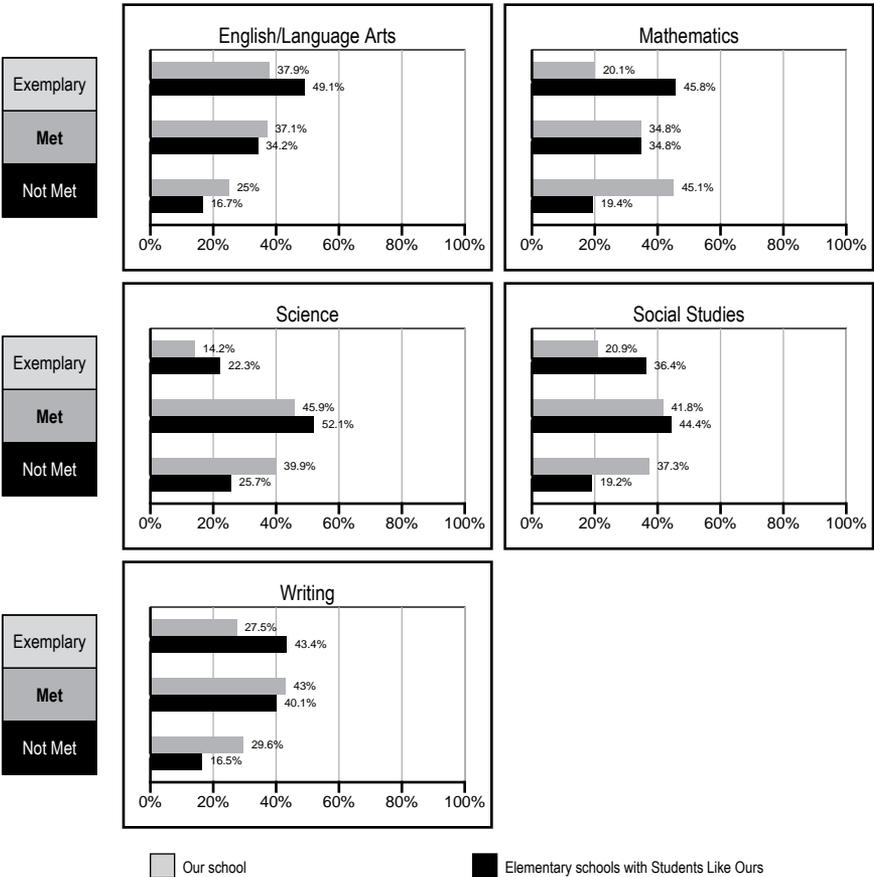
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 80.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
32	36	15	0	0

* Ratings are calculated with data available by 11/09/2011.

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
Students (n=2,427)				
First graders who attended full-day kindergarten	100.0%	Up from 97.5%	100.0%	100.0%
Retention rate	4.6%	Up from 1.9%	0.9%	1.1%
Attendance rate	95.1%	Down from 96.0%	96.3%	96.2%
Served by gifted and talented program	4.9%	Down from 12.6%	20.1%	13.4%
With disabilities other than speech	6.0%	Down from 9.1%	3.6%	4.1%
Older than usual for grade	7.5%	Down from 8.3%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=59)				
Teachers with advanced degrees	40.7%	Down from 45.7%	65.9%	62.5%
Continuing contract teachers	44.1%	Up from 8.7%	90.6%	88.2%
Teachers returning from previous year	N/A	N/A	90.1%	87.8%
Teacher attendance rate	98.8%	Up from 96.8%	95.1%	95.2%
Average teacher salary*	\$33,590	Down 0.1%	\$48,092	\$46,773
Professional development days/teacher	11.0 days	Down from 17.3 days	11.0 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	20.8 to 1	19.9 to 1
Prime instructional time	93.9%	Up from 92.2%	90.3%	90.4%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Up from Below Average	Excellent	Excellent
Dollars spent per pupil**	\$5,887	Up 10.5%	\$7,127	\$7,447
Percent of expenditures for instruction**	87.0%	Up from 54.0%	68.8%	68.4%
Percent of expenditures for teacher salaries**	20.5%	Up from 17.1%	66.6%	65.8%

* 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 SC Public Charter School District. SCCA offers a premier online education to students 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 SC certified teachers. Regular interaction occurs via phone, e-mail, 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, message 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 in 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 975 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. For example, SCCA requires that all students successfully complete a full year of health and a full year of American Government.

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 100 opportunities were held during the 2010-2011 school year including museum, zoo and aquarium tours; environmental awareness activities; an arts festival featuring student work; a Field Day and Graduation.

Allison R. Reaves
SCCA Executive Director

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 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 17 out of 25 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

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	9.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	20.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	16.8%	0.0%	No
Student attendance rate	95.1%	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 = 79.4% (Met or Exemplary)

All Students	1264	97.6	23.7	35	41.3	83.7	83	82.4	Yes	Yes
Gender										
Male	642	97.7	26.6	36.3	37.1	80.8	79.7	78.7	N/A	N/A
Female	622	97.4	20.7	33.8	45.5	86.5	86.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	982	97.7	23	35	42	84	85.6	88.9	Yes	Yes
African American	195	96.4	31.2	39.7	29.1	78	72.3	72.9	No	Yes
Asian/Pacific Islander	15	100	I/S	I/S	I/S	I/S	92.3	93	I/S	I/S
Hispanic	49	100	14	30.2	55.8	93	91.5	79.3	Yes	Yes
American Indian/Alaskan	23	95.7	23.5	23.5	52.9	88.2	82.8	83	I/S	I/S
Disability Status										
Disabled	148	97.3	53.4	32	14.6	60.2	52.8	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	619	96.5	31.7	36.2	32.1	79.1	75	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	1264	97.5	41.7	37.4	20.9	71.8	73.1	81.9	No	Yes
Gender										
Male	642	97.5	38.5	38.7	22.8	73.8	72.5	79.9	N/A	N/A
Female	622	97.4	44.9	36.1	19	69.9	73.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	982	97.6	39.9	37.3	22.9	72.9	76.5	88.9	No	Yes
African American	195	96.4	58.2	31.2	10.6	62.4	58.8	71.4	No	Yes
Asian/Pacific Islander	15	100	I/S	I/S	I/S	I/S	94.9	94.6	I/S	I/S
Hispanic	49	100	23.3	58.1	18.6	83.7	82.7	81.1	Yes	Yes
American Indian/Alaskan	23	95.7	41.2	35.3	23.5	64.7	67.9	84.4	I/S	I/S
Disability Status										
Disabled	148	97.3	65	26.2	8.7	46.6	43.1	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	619	96.3	49.4	36.6	13.9	66.5	62.9	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	845	97.2	35.4	48.3	16.3	64.6	64	68.6
Gender								
Male	413	96.9	35.2	45.8	19	64.8	64.3	68.3
Female	432	97.5	35.6	50.8	13.6	64.4	63.6	68.9
Racial/Ethnic Group								
White	651	97.4	34.6	49.1	16.3	65.4	69.5	80.7
African American	136	94.9	44.4	49.5	6.1	55.6	42.5	51.4
Asian/Pacific Islander	12	100	I/S	I/S	I/S	I/S	91.7	85.3
Hispanic	35	100	21.9	50	28.1	78.1	69.1	61.6
American Indian/Alaskan	11	100	I/S	I/S	I/S	I/S	52.6	70.8
Disability Status								
Disabled	93	96.8	55.6	34.9	9.5	44.4	37.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	60.7
Socio-Economic Status								
Subsidized meals	421	96.2	43.3	44.6	12.1	56.7	50.5	57.3
Social Studies								
All Students	867	95.7	36.4	41.4	22.2	63.6	62.8	72.5
Gender								
Male	456	95.6	34.6	39.5	25.9	65.4	62.6	72
Female	411	95.9	38.3	43.5	18.2	61.7	63.1	73.1
Racial/Ethnic Group								
White	673	96.1	35.6	39.3	25.1	64.4	65.9	81
African American	137	92.7	43.1	49	7.8	56.9	49.3	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	93.1	89
Hispanic	33	100	28.6	53.6	17.9	71.4	71.2	69.6
American Indian/Alaskan	14	92.9	I/S	I/S	I/S	I/S	56.3	73.5
Disability Status								
Disabled	107	96.3	56.6	31.6	11.8	43.4	31.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	69.7
Socio-Economic Status								
Subsidized meals	422	94.1	45.8	40.5	13.6	54.2	49.6	62.9

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
Writing										
All Students	485	92.6	28.7	40.5	30.7	71.3	70.3	73.2	96.6	97.4
Gender										
Male	247	95.1	36.1	38.9	25	63.9	64	67.2	96.7	97.4
Female	238	89.9	20.8	42.3	36.9	79.2	76.6	79.4	96.5	97.4
Racial/Ethnic Group										
White	381	91.9	26.3	41.6	32.1	73.7	72.7	81.5	96.8	97.6
African American	64	96.9	44.2	39.5	16.3	55.8	61.4	61.3	95.4	96.7
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	76.9	87	99	98.6
Hispanic	22	95.5	15.8	42.1	42.1	84.2	75	66.7	96.5	97.1
American Indian/Alaskan	12	91.7	I/S	I/S	I/S	I/S	50	72.2	96.6	96.8
Disability Status										
Disabled	59	88.1	68.4	23.7	7.9	31.6	29.9	26	95.8	97
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	N/A	84.9
Socio-Economic Status										
Subsidized meals	235	89.4	39.2	37.3	23.4	60.8	57.5	63.2	95.9	97.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	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
2011	3	126	100	28.3	30.3	41.4	71.7
	4	172	97.7	21.4	38.6	40	78.6
	5	180	98.9	23.7	41.7	34.5	76.3
	6	222	97.8	21.1	34.2	44.7	78.9
	7	279	95.3	22.8	29	48.2	77.2
	8	285	97.5	25.9	36.6	37.6	74.1
Mathematics							
2010	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
2011	3	126	100	51.5	27.3	21.2	48.5
	4	172	97.7	40.7	40.7	18.6	59.3
	5	180	98.9	43.2	35.3	21.6	56.8
	6	222	97.8	37.5	34.4	28.1	62.5
	7	279	95	39.4	39.4	21.2	60.6
	8	285	97.5	42	42	16.1	58
Science							
2010	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
2011	3	60	100	41.7	37.5	20.8	58.3
	4	172	96.5	40	46.9	13.1	60
	5	92	98.9	35.2	52.1	12.7	64.8
	6	101	99	38.7	54.7	6.7	61.3
	7	279	94.6	25.5	55.7	18.8	74.5
	8	141	99.3	42.2	34.3	23.5	57.8

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I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	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
2011	3	66	98.5	43.1	41.2	15.7	56.9
	4	172	95.9	29.9	52.8	17.4	70.1
	5	88	97.7	43.3	22.4	34.3	56.7
	6	120	94.2	25.3	50.6	24.1	74.7
	7	279	95	44.8	40.1	15.1	55.2
	8	142	95.8	31.1	33	35.9	68.9
Writing							
2010	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	185	93.5	26.5	44.9	28.7	73.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	300	92	30.2	37.7	32.1	69.8

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