



SPARTANBURG CHARTER SCHOOL

385 S. Spring Street
Spartanburg, SC 29306

Grades	K-6 Elementary School	
Enrollment	288 Students	
Principal	Dr. John von Rohr	864-621-3882
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	Good	Good
2010	Good	Average
2009	N/A	N/A
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

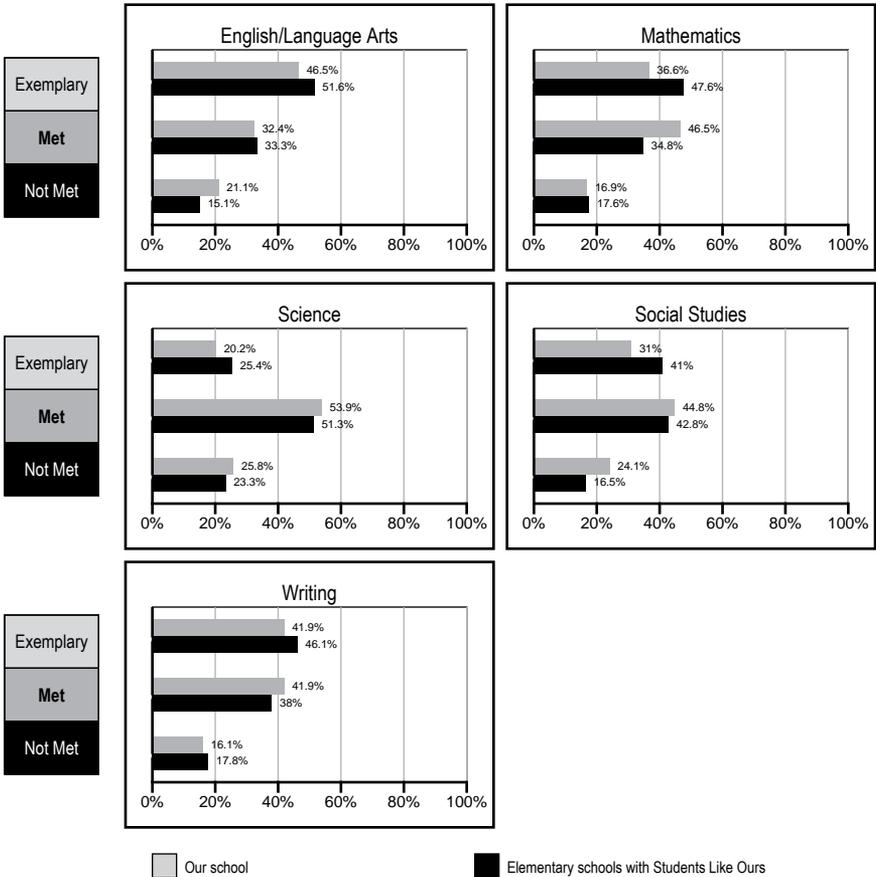
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 91.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
33	20	3	2	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=288)				
First graders who attended full-day kindergarten	100.0%	Up from 0.0%	100.0%	100.0%
Retention rate	1.4%	Up from 0.0%	0.8%	1.1%
Attendance rate	95.3%	Up from 95.2%	96.6%	96.2%
Served by gifted and talented program	0.0%	No Change	21.8%	13.4%
With disabilities other than speech	6.2%	Up from 4.9%	3.9%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=18)				
Teachers with advanced degrees	50.0%	No Change	65.2%	62.5%
Continuing contract teachers	44.4%	Up from 5.6%	89.8%	88.2%
Teachers returning from previous year	N/A	N/A	88.5%	87.8%
Teacher attendance rate	N/R	N/R	95.3%	95.2%
Average teacher salary*	\$34,351	Down 4.4%	\$48,426	\$46,773
Professional development days/teacher	10.0 days	Up from 7.0 days	9.6 days	10.5 days
School				
Principal's years at school	1.5	Up from 0.5	4.3	4.0
Student-teacher ratio in core subjects	14.5 to 1	Up from 9.4 to 1	20.6 to 1	19.9 to 1
Prime instructional time	N/R	N/R	91.2%	90.4%
Opportunities in the arts	Fair	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.2%	Up from 84.2%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,932	N/A	\$6,951	\$7,447
Percent of expenditures for instruction**	36.0%	N/A	70.3%	68.4%
Percent of expenditures for teacher salaries**	29.3%	N/A	68.9%	65.8%

* 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

Report of Principal and School Improvement Council

Spartanburg Charter School made significant academic improvement over the past school and met 16 out of 17 categories established under No Child Left Behind legislation. The one subgroup that contributed to our school missing AYP was within .2 of making it. We will work, as a team, to help this subgroup becomesfully successful in the next school year. Please keep in mind that this is only the second year of the school's existence and many of the students in the aforementioned subgroup who fell .2 short of making AYP came to this school because their parents were not satisfied with the low performance of their children in local school districts.

I agree with Dr. Mick Zais, South Carolina Superintendent of Education, when he states that No Child Left Behind "is broken." This school has made significant improvements since the last school year, yet under NCLB legislation we are listed as not being sucessful, even though by any resonable standard making 94% rates as an "A."

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	5	38	24
Percent satisfied with learning environment	80.0%	83.8%	95.7%
Percent satisfied with social and physical environment	100.0%	94.6%	87.5%
Percent satisfied with school-home relations	80.0%	94.6%	95.8%

* 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 16 out of 17 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

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	9.4%	0.0%	No
Student attendance rate	95.3%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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	148	99.3	20.6	32.6	46.8	90.8	83	82.4	Yes	Yes
Gender										
Male	70	100	21.2	28.8	50	90.9	79.7	78.7	N/A	N/A
Female	78	98.7	20	36	44	90.7	86.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	85	98.8	13.9	29.1	57	97.5	85.6	88.9	Yes	Yes
African American	48	100	35.4	41.7	22.9	79.2	72.3	72.9	No	Yes
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	92.3	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	91.5	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.8	83	I/S	I/S
Disability Status										
Disabled	19	94.7	52.9	29.4	17.6	64.7	52.8	48.1	I/S	I/S
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	65	98.5	26.2	42.6	31.1	86.9	75	75.4	Yes	Yes

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

All Students	148	100	16.9	46.5	36.6	89.4	73.1	81.9	Yes	Yes
Gender										
Male	70	100	13.6	40.9	45.5	90.9	72.5	79.9	N/A	N/A
Female	78	100	19.7	51.3	28.9	88.2	73.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	85	100	7.5	43.8	48.8	96.3	76.5	88.9	Yes	Yes
African American	48	100	37.5	54.2	8.3	75	58.8	71.4	Yes	Yes
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	94.9	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	82.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	67.9	84.4	I/S	I/S
Disability Status										
Disabled	19	100	38.9	50	11.1	72.2	43.1	47.3	I/S	I/S
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	65	100	25.8	50	24.2	85.5	62.9	74.9	Yes	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	93	100	25.8	53.9	20.2	74.2	64	68.6
Gender								
Male	46	100	25	47.7	27.3	75	64.3	68.3
Female	47	100	26.7	60	13.3	73.3	63.6	68.9
Racial/Ethnic Group								
White	58	100	9.3	61.1	29.6	90.7	69.5	80.7
African American	27	100	N/AV	N/AV	N/AV	37	42.5	51.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	91.7	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	69.1	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	52.6	70.8
Disability Status								
Disabled	12	100	N/AV	N/AV	N/AV	63.6	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	38	100	33.3	55.6	11.1	66.7	50.5	57.3
Social Studies								
All Students	92	100	24.1	44.8	31	75.9	62.8	72.5
Gender								
Male	38	100	25.7	31.4	42.9	74.3	62.6	72
Female	54	100	23.1	53.8	23.1	76.9	63.1	73.1
Racial/Ethnic Group								
White	52	100	18.8	47.9	33.3	81.3	65.9	81
African American	29	100	41.4	41.4	17.2	58.6	49.3	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93.1	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	71.2	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	56.3	73.5
Disability Status								
Disabled	11	100	I/S	I/S	I/S	I/S	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	46	100	23.3	58.1	18.6	76.7	49.6	62.9

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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	32	100	16.1	41.9	41.9	83.9	70.3	73.2	95.3	97.4
Gender										
Male	15	100	14.3	57.1	28.6	85.7	64	67.2	94.9	97.4
Female	17	100	17.6	29.4	52.9	82.4	76.6	79.4	95.8	97.4
Racial/Ethnic Group										
White	17	100	11.8	29.4	58.8	88.2	72.7	81.5	95.3	97.6
African American	11	100	18.2	72.7	9.1	81.8	61.4	61.3	95	96.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	76.9	87	97.4	98.6
Hispanic	1	I/S	I/S	I/S	I/S	I/S	75	66.7	97.8	97.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	50	72.2	N/A	96.8
Disability Status										
Disabled	2	I/S	I/S	I/S	I/S	I/S	29.9	26	94.7	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	84.9	84.9
Socio-Economic Status										
Subsidized meals	10	I/S	I/S	I/S	I/S	I/S	57.5	63.2	94.5	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	41	100	11.4	20	68.6	88.6
	4	31	100	15.4	46.2	38.5	84.6
	5	34	100	23.3	50	26.7	76.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	42	100	24.4	17.1	58.5	75.6
	4	37	97.3	6.1	48.5	45.5	93.9
	5	32	100	22.6	35.5	41.9	77.4
	6	37	100	27.8	33.3	38.9	72.2
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	41	100	31.4	28.6	40	68.6
	4	31	100	15.4	30.8	53.8	84.6
	5	34	100	40	36.7	23.3	60
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	42	100	36.6	41.5	22	63.4
	4	37	100	8.8	50	41.2	91.2
	5	32	100	3.2	45.2	51.6	96.8
	6	37	100	13.9	50	36.1	86.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	20	100	53.3	40	6.7	46.7
	4	31	100	15.4	76.9	7.7	84.6
	5	16	100	23.1	46.2	30.8	76.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	21	100	28.6	38.1	33.3	71.4
	4	37	100	20.6	70.6	8.8	79.4
	5	16	100	31.3	43.8	25	68.8
	6	19	100	27.8	50	22.2	72.2
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	21	100	25	50	25	75
	4	31	100	7.7	57.7	34.6	92.3
	5	18	100	58.8	23.5	17.6	41.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	21	100	25	50	25	75
	4	37	100	17.6	61.8	20.6	82.4
	5	16	100	40	13.3	46.7	60
	6	18	100	22.2	33.3	44.4	77.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	43	97.7	22.2	44.4	33.3	77.8
	4	33	100	14.8	44.4	40.7	85.2
	5	35	100	22.6	38.7	38.7	77.4
	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	N/A	N/AV	N/A	N/A	N/A	N/A
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	32	100	16.1	41.9	41.9	83.9
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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