



Phoenix Charter High School

1342 Hotel Street
Alcolu, SC 29001

Grades	9-12 High School	
Enrollment	52 Students	
Principal	Will McKay	803-505-6800
Superintendent	John Tindal	803-435-4435
Board Chair	Marilyn Wilson	803-435-4435

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	At-Risk	At-Risk
2011	At-Risk	Excellent
2010	At-Risk	At-Risk
2009	At-Risk	At-Risk
2008	Below Average	At-Risk

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://www.eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
6	3	15	4	10

* Ratings are calculated with data available by 11/14/2012.

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

Percent	Our High School			High Schools with Students Like Ours		
	2010	2011	2012	2010	2011	2012
Passed 2 subtests (%)	20.0%	11.1%	13.3%	61.0%	66.0%	65.3%
Passed 1 subtest (%)	40.0%	55.6%	46.7%	19.1%	19.2%	18.9%
Passed no subtests (%)	40.0%	33.3%	40.0%	22.2%	14.8%	18.3%

HSAP Passage Rate by Spring 2012

Percent	Our High School	High Schools with Students Like Ours
	53.3%	80.5%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2011*	2012	2011	2012
Number of Students in Four-Year Cohort	41	33	175	123
Number of Graduates in Cohort	34	15	124	85
Rate	82.9%	45.5%	71.8%	66.9%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2011	2012	2011	2012
Number of Students in Cohort	26	41	181	129
Number of Graduates in Cohort	13	36	126	91
Rate	50.0%	87.8%	69.7%	71.6%

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	45.5%	56.5%
English 1	33.3%	49.6%
Biology 1/Applied Biology 2	12.5%	56.8%
US History and the Constitution	0.0%	28.2%
All Tests	15.8%	47.1%

* 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
Students (n=52)				
Retention rate	3.1%	No Change	3.5%	3.0%
Attendance rate	89.1%	Down from 93.6%	94.6%	95.3%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	7.7%	Up from 4.8%	1.4%	0.9%
Enrolled in AP/IB programs	0.0%	No Change	3.9%	13.4%
Successful on AP/IB exams	N/A	N/A	17.0%	50.9%
Eligible for LIFE Scholarship	25.9%	Up from 18.8%	27.8%	30.1%
Annual dropout rate	0.0%	No Change	1.9%	2.3%
Career/technology students in co-curricular organizations	0.0%	No Change	3.9%	2.7%
Enrollment in career/technology courses	21	Up from 2	200	395
Students participating in work-based experiences	0.0%	No Change	0.8%	7.4%
Career/technology students attaining technical skills	81.0%	N/A	79.9%	84.0%
Career/technology completers placed	N/A	N/A	96.6%	98.4%
Teachers (n=15)				
Teachers with advanced degrees	N/A	N/A	61.5%	63.2%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	N/A	N/A	80.9%	86.6%
Teacher attendance rate	N/R	N/R	95.8%	95.2%
Average teacher salary*	N/A	N/A	\$43,819	\$47,326
Professional development days/teacher	6.3 days	No Change	9.1 days	9.7 days
School				
Principal's years at school	11.0	Up from 10.0	2.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	21.1 to 1	27.1 to 1
Prime instructional time	N/R	N/R	89.5%	89.4%
Dollars spent per pupil**	\$5,757	Up 7.7%	\$9,746	\$7,708
Percent of expenditures for teacher salaries**	60.9%	Down from 61.7%	54.1%	57.1%
Percent of expenditures for instruction**	67.6%	Up from 0.0%	57.9%	59.6%
Opportunities in the arts	Poor	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 88.6%	96.9%	97.8%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	Good
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 2012		End of Course Tests Passage Rate		On-time Graduation Rate, 2012	
	n	%	t	%	n	%
All Students	15	53.3%	57	15.8%	33	45.5%
Gender						
Male	11	36.4%	22	13.6%	21	33.3%
Female	N/A	N/A	35	17.1%	12	66.7%
Racial/Ethnic Group						
White	N/A	N/A	22	22.7%	12	50.0%
African American	10	50.0%	35	11.4%	21	42.9%
Asian/Pacific Islander	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
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status						
Subsidized meals	11	63.6%	45	20.0%	27	44.4%

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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

The mission of the Phoenix Center is to serve students who are struggling to succeed. Our total student enrollment for the school year 2011-2012 is 65 students in grades nine through twelve. These students have a history of academic failure and behavioral problems in the traditional classroom setting. They are not on track to graduate when they enroll at Phoenix. Most of the students are school-resistant youth who require a trusting relationship and a supporting environment before they can begin to learn. Agencies such as mental health and alcohol and drug have been helpful guiding the students towards correct choices. FE Dubose has been valuable with the courses they offer.

Our goal is to prepare our students to be job-ready and possess life skills. Our students attend FE Dubose and have the opportunity to take college-level courses at Central Carolina Technical College. Our curriculum is based on the state standards with emphasis on making learning relevant in all subject areas.

We value parental input into curriculum and discipline. We meet with the parents quarterly as a group and call them for individual conferences to discuss their child's progress. The charter school experience is a growth opportunity for students who require a smaller setting and more individual attention.

Our board chairman is Reverend Michael Murdoch and our director is Nancy Roberson.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	9	12	12
Percent satisfied with learning environment	100.0%	91.7%	100.0%
Percent satisfied with social and physical environment	100.0%	100.0%	91.7%
Percent satisfied with school-home relations	100.0%	100.0%	100.0%

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

Abbreviations for Missing Data

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

ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	N/A
Overall Grade Conversion	N/A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Phoenix Charter High School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	2.2%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	24.1%	0.0%	No

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*
English/Language Arts								
All Students	2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2012	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
All Students	2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2012	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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