



Aiken Performing Arts Academy (APAA)

130 Avery Lane
Aiken, SC 29801

Grades	9-12 High School	
Enrollment	55 Students	
Principal	Keisha Lloyd-Kennedy	803-644-4824
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Mrs. Rosemary B. English	803-648-1128

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	At-Risk	At-Risk
2012	Good	Excellent
2011	At-Risk	At-Risk
2010	Excellent	Excellent
2009	At-Risk	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
28	12	2	0	2

* Ratings are calculated with data available by 12/14/2013.

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

Percent	Our High School			High Schools with Students Like Ours		
	2011	2012	2013	2011	2012	2013
Passed 2 subtests (%)	20.0%	55.6%	35.3%	70.1%	79.8%	80.8%
Passed 1 subtest (%)	70.0%	33.3%	52.9%	18.1%	12.7%	12.2%
Passed no subtests (%)	10.0%	11.1%	11.8%	11.8%	7.6%	7.0%

HSAP Passage Rate by Spring 2013

Percent	Our High School	High Schools with Students Like Ours
	75.0%	91.9%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2012*	2013	2012	2013
Number of Students in Four-Year Cohort	13	8	278	252
Number of Graduates in Cohort	8	6	203	195
Rate	61.5%	75.0%	74.2%	76.5%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Cohort	14	13	282	248
Number of Graduates in Cohort	10	8	214	192
Rate	71.4%	61.5%	76.5%	75.7%

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	17.6%	76.0%
English 1	46.7%	70.2%
Biology 1/Applied Biology 2	71.4%	78.5%
US History and the Constitution	26.7%	59.7%
All Tests	39.3%	70.8%

* 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=55)				
Retention rate	13.2%	Up from 10.9%	2.8%	2.9%
Attendance rate	98.6%	Down from 98.8%	95.2%	95.1%
Served by gifted and talented program	100.0%	N/A	20.4%	17.5%
With disabilities	17.0%	N/A	12.1%	11.9%
Older than usual for grade	15.1%	N/A	7.8%	7.9%
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	5.8%	Down from 6.3%	15.6%	15.1%
Successful on AP/IB exams	N/A	N/A	51.9%	51.5%
Eligible for LIFE Scholarship	12.5%	Down from 22.2%	31.9%	30.6%
Annual dropout rate	0.0%	Down from 1.8%	2.6%	2.3%
Career/technology students in co-curricular organizations	0.0%	No Change	4.7%	7.2%
Enrollment in career/technology courses	29	Up from 28	441	418
Students participating in work-based experiences	0.0%	No Change	17.3%	14.6%
Career/technology students attaining technical skills	58.6%	Up from 39.3%	84.5%	84.8%
Career/technology completers placed	N/A	N/A	98.8%	98.3%
Teachers (n=10)				
Teachers with advanced degrees	0.0%	Down from 33.3%	64.6%	63.4%
Continuing contract teachers	33.3%	Down from 50.0%	83.7%	78.8%
Teachers returning from previous year	51.5%	Down from 64.8%	87.3%	86.2%
Teacher attendance rate	100.0%	Up from 98.3%	95.2%	95.2%
Average teacher salary*	N/A	N/A	\$49,420	\$48,699
Professional development days/teacher	10.0 days	Up from 7.4 days	10.0 days	9.9 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	3.0
Student-teacher ratio in core subjects	13.8 to 1	Up from 7.7 to 1	27.5 to 1	26.9 to 1
Prime instructional time	98.6%	Up from 97.3%	88.4%	89.0%
Dollars spent per pupil**	\$6,829	Down 11.0%	\$7,584	\$7,919
Percent of expenditures for teacher salaries**	44.0%	Up from 43.7%	56.0%	57.0%
Percent of expenditures for instruction**	57.0%	Up from 55.3%	58.0%	60.0%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	96.4%	97.7%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	15.0	11.0
Classical language program assessment	N/A	N/A	N/A	15.0

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2013		End of Course Tests Passage Rate		On-time Graduation Rate, 2013	
	n	%	t	%	n	%
All Students	4	75.0%	61	39.3%	8	75.0%
Gender						
Male	N/A	N/A	27	22.2%	N/A	N/A
Female	N/A	N/A	34	52.9%	N/A	N/A
Racial/Ethnic Group						
White	N/A	N/A	28	50.0%	N/A	N/A
African American	N/A	N/A	31	29.0%	N/A	N/A
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	N/A	N/A	37	40.5%	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

The APAA was created to provide 9th thru 12th grade high school students with unique learning opportunities in the performing and visual arts. Our academic curriculum is limited to college prep and advanced placement courses for qualifying students. Student enrollment is limited to ensure smaller class sizes. We believe the more intimate classroom environment; coupled with the opportunity to take specialized classes in dance, music, theatre and visual arts, makes our program unique. In recent years, our student population has consisted of students who have received little or no outside training, so we are exposing a new generation to the arts.

We provide multi-sensory learning versus more traditional teaching methods, as the majority of our arts students respond positively to sensory catalysts. Apart from the performing and visual arts curriculum, the teaching staff places great emphasis on the pursuit of a post secondary education. We expect our students to attend a college, university or arts institute upon graduation. This expectation is expressed in every facet of our educational program. Our guidance counselors provide personalized services for every student and parent by assisting them with individual graduation plans (IGP), college applications and scholarships. Yet, as we watch our students produce two major shows each year, there is no doubt they are learning skills [public speaking, team work, stress management] that will translate positively into their daily lives.

In order to achieve our mission, the APAA has established specific goals and objectives. Basic learner standards and programmatic strategies have also been adopted to promote student achievement. The APAA Curriculum is intended to provide each student with strong academic and artistic foundations necessary for success in post-secondary institutions or a career in the performing arts field. Individualized active learning, critical thinking, problem solving, and artistic presentation will be augmented with criterion and/or norm-based standardized tests, along with performance assessments. Students will receive 90-instructional minutes of class time to obtain credit units for their specific grade level.

Like its sister charter school, the Lloyd Kennedy Charter School, the APAA has also engineered quarterly norm-based testing to ensure academic growth falls in line with our mission. Our benchmark for measuring the fulfillment of academic standards is evaluating each quarter on how well your students perform on standardized norm-based testing. Teacher job security is based, in part, on how well the students perform or improve on testing. All benchmark tests are controlled documents created to mirror the format of standardized tests. The goal of our arts program is to offer parents, students, educators and community members a visual and performing arts platform in an academic setting.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	13	8
Percent satisfied with learning environment	54.6%	61.6%	N/A
Percent satisfied with social and physical environment	100%	92.3%	N/A
Percent satisfied with school-home relations	72.8%	100%	N/A

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

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ESEA/Federal Accountability Rating System

In July 2013, 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	I

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

Aiken Performing Arts Academy (APAA) 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	0.9%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	51.9%	0.0%	No

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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	2012	18	100.0	N/A	N/A	N/A	N/A	N/A
	2013	17	100.0	N/A	N/A	N/A	N/A	N/A
Mathematics								
All Students	2012	18	100.0	N/A	N/A	N/A	N/A	N/A
	2013	17	100.0	N/A	N/A	N/A	N/A	N/A

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