



The Phoenix Center

P.O.BOX 170
ALCOLU, SOUTH

Grades	9-12 High School	
Enrollment	58 Students	
Principal	Nancy Roberson	803-505-6800
Superintendent	John Tindal	803-435-4435
Board Chair	Robert Fleming	803-435-4435

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Good	Excellent
2005	Average	Average
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	5	11	4	4

* Ratings are calculated with data available by September 30.

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

Percent	Our High School			High Schools with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	58.8	44.4	33.3	63.9	68.1	69.3
Passed 1 subtest (%)	17.6	44.4	41.7	16.2	18.4	16.5
Passed no subtests (%)	23.5	11.1	25.0	20.3	13.5	14.2

HSAP Passage Rate by Spring 2008

Percent	Our High School	High Schools with Students Like Ours
	100.0%	91.6%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	33	144
Number of Diplomas	19	104
Rate	57.6%	71.1%

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	38.5	62.5
English 1	25.0	47.3
Physical Science	7.7	31.5
All Tests	23.7	47.0

* 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=58)				
Retention rate	6.4%	Down from 18.0%	8.7%	6.1%
Attendance rate	93.1%	Up from 91.8%	94.1%	95.0%
Eligible for gifted and talented	0.0%	No Change	5.7%	8.3%
With disabilities other than speech	0.0%	Down from 19.7%	14.1%	13.0%
Older than usual for grade	29.3%	Up from 8.9%	12.7%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.8%	1.8%	1.5%
Enrolled in AP/IB programs	0.0%	No Change	6.8%	11.4%
Successful on AP/IB exams	N/A	N/A	21.2%	54.3%
Eligible for LIFE Scholarship	20.0%	Up from 0.0%	25.5%	30.5%
Annual dropout rate	0.0%	No Change	3.5%	3.5%
Career/technology students in co-curricular organizations	N/A	N/A	4.5%	3.1%
Enrollment in career/technology courses	N/A	N/A	408	559
Students participating in work-based experiences	N/A	N/A	4.7%	10.6%
Career/technology students attaining technical skills	N/A	N/A	74.2%	79.6%
Career/technology completers placed	N/A	N/A	97.9%	98.5%
Teachers (n=9)				
Teachers with advanced degrees	33.3%	Up from 28.6%	50.0%	57.4%
Continuing contract teachers	0.0%	N/A	57.1%	69.6%
Teachers with emergency or provisional certificates	0.0%	Down from 14.3%	15.8%	8.7%
Teachers returning from previous year	N/A	N/A	79.5%	85.0%
Teacher attendance rate	100.0%	Up from 97.4%	95.4%	95.4%
Average teacher salary	N/A	N/A	\$45,552	\$46,061
Professional development days/teacher	5.0 days	Up from 1.3 days	9.7 days	11.4 days
School				
Principal's years at school	8.0	Up from 7.0	2.0	3.0
Student-teacher ratio in core subjects	8.4 to 1	Down from 14.3 to 1	23.3 to 1	25.4 to 1
Prime instructional time	93.1%	Up from 89.0%	88.5%	89.1%
Dollars spent per pupil*	\$4,159	Down 10.8%	\$8,538	\$7,279
Percent of expenditures for teacher salaries*	92.3%	Up from 84.2%	53.1%	55.3%
Percent of expenditures for instruction*	95.3%	Up from 91.0%	59.9%	60.8%
Opportunities in the arts	Poor	No Change	Good	Excellent
Parents attending conferences	76.6%	Down from 87.6%	86.9%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Excellent	No Change	Good	Good
Modern Language Program Assessment	N/A	N/A	Below Average	Good
Classical Language Program Assessment	N/A	N/A	N/A	Average

* 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 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	14	100.0%	38	23.7%	33	57.6%	No
Gender							
Male	N/A	N/A	11	18.2%	20	50.0%	N/A
Female	N/A	N/A	27	25.9%	13	69.2%	N/A
Racial/Ethnic Group							
White	12	100.0%	26	30.8%	22	68.2%	N/A
African American	N/A	N/A	12	8.3%	10	40.0%	N/A
Asian/Pacific Islander	N/A	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	N/A
American Indian/Alaskan	N/A	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	N/A
Migrant Status							
Migrant	N/A	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	N/A
Socio-Economic Status							
Subsidized meals	N/A	N/A	29	20.7%	23	56.5%	N/A

* 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

Our mission at the Phoenix Center is to serve students who are divergent learners.

Our total student enrollment for the school year 2007-2008 is 59 students in grades nine through twelve.

Often these students have a history of academic failure and behavioral problems in the traditional classroom setting. They are not on target to graduate on time when they come to the Phoenix Center. These students are school-resistant youth who require trusting relationships and a supported environment before they can begin to learn.

Finding appropriate teachers for this hard-to-serve population is critical. They must have a proven record of patience and empathy for this category of students.

Our goal is to prepare our students for their future. We want our students to be job-ready and to possess life skills. Community businesses and agencies are enlisted to help them. We utilize the services of DHEC, DSS, Mental Health, and Alcohol and Drug Abuse agencies for assistance and counseling. We emphasize the value of volunteerism, and the students volunteer in businesses and for individuals.

Our students may attend F.E Dubose Career Center, where they are placed in vocational areas. They 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 parents quarterly as a group and call them for conferences, as needed, to discuss their child's progress. The charter school experience for all of us, teachers and students alike, is a growth opportunity.

Nancy Roberson, Director

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	6	15	15
Percent satisfied with learning environment	100.0%	100.0%	100.0%
Percent satisfied with social and physical environment	100.0%	100.0%	100.0%
Percent satisfied with school-home relations	100.0%	93.3%	93.3%

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

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School Adequate Yearly Progress

NO

This school met 0 out of 5 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

N/A

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. Sanction: Implement the restructuring plan.
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 Data

	Our School	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	N/A	0.0%	N/A

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	13	92.3	36.4	54.5	9.1	0	27.3	61.2	69.7	No	No
Male	7	I/S	I/S	I/S	I/S	I/S	I/S	53.5	64.6	N/A	N/A
Female	6	I/S	I/S	I/S	I/S	I/S	I/S	68.1	74.8	N/A	N/A
White	8	I/S	I/S	I/S	I/S	I/S	I/S	71.9	81.7	I/S	I/S
African American	5	I/S	I/S	I/S	I/S	I/S	I/S	57.5	53.6	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.1	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.5	I/S	I/S
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	21.9	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	40	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	10	I/S	I/S	I/S	I/S	I/S	I/S	55.3	55.1	I/S	I/S

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	13	92.3	45.5	36.4	9.1	9.1	27.3	52.3	67.2	No	No
Male	7	I/S	I/S	I/S	I/S	I/S	I/S	55.4	66.3	N/A	N/A
Female	6	I/S	I/S	I/S	I/S	I/S	I/S	49.6	68	N/A	N/A
White	8	I/S	I/S	I/S	I/S	I/S	I/S	73.7	79.6	I/S	I/S
African American	5	I/S	I/S	I/S	I/S	I/S	I/S	43.8	49.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	88.9	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	69.5	I/S	I/S
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	21.9	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	10	I/S	I/S	I/S	I/S	I/S	I/S	45.9	53.1	I/S	I/S

Physical Science (End-of-Course Performance by Group)

All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	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	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	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)										
All Students	2007	9	100.0	12.5	75.0	12.5	N/A	25.0	61.0	70.7
	2008	13	92.3	36.4	54.5	9.1	0	27.3	61.2	69.7
Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)										
All Students	2007	9	100.0	62.5	25.0	12.5	N/A	25.0	61.0	62.2
	2008	13	92.3	45.5	36.4	9.1	9.1	27.3	52.3	67.2

Abbreviations for Missing Data

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