

The Phoenix Center

P.O.BOX 170
ALCOLU, SOUTH

Grades	9-12 High School	
Enrollment	60 Students	
Principal	Nancy Roberson	803-505-6800
Superintendent	John Tindal	803-435-4435
Board Chair	William Ceth Land	803-435-4435

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**At-Risk**	**At-Risk**
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Good	Excellent
2005	Average	Average

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 GOAL

By 2010, SC'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.

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
3	3	5	9	12

* Ratings are calculated with data available by 03/25/2010.

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

	Our High School			High Schools with Students Like Ours		
Percent	**2007**	**2008**	**2009**	**2007**	**2008**	**2009**
Passed 2 subtests (%)	44.4	33.3	22.2	68.1	69.3	60.6
Passed 1 subtest (%)	44.4	41.7	33.3	18.4	16.5	19.4
Passed no subtests (%)	11.1	25.0	44.4	13.5	14.2	22.4

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	87.5%	86.0%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	22	135
Number of Diplomas	12	93
Rate	54.5%	64.8%

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	71.4	56.1
English 1	N/A	45.2
Physical Science	N/A	30.9
US History and the Constitution	N/A	19.4
All Tests	14.3	37.0

* 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=60)				
Retention rate	8.2%	Up from 6.4%	7.8%	4.8%
Attendance rate	89.3%	Down from 93.1%	94.4%	95.5%
Eligible for gifted and talented	0.0%	No Change	4.6%	9.2%
With disabilities other than speech	20.3%	Up from 0.0%	14.0%	12.6%
Older than usual for grade	23.3%	Down from 29.3%	11.8%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	1.5%	1.2%
Enrolled in AP/IB programs	0.0%	No Change	5.8%	13.2%
Successful on AP/IB exams	N/A	N/A	45.0%	55.6%
Eligible for LIFE Scholarship	57.7%	Up from 20.0%	28.8%	29.8%
Annual dropout rate	0.0%	No Change	3.2%	3.5%
Career/technology students in co-curricular organizations	0.0%	N/A	4.5%	3.0%
Enrollment in career/technology courses	59	N/A	331	523
Students participating in work-based experiences	0.0%	N/A	11.0%	12.9%
Career/technology students attaining technical skills	N/A	N/A	78.7%	79.3%
Career/technology completers placed	N/A	N/A	98.2%	98.8%
Teachers (n=10)				
Teachers with advanced degrees	25.0%	Down from 33.3%	53.6%	58.6%
Continuing contract teachers	0.0%	No Change	61.9%	71.6%
Teachers with emergency or provisional certificates	14.3%	Up from 0.0%	17.9%	8.1%
Teachers returning from previous year	N/A	N/A	76.4%	85.0%
Teacher attendance rate	100.0%	No Change	95.6%	95.5%
Average teacher salary*	N/A	N/A	$45,897	$47,761
Professional development days/teacher	6.3 days	Up from 5.0 days	10.6 days	10.8 days
School				
Principal's years at school	9.0	Up from 8.0	2.0	3.0
Student-teacher ratio in core subjects	15.0 to 1	Up from 8.4 to 1	21.7 to 1	26.1 to 1
Prime instructional time	89.3%	Down from 93.1%	89.0%	89.8%
Dollars spent per pupil**	$4,135	Down 0.6%	$9,878	$7,883
Percent of expenditures for teacher salaries**	91.3%	Down from 92.3%	52.9%	54.1%
Percent of expenditures for instruction**	95.0%	Down from 95.3%	59.5%	60.2%
Opportunities in the arts	Poor	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.3%	Up from 76.6%	91.9%	95.8%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	Average
Classical language program assessment	N/A	N/A	N/A	Good

* 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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	8	87.5%	35	14.3%	22	54.5%	No
Gender							
Male	N/A	N/A	21	14.3%	14	50.0%	N/A
Female	N/A	N/A	14	14.3%	N/A	N/A	N/A
Racial/Ethnic Group							
White	N/A	N/A	13	23.1%	11	63.6%	N/A
African American	N/A	N/A	22	9.1%	11	45.5%	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	11	9.1%	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	30	13.3%	13	30.8%	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

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

Our total student enrollment for the school year 2008-2009 is 60 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 track to graduate on time when they come to the Phoenix Center. These students are school-resistant youth who require trusting relationships and a supporting environment before they can begin to learn.

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.

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 children'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	4	13	13
Percent satisfied with learning environment	I/S	100.0%	100.0%
Percent satisfied with social and physical environment	I/S	100.0%	91.7%
Percent satisfied with school-home relations	I/S	100.0%	100.0%

* 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 2 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. 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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.3%	5.8%

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

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The Phoenix Center											03/25/10-1402610
HSAP Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	18	94.4	40	40	20	0	20	43.1	61.8	No	Yes
Male	7	I/S	I/S	I/S	I/S	I/S	I/S	41.1	57.4	N/A	N/A
Female	11	90.9	22.2	44.4	33.3	0	33.3	44.9	66.1	N/A	N/A
White	9	I/S	I/S	I/S	I/S	I/S	I/S	64.4	74.3	I/S	I/S
African American	9	I/S	I/S	I/S	I/S	I/S	I/S	35	44.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	77.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	55.4	I/S	I/S
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	12	19.4	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	14	92.9	38.5	46.2	15.4	0	15.4	39	45.6	I/S	I/S
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	18	100	75	6.3	12.5	6.3	18.8	40.9	62.7	No	Yes
Male	7	I/S	I/S	I/S	I/S	I/S	I/S	41.5	61.8	N/A	N/A
Female	11	100	60	10	20	10	30	40.3	63.6	N/A	N/A
White	9	I/S	I/S	I/S	I/S	I/S	I/S	60.3	75.1	I/S	I/S
African American	9	I/S	I/S	I/S	I/S	I/S	I/S	34.8	45.1	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.8	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	59.2	I/S	I/S
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	8	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	14	100	71.4	7.1	14.3	7.1	21.4	34.3	47.9	I/S	I/S
Physical Science (End-of-Course Test performance by Group)											
All Students	18	94.4	94.4	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Male	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Female	11	90.9	90.9	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
White	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	14	92.9	92.9	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A

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

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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*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2008	13	92.3	36.4	54.5	9.1	0	27.3	61.2	69.7
	2009	18	94.4	40	40	20	0	20	43.1	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2008	13	92.3	45.5	36.4	9.1	9.1	27.3	52.3	67.2
	2009	18	100	75	6.3	12.5	6.3	18.8	40.9	62.7

* Adjusted to account for natural variation in performance.

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