LEGACY CHARTER

900 Woodside Ave.
Greenville, South Carolina

Grades	K-9 Elementary School	
Enrollment	520 Students	
Principal	Frank M. Powell IV	864-248-0646
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Below Average**	**Below Average**
2010	At-Risk	At-Risk
2009	At-Risk	Average
2008	At-Risk	Good
2007	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://.eoc.sc.gov

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

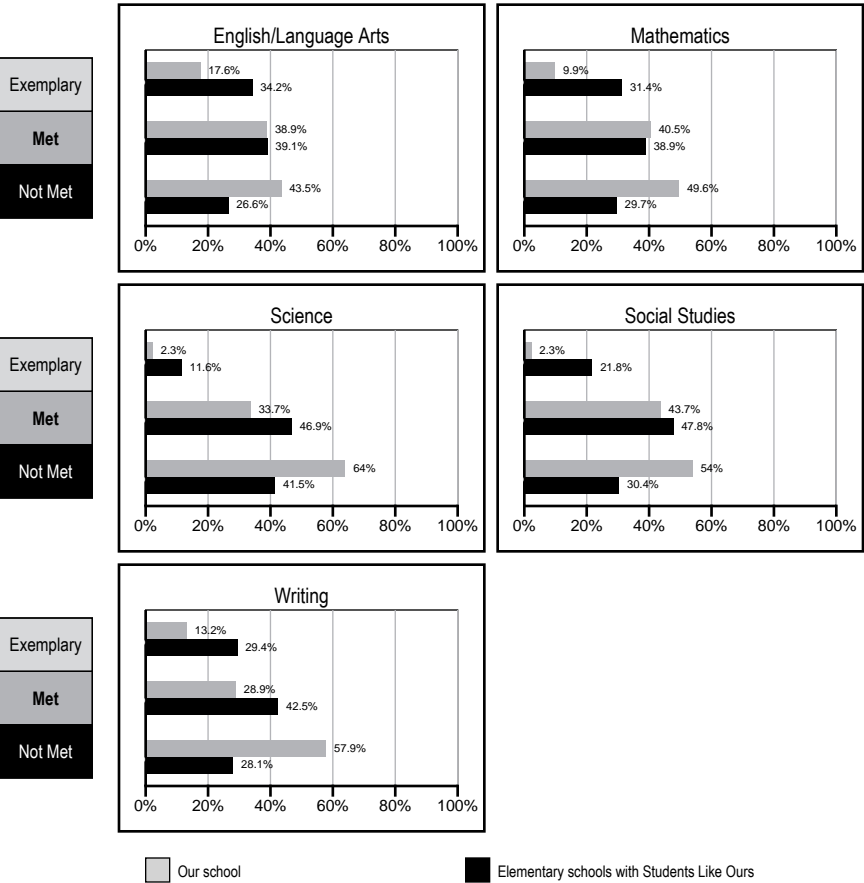| Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96% |

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	14	97	12	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)

English/Language Arts

	Our school	Elementary schools with Students Like Ours
Exemplary	17.6%	34.2%
Met	38.9%	39.1%
Not Met	43.5%	26.6%

Mathematics

	Our school	Elementary schools with Students Like Ours
Exemplary	9.9%	31.4%
Met	40.5%	38.9%
Not Met	49.6%	29.7%

Science

	Our school	Elementary schools with Students Like Ours
Exemplary	2.3%	11.6%
Met	33.7%	46.9%
Not Met	64%	41.5%

Social Studies

	Our school	Elementary schools with Students Like Ours
Exemplary	2.3%	21.8%
Met	43.7%	47.8%
Not Met	54%	30.4%

Writing

	Our school	Elementary schools with Students Like Ours
Exemplary	13.2%	29.4%
Met	28.9%	42.5%
Not Met	57.9%	28.1%

Our school | Elementary schools with Students Like Ours

* 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=520)				
First graders who attended full-day kindergarten	90.6%	Down from 100.0%	100.0%	100.0%
Retention rate	0.0%	Down from 0.8%	1.4%	1.1%
Attendance rate	97.7%	Up from 95.4%	95.9%	96.2%
Served by gifted and talented program	2.4%	Up from 0.0%	10.3%	13.4%
With disabilities other than speech	3.6%	Down from 7.7%	4.7%	4.1%
Older than usual for grade	0.8%	Down from 1.4%	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.8%	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	48.8%	Up from 31.6%	59.6%	62.5%
Continuing contract teachers	22.0%	Down from 36.8%	88.8%	88.2%
Teachers returning from previous year	60.1%	Down from 78.3%	87.4%	87.8%
Teacher attendance rate	96.7%	Down from 99.6%	94.9%	95.2%
Average teacher salary*	$40,526	Up 11.3%	$46,522	$46,773
Professional development days/teacher	11.3 days	No Change	11.3 days	10.5 days
School				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 20.0 to 1	19.6 to 1	19.9 to 1
Prime instructional time	94.2%	Down from 94.5%	89.7%	90.4%
Opportunities in the arts	Fair	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.6%	Up from 84.2%	100.0%	100.0%
Character development program	At-Risk	No Change	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	$7,479	$7,447
Percent of expenditures for instruction**	N/A	N/A	67.6%	68.4%
Percent of expenditures for teacher salaries**	N/A	N/A	64.7%	65.8%

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

**   Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The Fuller Normal Charter School started the school year with a name change as well as a change in Administration as well as some faculty and staff changes. The new name of our school is the Legacy Charter School. We continue to measure our success and monitor student progress based on summative and normative data. This year, The Legacy Charter School Community was dedicated to outstanding and shared vision and core values for our school.

Teachers and Staff at Legacy Charter School, are committed to the wellbeing and the success of our children and our school. The following is a synopsis of our efforts this school year.

• This year brought us our PASS results from 2010. The faculty at Legacy Charter School saw the results as an opportunity to talk about our students and ask ourselves what we might do to improve our results (our school's rating was At-Risk (not meeting AYP). As a result at faculty meetings, we were able to highlight some major data trends.

• Staff members participated in school profession development activities which focused on ELA and Mathematics, Harriett Ball (FearLESS Learning) was introduced to faculty and it has helped in improving both teaching and learning. Response to Intervention training at the elementary level was implemented.

• The MAP Assessment measured student progress over time. It assisted us in our work to know the strengths and the challenges of our children.

• The Middle College became a part of our high school. We had one student in our ninth grade class that to take a college class for credit.

Principal – Kenny George
Board Chairman – William Brown

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress   NO

This school met 9 out of 13 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   NI

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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.2%	0.0%	No
Student attendance rate	97.7%	94.0%**	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	304	99.7	48.3	35.8	15.9	66.1	84.1	82.4	No	Yes
Gender										
Male	157	99.4	58.4	30.7	10.9	62	80.8	78.7	N/A	N/A
Female	147	100	38.1	41	20.9	70.1	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	10	I/S	I/S	I/S	I/S	I/S	89.7	88.9	I/S	I/S
African American	262	99.6	49.8	35.7	14.5	64.3	72.2	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	93	I/S	I/S
Hispanic	32	100	37	40.7	22.2	81.5	79.2	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	83	I/S	I/S
Disability Status										
Disabled	21	100	N/AV	N/AV	N/AV	35	48.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	33.3	44.4	22.2	83.3	79.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	131	99.2	51.4	33	15.6	63.3	75.7	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	304	100	51.7	39.1	9.2	63.8	84.4	81.9	Yes	Yes
Gender										
Male	157	100	54.7	35.8	9.5	61.3	82.9	79.9	N/A	N/A
Female	147	100	48.5	42.5	9	66.4	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	10	I/S	I/S	I/S	I/S	I/S	89.4	88.9	I/S	I/S
African American	262	100	54.9	38.3	6.8	60.9	72	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.6	94.6	I/S	I/S
Hispanic	32	100	29.6	44.4	25.9	85.2	82.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.3	84.4	I/S	I/S
Disability Status										
Disabled	21	100	N/AV	N/AV	N/AV	40	47.1	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	22.2	44.4	33.3	88.9	83.6	81.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	131	100	49.5	40.4	10.1	63.3	76.5	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	194	99.5	62.5	36.9	0.6	37.5	71.6	68.6
Gender								
Male	105	100	N/AV	N/AV	N/AV	29.8	71.4	68.3
Female	89	98.9	53.7	45.1	1.2	46.3	71.9	68.9
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	81	80.7
African American	170	99.4	64.1	35.3	0.6	35.9	52.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.1	85.3
Hispanic	19	100	N/AV	N/AV	N/AV	46.7	61.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.8	70.8
Disability Status								
Disabled	11	100	N/AV	N/AV	N/AV	18.2	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	13	100	I/S	I/S	I/S	I/S	61.8	60.7
Socio-Economic Status								
Subsidized meals	83	100	65.3	33.3	1.4	34.7	58.4	57.3
Social Studies								
All Students	201	99.5	53.6	40.9	5.5	46.4	76.1	72.5
Gender								
Male	97	100	54	40.2	5.7	46	75.9	72
Female	104	99	53.2	41.5	5.3	46.8	76.2	73.1
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	82.8	81
African American	179	99.4	55.6	39.5	4.9	44.4	61.5	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.5	89
Hispanic	16	100	35.7	50	14.3	64.3	69.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75.5	73.5
Disability Status								
Disabled	16	100	66.7	26.7	6.7	33.3	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	80	98.8	56.7	35.8	7.5	43.3	65.2	62.9

Abbreviations for Missing Data

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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	85	100	48.6	39.2	12.2	51.4	76	73.2	97.7	96.4
Gender										
Male	42	100	62.2	32.4	5.4	37.8	70.2	67.2	97.7	96.3
Female	43	100	35.1	45.9	18.9	64.9	82.1	79.4	97.8	96.4
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	83.1	81.5	97.2	96.2
African American	72	100	50.8	38.1	11.1	49.2	62.2	61.3	97.8	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.3	87	96	97.6
Hispanic	10	I/S	I/S	I/S	I/S	I/S	64.3	66.7	97.3	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	99.9	95.8
Disability Status										
Disabled	5	I/S	I/S	I/S	I/S	I/S	26.5	26	97.1	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	65.3	65.7	97.9	97.2
Socio-Economic Status										
Subsidized meals	3	I/S	N/A	N/A	N/A	N/A	63.7	63.2	97.1	95.9

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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	30	100	53.6	32.1	14.3	46.4
	4	20	100	62.5	31.3	6.3	37.5
	5	19	100	66.7	27.8	5.6	33.3
	6	22	100	55.6	38.9	5.6	44.4
	7	20	100	61.1	27.8	11.1	38.9
	8	21	100	78.9	10.5	10.5	21.1
2011	3	59	98.3	37	35.2	27.8	63
	4	44	100	45.2	40.5	14.3	54.8
	5	39	100	51.4	42.9	5.7	48.6
	6	71	100	45.8	37.3	16.9	54.2
	7	47	100	58.7	28.3	13	41.3
	8	44	100	57.1	31.4	11.4	42.9
Mathematics							
2010	3	30	100	64.3	25	10.7	35.7
	4	20	100	N/A	N/A	N/A	43.8
	5	19	100	77.8	16.7	5.6	22.2
	6	22	100	61.1	27.8	11.1	38.9
	7	20	100	N/A	N/A	N/A	44.4
	8	21	100	68.4	26.3	5.3	31.6
2011	3	59	100	63	25.9	11.1	37
	4	44	100	23.8	64.3	11.9	76.2
	5	39	100	60	34.3	5.7	40
	6	71	100	42.4	40.7	16.9	57.6
	7	47	100	63	32.6	4.3	37
	8	44	100	N/AV	N/AV	N/AV	40
Science							
2010	3	15	100	76.9	15.4	7.7	23.1
	4	20	100	N/A	N/A	N/A	6.3
	5	10	I/S	I/S	I/S	I/S	I/S
	6	11	100	I/S	I/S	I/S	I/S
	7	20	100	66.7	27.8	5.6	33.3
	8	11	90.9	I/S	I/S	I/S	I/S
2011	3	29	96.6	69.2	26.9	3.8	30.8
	4	44	100	N/AV	N/AV	N/AV	45.2
	5	19	100	N/AV	N/AV	N/AV	17.6
	6	34	100	N/AV	N/AV	N/AV	39.3
	7	47	100	N/AV	N/AV	N/AV	41.3
	8	21	100	N/AV	N/AV	N/AV	35.3

Abbreviations for Missing Data

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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	15	100	N/A	N/A	N/A	13.3
	4	20	100	N/A	N/A	N/A	31.3
	5	9	I/S	I/S	I/S	I/S	I/S
	6	11	100	I/S	I/S	I/S	I/S
	7	20	100	83.3	11.1	5.6	16.7
	8	10	I/S	I/S	I/S	I/S	I/S
2011	3	30	96.7	53.8	38.5	7.7	46.2
	4	44	100	N/AV	N/AV	N/AV	54.8
	5	20	100	N/AV	N/AV	N/AV	27.8
	6	37	100	29	54.8	16.1	71
	7	47	100	67.4	26.1	6.5	32.6
	8	23	100	N/AV	N/AV	N/AV	38.9
Writing							
2010	3	31	100	55.2	34.5	10.3	44.8
	4	20	100	N/AV	N/AV	N/AV	37.5
	5	19	100	N/AV	N/AV	N/AV	44.4
	6	22	100	N/AV	N/AV	N/AV	50
	7	20	100	N/AV	N/AV	N/AV	33.3
	8	22	100	70	20	10	30
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	42	100	57.9	28.9	13.2	42.1
	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	43	100	38.9	50	11.1	61.1

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