



AIKEN PERFORMING ARTS CHARTER

130 Avery Lane
Aiken, South Carolina

Grades	9-12 High School	
Enrollment	54 Students	
Principal	Keisha Lloyd-Kennedy	803-644-4824
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Ms. Rosemary B. English	803-648-1126

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	At-Risk	At-Risk
2010	Excellent	Excellent
2009	At-Risk	At-Risk
2008	Below Average	At-Risk
2007	Average	N/A

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>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
4	4	23	0	2

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

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

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	33.3%	81.3%	20.0%	67.3%	70.4%	70.1%
Passed 1 subtest (%)	50.0%	6.3%	70.0%	16.6%	16.0%	18.1%
Passed no subtests (%)	16.7%	12.5%	10.0%	16.1%	13.7%	11.8%

HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	71.4%	89.1%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	11	14	213	232
Number of Graduates in Cohort	8	9	144	153
Rate	72.7%	64.3%	69.6%	69.4%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	13	N/A	227
Number of Graduates in Cohort	N/A	10	N/A	159
Rate	N/A	76.9%	N/A	70.6%

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	33.3%	72.1%
English 1	64.3%	57.3%
Biology 1/Applied Biology 2	41.7%	58.9%
Physical Science	33.3%	48.7%
US History and the Constitution	30.0%	37.5%
All Tests	40.3%	53.6%

* 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=54)				
Retention rate	0.0%	Down from 13.7%	3.6%	3.4%
Attendance rate	99.5%	Down from 99.7%	95.0%	95.0%
Served by gifted and talented program	100.0%	Up from 94.4%	13.0%	12.4%
With disabilities other than speech	7.5%	Down from 8.1%	10.2%	9.9%
Older than usual for grade	16.7%	Down from 28.8%	8.5%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.4%	0.9%
Enrolled in AP/IB programs	0.0%	Down from 3.9%	8.0%	13.0%
Successful on AP/IB exams	N/A	N/A	46.7%	51.7%
Eligible for LIFE Scholarship	8.3%	Down from 18.2%	29.5%	30.1%
Annual dropout rate	8.1%	Up from 0.0%	2.9%	2.5%
Career/technology students in co-curricular organizations	0.0%	No Change	3.8%	2.9%
Enrollment in career/technology courses	18	Down from 22	291	419
Students participating in work-based experiences	0.0%	No Change	13.1%	7.2%
Career/technology students attaining technical skills	50.0%	No Change	83.0%	83.0%
Career/technology completers placed	N/A	N/A	97.3%	98.4%
Teachers (n=10)				
Teachers with advanced degrees	42.9%	Up from 33.3%	60.9%	61.1%
Continuing contract teachers	42.9%	Down from 55.6%	80.4%	80.6%
Teachers returning from previous year	81.5%	Up from 77.8%	85.9%	86.5%
Teacher attendance rate	100.0%	No Change	95.8%	95.5%
Average teacher salary*	\$28,000	Up 26.9%	\$46,531	\$46,884
Professional development days/teacher	2.5 days	Down from 2.7 days	10.3 days	10.0 days
School				
Principal's years at school	6.0	Down from 9.0	4.5	4.0
Student-teacher ratio in core subjects	8.7 to 1	Down from 12.5 to 1	25.4 to 1	26.5 to 1
Prime instructional time	99.5%	Down from 99.7%	89.6%	89.3%
Dollars spent per pupil**	N/A	N/A	\$7,940	\$7,804
Percent of expenditures for teacher salaries**	N/A	N/A	59.3%	58.0%
Percent of expenditures for instruction**	N/A	N/A	62.1%	60.6%
Opportunities in the arts	Excellent	No Change	Good	Excellent
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	95.5%	Up from 80.2%	97.3%	97.3%
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	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 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		Met AYP Objective
	n	%	t	%	n	%	
All Students	7	71.4%	72	40.3%	11	72.7%	No
Gender							
Male	N/A	N/A	33	45.5%	N/A	N/A	N/A
Female	N/A	N/A	38	34.2%	N/A	N/A	N/A
Racial/Ethnic Group							
White	N/A	N/A	22	54.5%	N/A	N/A	N/A
African American	N/A	N/A	49	32.7%	N/A	N/A	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	49	32.7%	N/A	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

In order to achieve its mission, the APAA has developed a performance-based curriculum, founded upon educational concepts from several prevailing educational and social methodologies, which will provide each student with strong academic, performing arts, social, and personal foundations necessary for success in secondary and post-secondary institutions. Individualized active learning, critical thinking, and problem solving will be augmented with criterion and norm-based standardized tests.

The APAA has identified specific academic objectives that are aligned with the South Carolina Curriculum Standards and Guides. These academic objectives are associated with learner standards that will be assessed and measured by APAA faculty and staff. The learner standards are geared to help students acquire, integrate, and apply essential knowledge from core academic disciplines. The academic objectives are listed as principle components of the APAA curriculum. The APAA curriculum has been developed to reflect a rigorous academic core; promote a sense of social consciousness; integrate academics with project based learning, and encourage critical thinkers. 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 the State mandated 50-instructional minutes of class time to obtain credit units for their specific grade level.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	3	42	10
Percent satisfied with learning environment	I/S	61.0%	70.0%
Percent satisfied with social and physical environment	I/S	64.3%	I/S
Percent satisfied with school-home relations	I/S	67.5%	80.0%

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

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No Child Left Behind

School Adequate Yearly Progress

Yes

This school met 1 out of 1 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

CSI-DELAY

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	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	69.6%	0.0%	No

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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
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	10	100.0	12.5	62.5	12.5	12.5	25.0	70.2	68.0	I/S	I/S
Male	7	I/S	I/S	I/S	I/S	I/S	I/S	67.0	63.1	N/A	N/A
Female	3	I/S	I/S	I/S	I/S	I/S	I/S	73.8	73.1	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	79.7	79.4	I/S	I/S
African American	9	I/S	I/S	I/S	I/S	I/S	I/S	55.9	51.7	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	88.2	83.2	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	59.7	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	66.4	I/S	I/S
Disabled	1	I/S	I/S	I/S	I/S	I/S	I/S	12.8	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	31.7	45.1	I/S	I/S
Subsidized meals	8	I/S	I/S	I/S	I/S	I/S	I/S	56.6	54.7	I/S	I/S

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	10	100.0	87.5	12.5	N/A	N/A	N/A	63.7	62.3	I/S	I/S
Male	7	I/S	I/S	I/S	I/S	I/S	I/S	63.7	61.4	N/A	N/A
Female	3	I/S	I/S	I/S	I/S	I/S	I/S	63.6	63.2	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	75.9	75.3	I/S	I/S
African American	9	I/S	I/S	I/S	I/S	I/S	I/S	44.0	42.9	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	88.2	84.3	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	59.7	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	64.1	I/S	I/S
Disabled	1	I/S	I/S	I/S	I/S	I/S	I/S	14.3	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	39.0	47.1	I/S	I/S
Subsidized meals	8	I/S	I/S	I/S	I/S	I/S	I/S	46.9	48.5	I/S	I/S

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	10	I/S	I/S	I/S	I/S	I/S	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	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
White	1	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	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A

* 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 or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2010	16	100.0	N/A	N/A	N/A	N/A	N/A	68.7	65.9
	2011	10	100.0	12.5	62.5	12.5	12.5	25.0	70.2	68.0
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2010	16	100.0	N/A	N/A	N/A	N/A	N/A	63.2	62.3
	2011	10	100.0	87.5	12.5	N/A	N/A	N/A	63.7	62.3

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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