IN THE STATE OF SOUTH CAROLINA
COURT OF APPEALS

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SC Court of Appeals

FROM THE SOUTH CAROLINA ADMINISTRIVE LAW COURT

John D. McLeod,Judge

Appellate Case No: 2014-002372
Civil Action No: 14-ALJ-30-1256-AP

Lake City College Preparatory Academy.....Appellant,

v.

South Carolina Public Charter School District.....Respondent

RECORD ON APPEAL
VOLUME VII

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Lake City College Prep Academy, Inc.

Revocation Hearing

Response

May 8, 2014

ALAN WILSON
ATTORNEY GENERAL

October 10, 2013

The Honorable Floyd Nicholson
Senator, District No. 10
P.O. Box 142
Columbia, S.C. 29202

Dear Senator Nicholson,

You seek an opinion of this Office as to whether the Governor has the power to appoint someone to replace a magistrate who resigned in April of this year when the Legislature was in session, but the Governor's Office did not receive notice of the resignation until the legislative session had ended. By way of background, you state:

> In Abbeville County, G. Thomas Ferguson was a full time magistrate and resigned 4/15/13. However, the Governor's Office was not notified of this vacancy until after the Legislative Session had ended for 2013.
>
> As Chief Magistrate, The Honorable Susan Gladden stepped up to work full time hours and asked one of the weekend Judges, Carolyn Brownlee, to work in the former part time hours. However, there is an individual ready to step in and fill this position, but since the vacancy occurred during legislative session, the Governor's Office is hesitant to make this appointment, even though they were not made aware of this vacancy until after sine die. Can they make the appointment?

Law/Analysis

The South Carolina Constitution grants the Governor, with the advice and consent of the Senate, the power to appoint magistrates:

> The Governor, by and with the advice and consent of the Senate, shall appoint a number of magistrates for each county as provided by law. The General Assembly shall provide for their terms of office and their civil and criminal jurisdiction. The terms of office must be uniform throughout the State.

S.C. Const. art. V, § 26. The General Assembly has provided that "[t]he Governor, by and with the advice and consent of the Senate, may appoint magistrates in each county of the State for a term of four years and until their successors are appointed and qualified ...." S.C. Code § 22-1-10(A)

REMBERT C. DENNIS BUILDING • POST OFFICE BOX 11549 • COLUMBIA, SC 29211-1549 • TELEPHONE 803-734-3970 • FACSIMILE 803-253-6283

When a vacancy occurs in a magisterial position while the Senate is in recess, the Governor is statutorily given the power to make an interim appointment to fill the vacancy:

> During the recess of the Senate, vacancy which occurs in an office filled by an appointment of the Governor with the advice and consent of the Senate may be filled by an interim appointment of the Governor. The Governor must report the interim appointment to the Senate and must forward a formal appointment at its next ensuing regular session.
>
> If the Senate does not advise and consent thereto prior to sine die adjournment of the next ensuing regular session, the office shall be vacant and the interim appointment shall not serve in hold over status notwithstanding any other provision of law to the contrary. A subsequent interim appointment of a different person to a vacancy created by a failure of the Senate to grant confirmation to the original interim appointment shall expire on the second Tuesday in January following the date of such subsequent interim appointment and the office shall be vacant.

S.C. Code Ann. § 1-3-210.

As our Supreme Court has stated, "the Governor's power of appointment without the advice and consent of the Senate is limited to vacancies occurring during a recess of the Senate, and that the appointment ceases to be of force if the Senate at its next session fails to confirm it." State v. Bowden, 92 S.C. 393, 75 S.E. 866, 871 (1912). A vacancy in a magisterial office is otherwise "filled by the Governor with the advice and consent of the Senate." 12 S.C. Jur. Magistrates and Municipal Judges § 8 (citing § 22-1-10).

Thus, the pertinent question in this case is whether a vacancy occurred when the magistrate allegedly resigned from that office while the Senate was still in session. In order for a public officer's resignation to be legally effective, it must be tendered to and accepted by the person or entity authorized to receive it. See State v. Stickley, 80 S.C. 64, 61 S.E. 211 (1908) (adopting doctrine that "the resignation of a public officer is not complete until it is either expressly or by implication accepted by the proper authorities"); Op. S.C. Att'y Gen., 1996 WL 549527 (Aug. 7, 1996) ("A written resignation is to be tendered to the entity or person authorized by law to receive it.... To be effective, the tendered resignation must be accepted by the appropriate entity or person."). Such a doctrine has been recognized by numerous other jurisdictions.[1] Furthermore, the "[m]ere announcement of a public officer's intent to

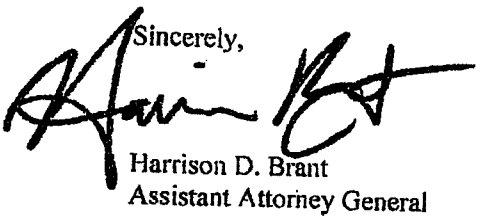
[1] See, e.g., Advisory Opinion to the Governor re Sheriff And Judicial Vacancies Due to Resignations, 928 So.2d 1218, 1220 (Fla. 2006) ("Under our precedent, a judicial vacancy occurs when a letter of resignation is received and accepted by the Governor"); Cole v. McGillicuddy, 316 N.E.2d 109, 110 (Ill. App. Ct. 1974) ("A resignation once tendered is final and becomes effective when it is received by, or filed with the officer authorized by law to fill the vacancy"); Attorney Gen. ex rel. Chamerblin v. Nadeau, 266 A.2d 118, 119-20 (N.H. 1970) ("By the weight of authority a resignation from a public office requires an acceptance by the appointing authority, and it is not effective until accepted"); 63C Am. Jur. 2d Public Officers and Employees § 154 ("In the absence of a statutory direction, a public officer should tender his or her resignation to the tribunal having authority to appoint a successor. A resignation tendered to an improper person or body is a nullity."); 48A C.J.S. Judges § 52 ("In the absence of a statute providing otherwise, the resignation of a judge becomes effective when it is received by, filed with, or upon its acceptance by, the proper authority").

resign is insufficient to effectuate the resignation. Rather, the public officer must intend to resign, actually tender his resignation, and have the resignation accepted by the appropriate public body." 8 S.C. Jur. Public Officers and Public Employees § 45 (citing Op. S.C. Att'y Gen., 1986 WL 192036 (July 10, 1986) (county board member's announcement of intent to resign with no further action was ineffective; resignation must be tendered to and accepted by appropriate body, the county council, to be effective)).

Furthermore, our Supreme Court has also held that "a public officer does not cease to be such even when his resignation is accepted, but continues in office until a successor is qualified where the statute or Constitution so provides." Rogers v. Coleman, 245 S.C. 32, 34 (1964). Relying on Rogers and the language of § 22-1-10 providing that magistrates serve "until their successors are appointed and qualified," we have repeatedly advised that a magistrate whose resignation is tendered and accepted before his term of office expires is required to continue discharging the duties of his office until his successor is appointed and qualified. See Op. S.C. Att'y Gen., 1980 WL 120890 (Sept. 23, 1980); 1980 WL 81956 (June 30, 1980); 1982 WL 189127 (Jan. 6, 1982).

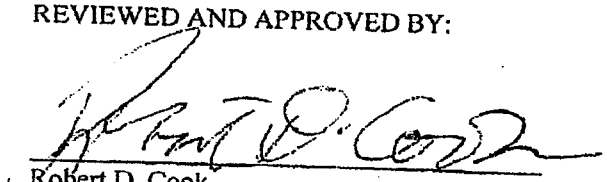
Based on the above authorities, the appropriate authority to which a magistrate's resignation must be tendered is the Governor. A magistrate's resignation is not effective unless and until it is tendered to, and accepted by, the Governor. Under the facts you present, the magistrate's attempted resignation on April 15 of this year was not properly tendered to the Governor at that time or any time before the legislative session ended. Therefore, we believe the magistrate's attempted resignation was ineffective and no vacancy in his office occurred before the Legislature went into recess. If the magistrate's resignation has since been properly tendered to and accepted by the Governor, or if such occurs before the upcoming legislative session commences, it is our opinion the resignation would be effective and considered to have occurred during the recess of the Senate. Thus, the Governor would have the power to fill the office using her interim appointment power under § 1-3-210. Regardless of whether or when the magistrate's resignation becomes effective, we note that under Rogers the magistrate is considered to continue holding office until his successor is appointed and qualified.

Sincerely,



Harrison D. Brant
Assistant Attorney General

REVIEWED AND APPROVED BY:



Robert D. Cook
Solicitor General

B. **Content of Brief.** Each brief shall contain:

(1) Statements of the Issues on Appeal. A statement of each of the issues presented for review. The statement shall be concise and direct as to each issue and may be stated in question form. Broad general statements may be disregarded by the Court. Ordinarily, no point will be considered that is not set forth in the statement of issues on appeal.

(2) Statement of the Case. The statement shall contain a concise history of the proceedings, insofar as necessary to an understanding of the appeal. The statement shall not contain contested matters and shall contain as a minimum, the following information: the date of the commencement of the action; the nature of the action; the nature of the defense or response; the date and nature of the agency action appealed from; the date of the service of the notice of appeal; the date of and description of any orders or proceedings in the agency as may have affected the appeal, or may throw light upon the questions involved in the appeal. Any matters stated or alleged in a party's statement shall be binding on that party.

(3) Argument. The brief shall be divided into as many parts as there are issues to be argued, and each such part shall bear an appropriate caption, followed by a discussion and citation of authority. A party may also include a separate statement of facts relevant to the issues presented for review, with reference to the record on appeal, which may include contested matters and summarize that party's contentions.

(4) Conclusion. A short conclusion stating the precise relief requested.

(5) Certificate of Service. A certificate showing the service of the brief on all parties of record.

C. **Service of Brief.** At the time of filing the brief with the Court, one copy of the brief and any appendix shall be served on each party to the appeal.

D. **Cover of Brief.** The cover of the appellant's brief shall be blue; that of the respondent red; that of an intervenor or amicus curiae green; and that of any reply brief gray. The cover of a brief shall contain only the caption and the names, addresses, telephone numbers and e-mail addresses of counsel. This subsection shall not apply to briefs filed by pro se litigants.

E. **Margins and Bindings.** Typewritten papers or reproductions must have a blank margin of an inch and a half on the left and must be securely fastened on the left margin.

2010 Revised Notes

The appellant's brief must be filed within thirty days after the filing of the Record on Appeal, and the respondent's brief must be filed within thirty days after the appellant's brief is filed. These deadlines provide a readily ascertainable time for the submission of the briefs. Statements of fact set forth in the briefs are binding upon the proponent of the statement. The format of the briefs is similar to that used in the South Carolina Appellate Court Rules. The requirements of subsection (D), which specify the colors to be used for the cover of the briefs, do not apply to briefs filed by pro se litigants. The original and one copy of each brief must be filed with the Court.

Note to 2011 Amendments

The amendment provides a shorter time frame for the filing of briefs in appeals from the Department of Employment and Workforce (DEW). The shortening of this time frame is designed to expedite the resolution of DEW appeals in accordance with S.C. Code Ann. § 41-35-750, as amended by Act 146 of 2010, which provides that these appeals must be heard in a summary manner.

38. **Dismissal of Appeal for Failure to Comply with the Rules.** Upon motion of any party, or on its own motion, an administrative law judge may dismiss an appeal for failure to comply with any of the rules of procedure for appeals, including the failure to comply with any of the time limits provided by this section.

Position Name	Position Title	Term Length	Official Name	Expiration Date	At Pleasure / Coterminous	Position Type
At Large	Member	3	Donald L. McLaurin	5/3/2014		Gubernatorial Appointments
At Large	Member	3	Linzie R. Staley	8/1/2013		Gubernatorial Appointments
SC Alliance of Black Educators	Member	3	Ronald L. Epps	7/1/2012		Gubernatorial Appointments
SC Chamber of Commerce	Member	3	Laura H. Getty	7/1/2012		Gubernatorial Appointments
SC Education Oversight Committee	Member	3	Michael R. Brenan	8/1/2011		Gubernatorial Appointments
SC School Boards Association	Member	3	Kathleen M. Bounds	7/1/2011		Gubernatorial Appointments
South Carolina Public Employee Benefit Authority						
Active SCRS	Member	2	Peggy G. Boykin CPA	6/30/2014		General Assembly Appointments
Active SCRS, Public School District employee	member	2	Stacy Kubu	6/30/2014		General Assembly Appointments
Nonrepresentative	Member	2	Arthur M. Bjontegard Jr.	6/30/2014		Gubernatorial Appointments
Nonrepresentative	Member	2	David J. Tigges	6/30/2014		General Assembly Appointments
Nonrepresentative	Member	2	Stephen M. Heisler	6/30/2014		Gubernatorial Appointments
Nonrepresentative	Member	2	Joe W. "Rocky" Pearce Jr.	6/30/2014		General Assembly Appointments
Nonrepresentative	Member	2	Steve A. Matthews	6/30/2014		Gubernatorial Appointments
Nonrepresentative	Member	2	Audie M. Penn	12/30/2014		General Assembly Appointments
Retired SCRS	Member	2	Frank W. Fusco	6/30/2014		General Assembly Appointments
South Carolina Public Safety Coordinating Council						
Municipal Police Chief	Member	2	VACANT			Gubernatorial Appointments
Victim Representative	Member	4	VACANT			Gubernatorial Appointments
South Carolina Public Service Authority Board of Directors						
4th Congressional District	Member	7	Barry D. Wynn	5/19/2014		Gubernatorial Appointments
5th Congressional District	Member	7	VACANT			Gubernatorial Appointments
Berkeley County	Member	7	Peggy H. Pinnell	5/19/2014		Gubernatorial Appointments
South Carolina Public Service Commission						
2nd Congressional District	Member	4	Brent L. McGee	6/30/2014		General Assembly Appointments
4th Congressional District	Member	4	Elizabeth "Lib" Fleming	6/30/2014		General Assembly Appointments
6th Congressional District	Member	4	Nikiya "Nikki" Hall	6/30/2014		General Assembly Appointments

Position Name	Position Title	Term Length	Official Name	Expiration Date	At Pleasure / Coterminous	Position Type
3rd Congressional District	Member	4	Lori M. Kinley	9/30/2013		Gubematorial Appointments
At Large	Chair	4	Gray T. Culbreath	9/1/2009		Gubematorial Appointments
South Carolina Panel for Dietetics						
Dietetics Educator	Member	2	Mary Etta Moorachian	5/30/2009		Gubematorial Appointments
Dietician, Community or Public Health	Member	2	Phyllis A. Allen	5/30/2009		Gubematorial Appointments
Dietician, Nutritional Services Management	Member	2	VACANT			Gubematorial Appointments
Dietition, Clinical	Member	2	Rona B. Wharton	5/30/2009		Gubematorial Appointments
Hospital Employee	Member	2	Karen G. Schwartz M.S., R.D.	3/30/2009		Gubematorial Appointments
Public	Member	2	Megan A. Faulkner	5/30/2009		Gubematorial Appointments
South Carolina Patients Compensation Fund Board of Governors						
Dentist	Member	6	Pierce D. Butler	3/17/2014		Gubernatorial Appointments
Dentist	Member	6	VACANT			Gubernatorial Appointments
Hospital Representative	Member	6	Harold E. "Gene" Tucker	3/17/2014		Gubernatorial Appointments
Physician	Member	6	Larry L. Ware	6/17/2013		Gubernatorial Appointments
Physician	Member	6	Richard M. Kennedy M.D.	6/17/2013		Gubernatorial Appointments
South Carolina Perpetual Care Cemetery Board						
Cemetery Owner or Manager	Member	4	Rickey D. Riggins	1/1/2010		Gubernatorial Appointments
Cemetery Owner or Manager	Member	4	W. Russell Floyd Jr.	1/1/2013		Gubernatorial Appointments
Cemetery Owner or Manager	Member	4	James W. Russ	1/1/2013		Gubernatorial Appointments
Cemetery Owner or Manager	Member	4	Jacquelyn S. Petty	1/1/2013		Gubernatorial Appointments
General Public	Member	4	Roger D. Finch	12/19/2005		Gubernatorial Appointments
General Public	Member	4	VACANT			Gubernatorial Appointments
General Public	Member	4	John E. Bartus	12/19/2006		Gubernatorial Appointments
South Carolina Procurement Review Panel						
At Large	Member	0	VACANT		At Pleasure Of	Gubernatorial Appointments
South Carolina Public Charter School District Board of Trustees						
At Large	Member	3	VACANT			General Assembly Appointments

ROA_2558

South Carolina
Public Charter School District

Board of Trustees

Don McLaurin, Chairman

Linzie Staley, Vice Chairman

Kathleen Bounds, Secretary

Ronald Epps

Laura Getty

Terrye Seckinger

Reese Boyd

Superintendent
Wayne Brazell, Ph.D.

June 5, 2012

ONE student

Deloris Brown, Ed.D.
Principal
Lake City College Preparatory Academy
1009 East Main Street
Lake City, SC 29560

Dear Dr. Brown:

Lake City College Preparatory Academy (LCCPA) is in its second year of operation and serves approximately 200 students in grades K-10. The South Carolina Public Charter School District (the District) is a local educational agency (LEA) and the sponsor and authorizer of LCCPA. In accordance with the South Carolina Charter Schools Act (§59-40-40(4)), the District is LCCPA's LEA and LCCPA is a school within the District. As the authorizer and LEA for LCCPA, the District has the responsibility for overseeing the academic, fiscal, and operational health of the school as well as ensuring that the school complies with all applicable state and federal regulations and reporting deadlines. Furthermore, the District retains responsibility for special education and must ensure that students enrolled in its charter schools are served in a manner consistent with LEA obligations under applicable federal, state, and local law.

On February 6, 2012, a multi-disciplinary team (MDT) consisting of the parent and LCCPA and District staff conducted an evaluation planning meeting for a student. During that meeting, the parent provided parental consent to evaluate the student and to gather additional information to be used by the MDT to determine the student's eligibility for special education and related services. In accordance with the Individuals with Disabilities Education Act (IDEA 2004) located at 34 CFR §300.301(c)(1)(i) and State Board of Education (SBE) Regulation 43-243, an evaluation to determine initial eligibility for special education and related services must be completed within 60 days of receiving parental consent for the evaluation. Additionally, the State requires all school districts to be 100% compliant for meeting the 60-day initial evaluation timeline through the monitoring of IDEA Part B Indicator 11.

In this specific instance, the due date for the completion of the evaluation was April 6, 2012. However, to date, the evaluation has not been completed due to LCCPA's failure to submit all of the required evaluation components, specifically disciplinary reports, as agreed upon at the February 6, 2012, evaluation planning meeting. Consequently, the District has been unable to proceed with scheduling the eligibility determination meeting as required by the IDEA (34 CFR §300.306). As of today's date, the evaluation is sixty days past the 60-day timeline.

3710 Landmark Drive, Suite 201
Columbia, SC 29204
Phone: 803-734-8322
Fax: 803-734-8325
www.sccharter.org

Because of LCCPA's failure to ensure that the student's multi-disciplinary team (MDT) had the requisite documentation to allow the District to proceed with scheduling the eligibility determination meeting, the District issues LCCPA this *Letter of Caution* (see enclosed *SCPCSD Procedures for Addressing Issues of Non-Compliance*). To remedy the aforementioned deficiency in the area of special education, the District requires LCCPA to meet with District staff to develop a comprehensive corrective action plan outlining the specific steps the school shall take to ensure the timely evaluation of its students suspected of having a disability. LCCPA must submit its corrective action plan to the District no later than **Tuesday, July 3, 2012.** In the meantime, LCCPA is directed to immediately submit to the District school psychologist all disciplinary referrals for the student so that the evaluation process can be concluded and an eligibility determination meeting can be scheduled. Should the student be determined IDEA eligible, the IEP team will need to determine the impact LCCPA's failure to satisfy the 60-day evaluation timeline had on the student's right to a free appropriate public education (FAPE). In the event the IEP team determines that a denial of FAPE occurred as a result of LCCPA's failure, LCCPA will be required to provide and pay for any compensatory services deemed to be appropriate by the IEP team. Please note that compensatory services cannot be paid out of LCCPA's 203 funds.

LCCPA is also required to meet with District staff, including the Director of Information Technology, and the student's parent to resolve questions regarding the student's attendance, schedule in PowerSchool, and placement in a special education setting prior to and during the evaluation process. District staff will work with LCCPA to schedule all required meetings.

Thank you in advance for your cooperation in this matter. Should you have any questions, please do not hesitate to contact me.

Sincerely,

Dana C. Reed

Dana C. Reed, Compliance Supervisor
South Carolina Public Charter School District

Enclosure

cc: Wayne Brazell, Ph.D., Superintendent, SCPCSD
Robert Compton, Director of Special Services, SCPCSD
Rebecca Davis, Coordinator of Psychological Services, SCPCSD
Queen Wallace, Board Chair, LCCPA

South Carolina
Public Charter School District

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Wayne Brazell, Ph.D.

3710 Landmark Drive, Suite 201
Columbia, SC 29204
Phone: 803-734-8322
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June 5, 2012

Deloris Brown, Ed.D.
Principal
Lake City College Preparatory Academy
1009 East Main Street
Lake City, SC 29560

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Sincerely,

Dana C. Reed

Dana C. Reed, Compliance Supervisor
South Carolina Public Charter School District

Enclosure

cc: Wayne Brazell, Ph.D., Superintendent, SCPCSD
Robert Compton, Director of Special Services, SCPCSD
Rebecca Davis, Coordinator of Psychological Services, SCPCSD
Queen Wallace, Board Chair, LCCPA

South Carolina
Public Charter School District

Board of Trustees

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Ronald Epps

Terrye Seckinger

Reese Boyd

Superintendent
Wayne Brazell, Ph.D.

December 18, 2012

Deloris Brown, Ed.D.
Principal
Lake City College Preparatory Academy
1009 East Main Street
Lake City, SC 29560

Dear Dr. Brown:

On July 9, 2009, the Board of Trustees for the South Carolina Public Charter School District (SCPCSD) approved Lake City College Preparatory Academy (LCCPA) to operate a charter school with the following mission: "creating a high quality college preparatory instructional environment where a strong commitment to the creative arts is manifested which will lead to high levels of academic achievement." On October 8, 2012, the SCPCSD, as the school's local education agency, sponsor, and authorizer, issued LCCPA written notification that its probation was being extended due to continued significant sub-par academic performance. Specifically, the school received the grade of "F" for academic performance that is defined as substantially below the State's expectations by the 2012 South Carolina Federal Accountability System and was identified as a *Priority School*, one of the lowest performing Title I schools in the State.

On November 29, 2012, the SCPCSD conducted a meeting with you, as lead administrator of LCCPA, and two members of LCCPA's Board of Directors, including the Board Chair, to formally discuss the school's continued probation and the comprehensive remedial action plan that the school and Board will be required to develop to address academic performance. In accordance with the in-depth review of the school's performance across four indicator areas as triggered by the school's probation, SCPCSD staff shared data regarding the school's performance in academics, compliance, finance, and governance/operations. Documentation of the school's performance was collected from a variety of sources including but not limited to state assessment data, Elementary and Secondary Education Act (ESEA) Federal Accountability data, Education Accountability Act (EAA) School Report Cards, independent audit reports, financial records, reporting schedules, board agendas/minutes, and audits conducted by the SCPCSD and the South Carolina Department of Education (SCDE).

Based on the SCPCSD's internal review of LCCPA's performance across the four indicator areas, the following information and observations were shared with LCCPA during the meeting:

- LCCPA's charter provides that each student will meet or exceed the state standards.
- Under the Federal Accountability System, both LCCPA's elementary and middle school performance fell substantially below the State's expectations earning the school a rating of F and a score of 28.3.
- LCCPA's 2011 scores were significantly below the State average. The school's 2012 scores dropped in seven areas as compared to 2011. Although there was improvement in three areas, LCCPA still scored below the State average. Compared to schools with similar poverty ratings, LCCPA performed lower.

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- LCCPA's charter goals are not aligned with the SMART format.
- LCCPA has failed to demonstrate an understanding of basic special education processes and procedures. An on-site visit and review of a quarter of all special education student files conducted by SCPCSD staff in July 2012 resulted in findings of non-compliance in each of the student files. Folder reviews indicated that educational decisions were being made outside the individualized education program (IEP) team process and progress monitoring of IEP goals was not occurring.
- LCCPA lacks an organized and functional intervention process for struggling learners. This has resulted in students without IEPs being placed and served in self-contained settings.
- Data reporting has improved this year. However, continued training in PowerSchool is needed to build on knowledge of daily and yearly PowerSchool tasks. It is recommended that LCCPA use PowerSource and view long distance training videos to increase capacity.
- The staff person trained in PowerSchool and designated as the school's PowerSchool liaison does not have the authority to enter data and to make decisions about data input. In contrast, school personnel that have not received proper training in PowerSchool are making decisions regarding data entry.
- LCCPA must ensure that its website reflects appropriate language regarding non-discrimination and identifies coordinators for both Section 504 and Title IX.
- A budget deficit occurred for fiscal year 2011-2012 and only 40% of the school's budget was spent on instruction that year. To bring the school out of a deficit, LCCPA cut instruction. Specifically, instructional salaries were cut by $185,000, almost the same amount as was spent on portables by the school.
- The School Board must exercise its fiduciary duties to review and approve the budget. The Board must also ensure that the budget is followed and that money is spent on instruction.
- SCPCSD observance of LCCPA Board meetings indicates the Board is not conducting business in an open and public manner. Specifically, the Board is not adhering to proper procedures for conducting executive sessions and has conducted business without a quorum. Moreover, minutes of meetings of the Board are not consistently made available public within a reasonable time after meetings.
- The Board of LCCPA does not appear to understand the process for making decisions and for conducting an executive session. Board meetings appear to be run by the school principal rather than the Board chair. In addition, Board meetings evidence a lack of understanding as to standard rules for conducting business such as taking a vote.
- There is limited evidence that the Board is providing oversight of the school. There is no evidence that the Board has created any committees to support the school.

Insofar as LCCPA continues on probation, the administration and Board of LCCPA must create and submit to the SCPCSD a comprehensive remedial action plan no later than **January 18, 2013**, for review and approval by the SCPCSD. The action plan must be focused on improving academic achievement. It should include successful strategies for student learning, a provision for professional development for teachers, and a revision of academic goals contained in the school charter to align them with the SMART format. Based on the SCPCSD's internal review of LCCPA's performance across the four indicator areas, the action plan must also address the deficiencies and concerns noted in the areas of special education, student data reporting, finance, governance, and operations. The plan must include a timetable for the implementation of all corrective and improvement activities, must set deadlines for the completion of key tasks, and must set specific implementation benchmarks to allow the SCPCSD to monitor implementation. Please note all outstanding issues of special education noncompliance must be corrected

and the school must demonstrate sustained capacity in the area of special education operations as soon as possible but in no case later than **February 28, 2013.** Failure to do so shall result in the SCPCSD taking appropriate corrective actions or exercising sanctions in accordance with state law. As previously discussed, LCCPA is also required to complete the enclosed self-study. The self-study is designed to guide the school through a self-assessment that culminates in a roadmap for future and continuous improvement. The self-study will be emailed to you in an electronic format for the school to complete on-line and submit to the SCPCSD by **February 1, 2013.**

The probation status of LCCPA will expire no sooner than **January 18, 2014,** subject to the following: The SCPCSD may extend or shorten the probationary period based on LCCPA's compliance (or noncompliance) with its charter, applicable laws and regulations, and the school's remedial action plan (as approved by the SCPCSD). These conditions provide the school sufficient time to demonstrate satisfactory academic progress; the capacity to meet federal and state requirements of students with disabilities; and address concerns regarding Board operations, student data reporting, and finance. Evidence of the school's progress shall be obtained via federal and state accountability data, SCDE data pulls, financial audits, quarterly reviews of IEPs, information submitted by the school in its annual report, site visits by the SCPCSD, and other means as necessary. Please be advised that a status of **Probation** means that a charter school exhibits deficiencies in performance that may lead to revocation of the school's charter. Pursuant to South Carolina Charter School Law § 59-40-110(C), the SCPCSD may take steps toward nonrenewal or revocation of LCCPA's charter as therein provided.

Thank you in advance for your cooperation. Should you have any questions, please do not hesitate to contact me.

Sincerely,

Dana C. Reed

Dana C. Reed, Director of Compliance
South Carolina Public Charter School District

cc: Queen Wallace, Board Chair, LCCPA
Don McLaurin, Chair, SCPCSD Board of Trustees
Wayne Brazell, Ph.D., Superintendent, SCPCSD
Courtney Mills, Director of Accountability, SCPCSD
Robert Compton, Director of Student Services, SCPCSD
Tasha Robinson, Director of Finance, SCPCSD
William James, Director of Information Technology, SCPCSD

Enclosure: Self-Study

Public Charter School SCPCSD

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Kathleen Bounds, Secretary

Ronald Epps

Terrye Seckinger

Reese Boyd

Superintendent
Wayne Brazell, Ph.D.

February 27, 2013

Deloris Brown, Ed.D.
Principal
Lake City College Preparatory Academy
1009 East Main Street
Lake City, SC 29560

Dear Dr. Brown:

The South Carolina Public Charter School District (SCPCSD) has reviewed the remedial action plan submitted by the Lake City College Preparatory Academy (LCCPA). As you know, LCCPA has the autonomy and responsibility to develop and implement the action plan, in addition to taking any other steps the school deems necessary, to address the deficiencies identified by the SCPCSD. However, the remedial action plan is not consistent with the goals of LCCPA's charter. For example, goals 1 and 2 of the action plan are not correlated to the academic goals of LCCPA's charter stating that LCCPA students will receive an Improvement Rating of "Average" or higher on the Education Oversight Committee School Report Cards in the first five years of operation. Should LCCPA accomplish both goals 1 and 2 of its action plan, it would lead to fewer than half of the school's students meeting or exceeding the State's expectations. Therefore, LCCPA is required to revise the academic achievement component of the action plan and submit its revision to the SCPCSD by **March 27, 2013.** When submitting the revision, please confirm whether the student performance goals outlined in the action plan have been submitted as a revision of the charter's academic goals so as to be aligned with the SMART format.

Additionally, as noted in the December 18, 2012, letter issued to LCCPA by the SCPCSD, LCCPA must correct all outstanding issues of special education noncompliance no later than **February 28, 2013.** Failure to do so shall result in the SCPCSD taking appropriate corrective actions or exercising sanctions in accordance with state law. Furthermore, LCCPA's plan to remedy special education issues is still due to the SCPCSD for review. Please submit such action plan immediately.

The submission of an action plan to address the deficiencies identified by the SCPCSD is a condition of LCCPA's probation. Failure to submit an action plan responsive to the identified deficiencies may lead to revocation or nonrenewal in accordance with South Carolina Charter School Law § 59-40-110(C). Should you have any questions or wish to discuss this matter further, please do not hesitate to contact me.

Sincerely,

Dana C. Reed

Dana C. Reed, Director of Compliance
South Carolina Public Charter School District

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cc: Queen Wallace, Board Chair, LCCPA
Don McLaurin, Chair, SCPCSD Board of Trustees
Wayne Brazell, Ph.D., Superintendent, SCPCSD
William James, Director of Information Technology, SCPCSD
Robert Compton, Director of Student Services, SCPCSD
Courtney Mills, Director of Accountability, SCPCSD

South Carolina
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Superintendent
Wayne Brazell, Ph.D.

April 22, 2013

Deloris Brown, Ed.D.
Principal
Lake City College Preparatory Academy
1009 East Main Street
Lake City, SC 29560

Dear Dr. Brown:

As stated in the December 18, 2012, letter issued to Lake City College Preparatory Academy (LCCPA) by the South Carolina Public Charter School District (SCPCSD), LCCPA was required to correct all outstanding issues of special education noncompliance and demonstrate sustained capacity in the area of special education operations no later than **February 28, 2013.** Upon review of the special education files submitted by LCCPA, the SCPCSD has determined that substantive and systemic issues of noncompliance remain. Specifically, the majority of special education files contained individualized education program (IEPs) that lacked current data to support the present levels of performance and failed to link annual goals to present levels of performance. In addition, more than twenty (20) IEPs have expired per the data entered by LCCPA into EXCENT and the files contained no evidence that the school has taken steps to schedule the necessary annual reviews.

As you know, LCCPA has been placed on probation by the SCPCSD. A status of **Probation** means that LCCPA exhibits deficiencies in performance that may lead to revocation of the school's charter. The correction of all instances of special education noncompliance and the demonstration of the capacity to meet federal and state requirements for the education of students with disabilities are prerequisites for complying with the terms of LCCPA's probation. Insofar as the SCPCSD, in accordance with S.C. Code Ann. § 59-40-55(A), has the responsibility of monitoring the performance, legal compliance, and fiscal compliance of the schools it sponsors and exercising sanctions short of revocation in response to identified deficiencies, the following sanctions are effective immediately: 1) LCCPA is barred from accepting any new students and 2) LCCPA must use its non-categorical funds to employ a special education consultant of the school's own choosing and subject to the SCPCSD's approval. The consultant will assist LCCPA to ensure that 100% of its IEPs are compliant. The consultant will provide bi-weekly reports on LCCPA's progress to the SCPCSD. These sanctions shall remain in effect until all IEPs of LCCPA students are compliant and LCCPA has demonstrated the capacity to continuously and substantively fulfill its obligations under the Individuals with Disabilities Education Act (IDEA). Should you need assistance in identifying a qualified special education consultant, please notify Dr. Robert Compton, Director of Student Services, and he will help you.

Sincerely,

Wayne Brazell

Wayne Brazell, Ph.D., Superintendent
South Carolina Public Charter School District

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cc: Queen Wallace, Board Chair, LCCPA
Don McLaurin, Chair, SCPCSD Board of Trustees
Robert Compton, Ph.D., Director of Student Services, SCPCSD
Dana C. Reed, Director of Compliance, SCPCSD

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Superintendent
Wayne Brazell, Ph.D.

May 14, 2013

Deloris Brown, Ed.D.
Principal
Lake City College Preparatory Academy
1009 East Main Street
Lake City, SC 29560

Dear Dr. Brown:

The South Carolina Public Charter School District (SCPCSD) has received the remedial action plan revised by Lake City College Preparatory Academy (LCCPA). However, the SCPCSD is unable to determine at this time whether the plan adequately addresses all previously identified areas of noncompliance in light of LCCPA's failure to cooperate with requests for information from the SCPCSD. The failure of LCCPA to provide access to the school and other information requested by the SCPCSD is a further breach of LCCPA's charter and contract that could lead to revocation or nonrenewal if not remedied immediately.

Even though the SCPCSD cannot fully evaluate the remedial action plan under the present circumstances, LCCPA has the autonomy and responsibility to develop and implement the action plan, in addition to taking any other steps it deems necessary, to address the deficiencies identified by the SCPCSD and to comply with the terms of LCCPA's probation. The status of **Probation** means that a charter school exhibits deficiencies in performance that may lead to revocation or nonrenewal of the school's charter in accordance with South Carolina Charter School Law § 59-40-110(C). Please be advised that adherence to the terms of the action plan without demonstration of satisfactory academic progress and the correction of all noncompliance will not be sufficient to lift probation. Should you have any questions, please do not hesitate to contact me.

Sincerely,

Dana C. Reed

Dana C. Reed, Director of Compliance
South Carolina Public Charter School District

cc: Queen Wallace, Board Chair, LCCPA
Don McLaurin, Board Chair, SCPCSD
Wayne Brazell, Ph.D., Superintendent, SCPCSD
Courtney Mills, Director of Accountability, SCPCSD
Robert Compton, Ph.D., Director of Student Services, SCPCSD

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Superintendent
Wayne Brazell, Ph.D.

May 16, 2013

Deloris Brown, Ed.D.
Principal
Lake City College Preparatory Academy
1009 East Main Street
Lake City, SC 29560

Dear Dr. Brown:

As you know, the contract executed by the South Carolina Public Charter School District (SCPCSD) and Lake City College Preparatory Academy (LCCPA) provides for authorized representatives of the SCPCSD to make periodic on-site visits to the school for the purpose of observing the operations of the school. The contract further provides that SCPCSD representatives shall be allowed to visit classrooms; review assessment procedures and results; interview administrators, faculty, students, and parents; have access to school records including, but not limited to, financial records, policies and procedures, other files that are maintained in the course of the operation of the schools and files which evidence compliance with applicable law; and inspect the use and condition of the facility.

Please be advised that SCPCSD staff will be conducting a site visit of LCCPA on Wednesday, May 22, 2013, beginning at 9 am. On this particular visit, Staff will be visiting classrooms; reviewing school and student records, assessment procedures, and assessment results; interviewing administrators and faculty, and inspecting the facilities. Please make appropriate arrangements to allow this inspection to occur unimpeded, in accordance with LCCPA's obligation to cooperate with SCPCSD on the site visit. Should you have any questions, please do not hesitate to contact me.

Sincerely,

Dana C. Reed

Dana C. Reed, Director of Compliance
South Carolina Public Charter School District

cc: Queen Wallace, Board Chair, LCCPA
Don McLaurin, Board Chair, SCPCSD
Wayne Brazell, Ph.D., Superintendent, SCPCSD
Courtney Mills, Director of Accountability, SCPCSD
Robert Compton, Ph.D., Director of Student Services, SCPCSD

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August 27, 2013

Deloris Brown, Ed.D.
Principal
Lake City College Preparatory Academy
1009 East Main Street
Lake City, SC 29560

Dear Dr. Brown:

The South Carolina Public Charter School District ("District"), as a Charter School authorizer and sponsor, is required by law to provide oversight sufficient to ensure that each Charter School authorized by the District is compliant with its Charter, its Contract with the District, and state and federal laws. In particular, the District must determine whether each Charter School is performing satisfactorily in the areas of academic achievement, compliance, fiscal management, and governance.

On July 27, 2011, the District placed Lake City College Preparatory Academy ("School") on probation due to unsatisfactory academic performance and deficiencies in the areas of finance. On August 2, 2012, the South Carolina Department of Education (SCDE) released results of the 2012 Federal Accountability System. Under this system, the School's overall weighted points total was 28.3 and the overall grade conversion was "F." In addition, the SCDE identified the School as a *Priority School*, one of the lowest performing Title I Schools in the State. As a result of the School's failure to improve in the area of academic performance, the District extended the School's term of probation on October 8, 2012.

On May 22, 2013, the District conducted a site visit to the School. While the primary focus of the visit was to evaluate the School's academic program as it relates to progress towards improving academic achievement and lifting the School's probation status, the District also reviewed and collected information about the School's fiscal and organizational functions as well as its compliance with applicable law, the terms of its Charter, and the terms of its Contract with the District.

Based on information obtained prior to, during and after the site visit, and based on the School's failure to provide assessment and special education documentation since the visit, the District has determined that the School remains noncompliant with its Charter, its Contract with the District, and related state and federal laws, statutes and regulations, as outlined more particularly below.

Failure to meet the academic goals and student achievement expectations set forth in the Charter. The School's approved Charter application provides that the School "will assist South Carolina in achieving academic excellence and promoting life-long learning which will be revealed in the rating on the South Carolina Education Oversight Committee School Report Card." It further provides that the School "will receive an Improvement Rating of "Average" or higher on the Education Oversight Committee School Report Cards" in years one through five. However, the School failed to make Annual Yearly Progress (AYP) in its first two years of operation and failed to meet the student academic achievement expectations set forth in its Charter. The School finally made a passing grade on the federal accountability system in its third year of operation resulting primarily from improvement rather than meeting the annual objectives. Despite this increase, the School's test scores remain significantly subpar and the School's commitment to the creative arts is not resulting in "high levels of academic achievement" as required by the Charter.

Failure to comply with all federal requirements related to the education of students with disabilities. To date, the School has not provided any documentation to verify that it has complied with the terms of its probation that requires the School to correct all special education noncompliance and demonstrate it has the capacity to meet federal and state requirements for the education of students. Individualized education programs (IEPs) reviewed on-site contained numerous issues of noncompliance and there was no evidence to indicate that the School had convened IEP meetings to discuss the possible denial of a free appropriate public education (FAPE) due to the noncompliance. Present levels of academic performance continue to lack data and as a result, annual goals are not measurable. Moreover, the School lacks the following: written special education policies or procedures; a process to request records for transfers, a means to document that accommodations are provided as written in the IEPs; a curriculum designed to meet the needs of special education students, even those students who are identified as self-contained; an assigned Section 504 coordinator; and a student intervention process to identify and assist struggling learners with academic or behavioral issues. Moreover, the School has failed to submit any documentation to verify that it has complied with the sanction imposed by the District on April 17, 2013, requiring the School to use its non-categorical funds to employ a special education consultant of the School's own choosing and subject to the District's approval. Per the letter issued to the School on April 17, 2013, the School was required to utilize the consultant to assist the School to ensure that 100% of its IEPs are compliant and to provide the District bi-weekly reports on the School's progress. To date, the School has failed to verify it has satisfied these requirements.

Failure to provide highly qualified instructional staff as required by law. The South Carolina Charter Schools Act permits charter schools in their discretion to hire noncertified teachers in a ratio of up to twenty-five percent of its teacher staff. However, charter school teachers providing instruction in the core academic areas as defined by the federal No Child Left behind (NCLB) law must be certified or possess a baccalaureate or graduate degree in the subject he or she is hired to teach. Although staff interviewed during the site visit demonstrated enthusiasm for teaching and a strong desire to improve academic achievement, only 57.47 % of the School's teachers are highly qualified.

Failure to conduct teacher evaluations as set forth in the Charter. The School's Charter provides for teachers to be evaluated in accordance with the ADEPT model. Although the School conducted ADEPT evaluations, it failed to document that teachers met each of the 10 Adept Evaluation Standards (APS) as required.

Failure to provide the District with assessment data as required by the Contract. During the site visit, administration and instructional staff reported that the School uses MAP data to assess student progress and inform instruction. The remedial action plan developed by the School in response to the extension of its probation term, contains multiple references to the use of MAP test results to evaluate student progress. Minutes of the School's January 3, 2013, Board meeting reflect that MAP test scores improved for third

graders while such scores for fourth graders declined. An invoice dated August 23, 2012, reflects that the School purchased MAP assessments. An additional invoice dated December 5, 2012, indicates that the School paid a consultant $7500 to access and gather standardized testing data from the School's students from multiple sources, including MAP, and to prepare a correlation study and detailed historical performance charts for all students. The District requested to review the School's MAP data during the site visit as permitted by the School's Contract with the District. However, the School shared MAP data for only (18) fifth graders during the visit. A subsequent request on May 28, 2013, for the review of the School's MAP data resulted in the School reporting to the District that the MAP data was invalid due to computer malfunction.

Failure to adhere to generally accepted fiscal management practices as required by the Charter and state law. As a recipient of state and federal funds, and in accordance with the School's Charter and Contract, the School must adequately safeguard and document the expenditure of funds. However, the School has failed to meet this obligation as set forth as follows:

- Accounting records submitted to the District showed a number of line items as having no receipts in the memo column. The records submitted were from January 2012 – April 2013, and the line items indicating no receipts totaled roughly $24,000.
- The School paid a vendor in excess of $80,000 for an education intervention team to be deployed at the School for thirty-seven (37) weeks. The District was unable to verify the vendor's qualifications to provide this service. The District also has not been able to verify that background checks were performed for this vendor or others. Some sources list the vendor as a maintenance and janitorial service in Manning, South Carolina.
- The registered agent of the aforementioned charitable organization and private company was a paid teacher at the School for the 2012-2013 School year.
- A number of the School's leaders, including the principal, have been paid to provide Saturday School services at rates exceeding the norm for such services. For example, the principal is paid $195.00 an hour to provide Saturday School services and teachers are paid more than average hourly rates to provide Saturday School services.

Failure to comply with the South Carolina Freedom of Information Act (FOIA). The board canceled one meeting of the 2012-2013 calendar year (May 2, 2013) and then held the meeting after members of the public had been advised that the meeting was cancelled and left the meeting room. This action constituted a violation of FOIA. In addition, the School has failed to utilize accepted governance practices to ensure that the School is properly organized and operated as required by the School's Charter and Contract. The School has failed to utilize accepted governance practices as follows:

- One board member was paid to provide printing supplies to the School in the amount of $4000.in violation of conflict of interest principles.
- One board member filled a teaching position at the School during the 2012-2013 School year but no evidence has been provided showing that the member recused herself from the Board, again in violation of conflict of interest principles.
- The board's bylaws do not provide for a conflict of interest policy.
- The Board does not receive or require regular reports related to the School's performance in the areas of academic achievement, compliance, finance, and organization.

In summary, based on the information provided by the School to date, the School is materially non-compliant with its Charter and its Contract, and has been non-compliant for a substantial period of time despite having the reasonable opportunity to correct the areas of non-compliance. The School has committed material violations of the conditions set forth in its Charter application, has failed to meet or

make reasonable progress towards pupil achievement standards, has failed to meet generally accepted standards of fiscal management, and has violated laws from which the School is not exempt, specifically FOIA and IDEA.

Further, the School has failed to provide all information requested by the District. The School has shown a systemic disregard for meeting its obligations under the Charter and the Contract, and has further demonstrated a systemic inability to govern itself within the requirements of the Charter and the Contract.

As a result of the above, the School's Charter may be revoked if the identified issues are not remedied immediately. Therefore, please provide a written response showing cause why the District should not recommend revocation of the School's Charter to the District's Board of Trustees, by **September 30, 2013**. Your response should include any documentation or other information evidencing (1) why you believe the School is in compliance in the areas identified above and/or (2) how the School intends to remedy any acknowledged areas of non-compliance, including a reasonable time frame for correcting the area of non-compliance.

The District looks forward to your timely response. Please contact me if you wish to discuss any of this further.

Sincerely,

Dana C. Reed

Dana C. Reed, Director of Compliance
South Carolina Public Charter School District

cc: Queen Wallace, Board Chair, LCCPA
Don McLaurin, Board Chair, SCPCSD
Wayne Brazell, Superintendent, SCPCSD
Robert Compton, Ph.D., Director of Federal Programs and School Safety, SCPCSD
Tasha Robinson, Director of Finance, SCPCSD
Courtney Mills, Director of Accountability, SCPCSD

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September 27, 2013

Dr. Deloris Brown, Principal
Lake City College Preparatory Academy
1009 E. Main St.
Lake City, SC

Dear Dr. Brown:

As you are aware, South Carolina Public Charter School (District) staff conducted a site visit to Lake City College Preparatory Academy (School) on September 20, 2013. Staff members who accompanied me on the visit were Courtney Mills, Wanda Whatley, Vamshi Rudrapati, and Kathleen Bounds (Secretary, District Board of Trustees). As part of the visit, District staff toured the School's facilities, visited classrooms to observe instruction, and spoke with School staff concerning programs, operations, governance, and instruction. The following is a summary of the information provided by you during our interview and direct observations during our visit:

The School currently serves approximately 215 students, grades 5K through 12. This is the School's first graduating class of 12th graders. All current 12th graders except for one have passed the HSAP in preparation for graduation. The team reviewed the School's enrollment policies and recruitment activities. Information obtained during the visit that indicated the School is continuing to enroll new students will be discussed with the District's Director of Compliance in so far as the District imposed a ban on new enrollment in April 2013. There is not a current waiting list for enrollment in any grade. Grades 5K through 6 are self-contained; each grade has a teaching assistant assigned to provide more individualized instruction and support. There is one class per grade level. Students in grades 7 through 12 may participate in the AVID program (a program focused on successful transition to college). Teachers are using the Anderson 5 curriculum and supplementing this with arts-based instruction as per the School's charter. The school day is extended until 4:00. The school currently has 4 buses that provide transportation to and from school as well as for field trips.

The School's website does have a list of the current Board members, but does not post Board meeting minutes or agendas for Board meetings on the website. Confidential files are kept in a locked, secured location. The list of faculty/staff on the website is not updated to include all current staff.

The School made available a copy of its safety plan and provided evidence of required background checks and TB tests for staff. There is a dedicated

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Public Charter School District

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NOTICE OF DEFAULT

December 4, 2013

Deloris Brown, Ed.D.
Principal
Lake City College Preparatory Academy
1009 East Main Street
Lake City, SC 29560

Dear Dr. Brown:

Thank you for your response to the letter of August 27, 2013, issued by the South Carolina Public Charter School District (District) notifying you of a number of instances of non-compliance committed by Lake City College Preparatory Academy (School). As required, you submitted an explanation as to why you believe the School is in compliance in the areas identified and submitted information and documentation to support your claims. Following is a summary of the District's findings based on the information and documentation you submitted. The summary is outlined by areas of non-compliance previously identified by the District.

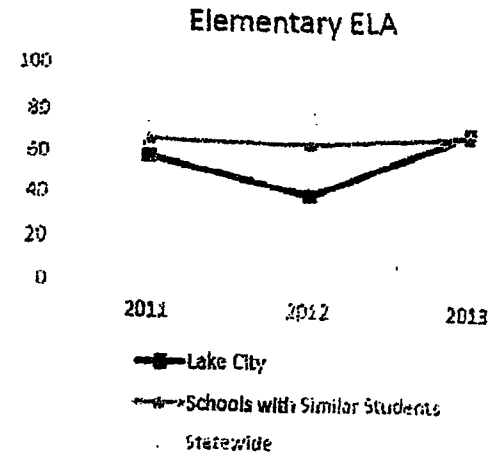
Failure to meet the academic goals and student achievement expectations set forth in the Charter.

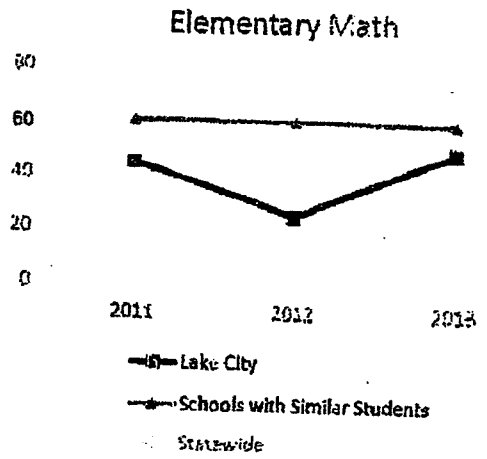
The District acknowledges the improvement that the School made in accordance with the 2013 ESEA Federal Accountability System as evidenced by the news release issued by the District on August 7, 2013. The School earned a grade of "B" on the 2013 ESEA Federal Accountability System which is to be congratulated. However, this grade was due primarily to improvement and test participation rather than meeting the annual objectives set forth by the State. The School's Charter requires that the School meet these annual objectives. Since the School is failing to meet these objectives, it is not in compliance with its Charter.

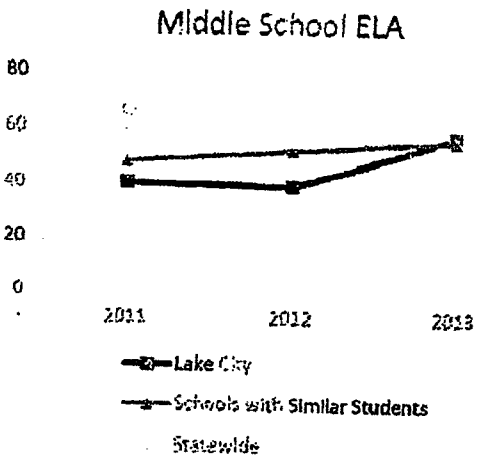
In its response, the School noted that state report cards had not been released as of the date of its response. On November 8, 2013, those results became available and were shared with the School. The results were mixed. At the elementary level, the growth rate was *Excellent*, a notable achievement. However, the absolute rating for the School's elementary students was *Below Average*, indicating a continued cause for concern. At the middle school level, the results were more troubling. The growth rate for the School's middle school students was *Average*, reflecting that the majority of middle school students did not improve their proficiency level over the previous year. Furthermore, the middle school received an absolute rating of *At-Risk* for the third year in a row. This is alarming and warrants increased monitoring by the District.

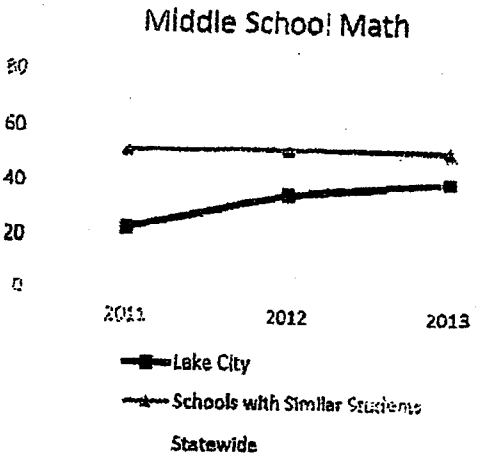
As reported in the District's previous correspondence, the School has not achieved the academic excellence and high levels of academic achievement required by its Charter, which provides that each student will meet or exceed the state standards. This has yet to happen for all subjects and all grade levels during the School's operation, and progress towards meeting these goals has been inconsistent, as shown in the charts below:

2011 - 2013 Palmetto Assessment of State Standards (PASS)
Percent of Students Scoring MET or EXEMPLARY









Lastly, the School has requested the opportunity to rewrite its charter goals. Insofar as a revision of goals would constitute a material change to the Charter, the School is invited to complete the process for submitting a charter amendment by submitting a *Charter Amendment Request Form* to the District.

Failure to comply with all federal requirements related to the education of students with disabilities.

In its September 30, 2013, response, the School reported that it had no documentation it was placed on probation for special education deficiencies, that it corrected all special education concerns, and that the special education consultant hired by the School confirmed the correction of all non-compliance by way of letter to the District dated June 8, 2013. The School is correct that it was not *initially* placed on probation due to special education. However, it was subsequently and properly notified of special education non-compliance and informed that the correction of all special education non-compliance would be required as part of the terms of the School's probation, as outlined in the timeline below.

- On October 8, 2012, the District notified the School that its status of probation was extended due to significant sub-par academic performance;
- On December 18, 2012, the District notified the School that it was required to create and implement a comprehensive remedial action plan focused on improving academic achievement and also addressing the deficiencies noted by the District in the area of special education in addition to student data reporting, finance, governance, and operations. Furthermore, the School was placed on notice that all outstanding issues of non-compliance must be corrected and the school must demonstrate substantial capacity in the area of special education operations as soon as possible, but in no case later than February 28, 2013;
- On February 27, 2013, the District reminded the School that its plan to remedy special education non-compliance was still due to the District for review; and
- On April 22, 2013, the District notified the School that it has conducted a review of special education files submitted by the School and determined that substantive and systemic issues of non-compliance remained.

As a result of the events outlined above, the District issued the School two sanctions. The first one was a bar on new enrollment. The second sanction required the School to use its non-categorical funds to employ a special education consultant to ensure that 100% of the school's IEPs were compliant and to provide bi-weekly reports to the District on the School's progress in the area of special education.

The District received a copy of a letter dated June 18, 2013, signed by the school's special education consultant and addressed to the chair of the School's board. The letter indicated that the consultant had reviewed all individualized education programs (IEPs) for students at the School and that all components of the IEPs were present, appropriate, and in order for all students eligible for services." However, a review of IEPs in Excent as recently as last month, resulted in findings of continued and systemic non-compliance. Moreover, the consultant selected by the School has never issued bi-weekly reports to the District as required. The June 2013 letter is the only report ever submitted by the consultant to the District. Therefore, the School remains non-compliant with its obligations under the Individuals with Disabilities Education Act (IDEA), a violation of federal law and of its Charter which must be remedied immediately.

Failure to provide highly qualified instructional staff as required by law.

In its response, the School maintains that the data indicating whether staff are highly qualified (HQ) "has always been inaccurate" and that a review of such data with the District's Coordinator of Teacher Evaluation "revealed inaccurate information; showing teaching assistants as teachers and substitutes who left the school or only worked a few weeks as teachers in our school." The finding by the District that only 57.47% of the School's teachers are highly qualified was based on the report provided by the South

Carolina Department of Education (SCDE). The HQ percentage is based on the data that the School enters into PowerSchool. To be sure, the School has failed to notify the District when teachers leave and has failed to provide accurate position codes for staff positions. This can result in an inaccurate determination of HQ percentages. However, it is the School's responsibility to enter accurate and complete data into both PowerSchool and the Professional Certified Staff (PCS) system to date. Furthermore, the District still does not have the school calendar for the previous school year 2012-2013. Without the calendar, the District cannot determine the teachers and paraprofessionals that were in place last year and render its own HQ analysis for comparison with that issued by the SCDE. As for current HQ concerns, the School has no HQ teacher for first, second, and fifth grade. Therefore, the School remains non-compliant with the terms of its Charter and this situation must be remedied immediately.

Failure to conduct teacher evaluations as set forth in the Charter.

The District stands by its finding that the School did not document that teachers met each of the 10 Adept Evaluation Standards (APS) as required by ADEPT and the SCDE. The documentation for each standard must be included in the *ET3 Report* to verify that the teacher is proficient in all evaluation domains and is eligible for a *Professional Teaching Certificate*.

Failure to provide the District with assessment data as required by the Contract.

The School asserts that the issue of assessment data, specifically MAP data, has already been addressed. Per the School, MAP data was mailed to District staff on May 29, 2013. This statement is inaccurate. The data that the School provided to the District on May 29, 2013, was provided for Supplemental Education Services (SES) purposes and only included scores for students that received such services. This data was submitted in a format reflecting scores manually entered by the School rather than a report issued by the Northwest Evaluation Association (NWEA). Furthermore, in an email dated June 3, 2013, the District expressly requested that the School submit the NWEA report "Student growth Summary Fall to Spring" and each student's "Student Progress Report." Again, the data submitted by the School was not responsive to the District's request. Instead of submitting an official NWEA report reflecting scores for every student, the School submitted a spreadsheet indicating pre-and post-test scores which did not include student names or growth summaries.

Both the School's Charter and comprehensive remedial action plan make multiple references to the use of MAP data. Therefore, the School has failed to provide the necessary information to demonstrate that it is meeting goals in either its Charter or the remedial action plan.

Failure to adhere to generally accepted fiscal management practices as required by the Charter and state law.

The School maintains that the vendor to which it paid $80,044.50 for academic intervention services "came highly qualified." To support that assertion, the School submitted a 2010 report issued by the SCDE and prepared by System Wide Solutions, Inc. However, that report is based on 2008-2009 findings and fails to provide any information whatsoever regarding the vendor. To date, the District has not been able to verify that the vendor is a qualified provider of academic intervention services five years after the SCDE report was issued. Furthermore, the report refers to Have Faith Community Development and this entity continues to be registered as a janitorial service. The invoice of $80,000 contains little more than the name of the vendor, Have Faith, LLC, an address, phone and fax numbers, and a description of the job provided: "education intervention team to be deployed at LCCPA for 37 weeks" at the cost of $80,044.50.

The address is the same as the address for Have Faith Community Development, Open Door Cleaning Services, Have Faith LLC, and Mother Geneva Johnson Academy, a private K-12 Christian school. The School provided scant and outdated information regarding the vendor and has failed to verify that the expense was a legitimate one.

The District has identified two additional invoices paid by the School to Have Faith, LLC. One dated September 27, 2012, reflects payment of $10,000 to the vendor for a second education intervention team. The other reflects another payment of $10,000 for a tutoring program.

As for the issue of Saturday School services and the rate by which both principal and teachers have been paid to render such services, the School has failed to verify that the rate of such services did not exceed customary and reasonable rates. The School's payroll summary for July 2012 through April 2013 explicitly references the number of hours worked by each employee for *Title I Saturday Academy-ASC*, the hourly rate paid to each employee providing Saturday School services, and a total that reflects the number of hours the employee worked multiplied by the rate at which the employee was paid. The only information submitted by the School in response to this documentation was a statement from its bookkeeper indicating that the rate per hour would be $24.37 "if it was a standard 8 hour day." Neither the School's bookkeeper nor the School has provided any documentation to verify that the School paid customary and reasonable rates for Saturday School services.

Failure to comply with the South Carolina Freedom of Information Act (FOIA).

In response to the District's finding that the School's board conducted business after it announced the May 2, 2013, meeting was cancelled, in violation of the FOIA, the School provided a screen shot from its website dated September 29, 2013. The screen shot contained the following news item: "Board Meeting Rescheduled May 7th 6PM at School in Board Room." The School also provided a copy of an email dated May 6, 2013, sent to the District staff member assigned to provide oversight of the School's board meetings notifying that individual that the board would be having a meeting the following day, May 7, 2013. Neither of these documents verify that a board meeting did not occur on May 2, 2013, as reported by the District staff. The District staff member maintains that he was notified by the School Principal on May 3, 2013, that a board meeting was held on May 2, 2013, after he left the School upon notification by the School that the meeting was canceled.

Failure to comply with S.C. Code Ann. § 59-40-190 and conflict of interest principles.

The District also found that the School's board violated conflict of interest principles when one of its members was permitted to teach at the school for payment. In response, the School provided documentation in the form of board minutes reflecting that the member requested a leave-of-absence to teach at the School and such was approved by proper motion of the board. With regard to the board member being paid to provide printing supplies to the School in the amount of $4,000, the School responded that such was done while the member took a leave of absence and the board was not in session. However, a leave of absence does not excuse a board member from complying with the Charter School Act's prohibition against a board member working for the School for pay. In the future, any board member wishing to work for the School for pay must resign from the board prior to performing the work or accepting the compensation for that work.

Further, the conflict of interest policy submitted by the School violates state charter school law. The policy expressly allows for board members to be commercially engaged by the School or hired by the School for

artistic projects so long as they identify the potential conflict of interest, do not participate in discussion of the program or motion being considered, and does not vote on the issue. Section 59-40-190(D) of the South Carolina Charter Schools Act expressly prohibits a member of a charter school governing body from receiving pay as an employee in the same school.

Failure to comply with District sanctions.

Recent enrollment and 5th day counts demonstrate that the School has committed an additional violation since the August 27, 2013, letter from the District. In its response, the School reported that it increased enrollment "from 211 students in the 2012-2013 year to 243 on the fifth day count." However, the District barred the School from enrolling any students beginning April 22, 2013, until such time as the School corrected all non-compliance and demonstrated capacity in the area of special education. The District has verified that the School has enrolled a total of 69 new students since it imposed a bar on the School's new student enrollment despite failing to correct all non-compliance and demonstrating capacity in the area of special education. In addition, the School continues its pattern of non-compliance by ignoring South Carolina enrollment criteria as it pertains to the SCDE's *Pupil Accounting Manual* and the enrollment requirements for Title I start of year allocations (5th day count). Specifically, the School did not follow proper coding procedures for no show students on the first day of school resulting in an invalid student count and an invalid average daily membership.

Based on the information and documentation submitted by the School, the District finds that the School remains non-compliant in the areas identified above. Please be advised that the District's Board of Trustees is bound by law and the Contract with the School to revoke or not renew the School's Charter should it determine that the School has 1) committed a material violation of the Charter or the Contract; 2) failed to meet or make reasonable progress, as defined in the Charter, toward pupil achievement standards identified in the Charter; 3) failed to meet generally accepted standards of fiscal management; or 4) violated any provision of law from which the School was not specifically exempted. The School continues to maintain in error that it has resolved the non-compliance identified by the District and has submitted the documentation the District has requested. By doing so, the School prolongs the pattern of non-compliance that holds the School in probationary status rather than resolving the non-compliance and moving the School forward. As such, this letter constitutes a *Notice of Default* to the School. A *Notice of Default* means that the School is in breach of its Charter and Contract with the District. Failure to cure the default within the time allowed could lead to revocation or further sanctions. In order to cure the default, the District requires the School to do the following no later than **December 17, 2013:**

1) Submit a list of all School teachers and paraprofessionals. Include a list of all classes taught by each teacher and paraprofessional.
2) Correct the School's PowerSchool information and notify the District when it has done so.
3) Submit the proper PCS forms for all employees to the District's Director of Human Resources.
4) Submit documentation that ADEPT procedures were followed for each teacher.
5) Provide NWEA (MAP) scores to the District for 2012-2013 and any such data collected so far for the 2013-2014 school year.
6) Submit a detailed itemization of the academic intervention services invoiced by Have Faith LLC. Include a description of the funding source, a description of the services, and names, contact information, time sheets, and background checks for the individuals who provided such services.
7) Submit time sheets for the eight days upon which Saturday School was conducted during the 2012-2013 school year. The time sheets must reflect the length of Saturday School by

date; the number of hours worked by each and every individual who provided Saturday School services on those days; the hourly wage paid to each and every individual who provided those services; and the total wages paid to the individuals for Saturday school services.

8) For the time period from July 1, 2012 to December 1, 2013, submit a copy of the School's general ledger; payroll register; quarterly financial reports; bank statements and all supporting documentation, including, but not limited to, cancelled checks (front and back), electronic fund transfers, remittance advices, for all bank accounts held by the School.
9) Submit a conflict of interest policy for the School's board that is consistent with state charter school law and state ethics regulations.
10) Submit a detailed plan for correcting all non-compliance in the area of special education.
11) Submit a detailed plan for resolving the academic deficiencies identified above.

In addition, the School is not permitted to enroll any additional students until the District has determined that the School is meeting all of its obligations pursuant to the IDEA. Meanwhile, the District shall continue to fulfill its role as the School's local educational agency and sponsor/authorizer by conducting oversight, taking appropriate corrective actions, and exercising sanctions. If you have any questions, please contact me.

Sincerely,

Dana C. Reed

Dana C. Reed, Director of Compliance
South Carolina Public Charter School District

cc: Queen Wallace, Board Chair, LCCPA
Don McLaurin, Board Chair, SCPCSD
Wayne Brazell, Superintendent, SCPCSD
Robert Compton, Ph.D., Director of Federal Programs and School Safety, SCPCSD
Tasha Robinson, Director of Finance, SCPCSD
Courtney Mills, Director of Accountability, SCPCSD

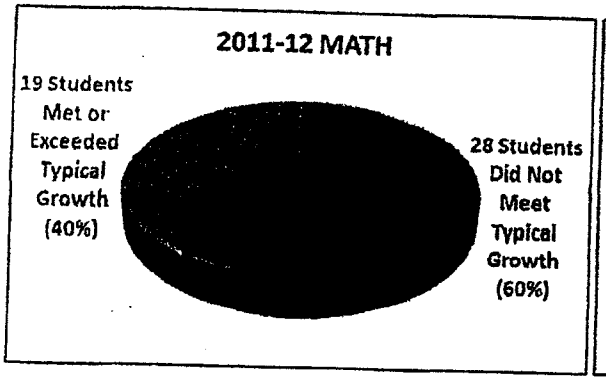
Analysis of MAP Data
Lake City College Preparatory Academy
2011-12 & 2012-13

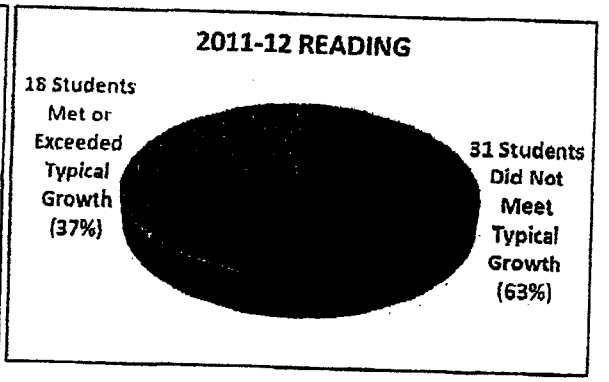
The Charter and Remedial Action Plan of Lake City College Preparatory Academy (LCCPA) make multiple references to the use of Measures of Academic Progress (MAP) data. The South Carolina Public Charter School District reviewed this data to evaluate LCCPA's progress in meeting its goals.

GROWTH SCORES

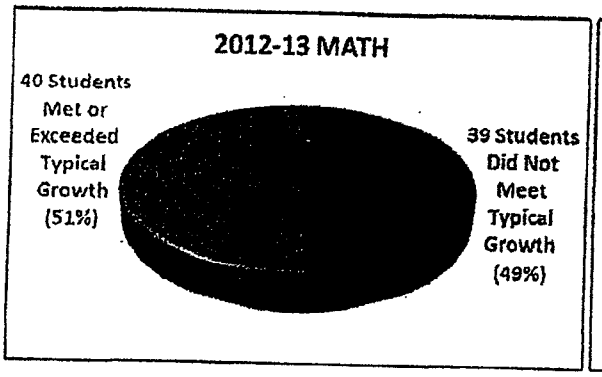
In a typical school, students take MAP assessments in Math and Reading at least two times per year. A "Growth Score" is calculated between fall and spring and is compared to the typical growth of other students nationwide who begin the year at the same level.

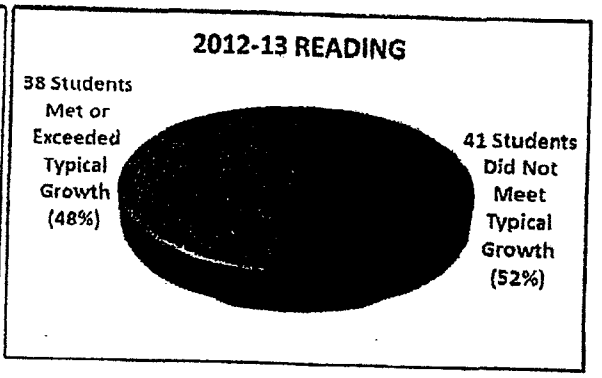
In February 2014, LCCPA submitted 158 student progress reports for MAP testing completed during the 2011-12 school year. Approximately two-thirds (103) of these did not have calculated Growth Scores because results were missing for either fall or spring. Of the students with Growth Scores available, fewer than half (40% Math, 37% Reading) met or exceeded typical growth for their peers, as shown in the charts below.





LCCPA also submitted 138 student progress reports for the 2012-13 school year. Of these, only 82 contained Growth Scores, which showed that the students were nearly evenly divided between meeting typical growth and not.



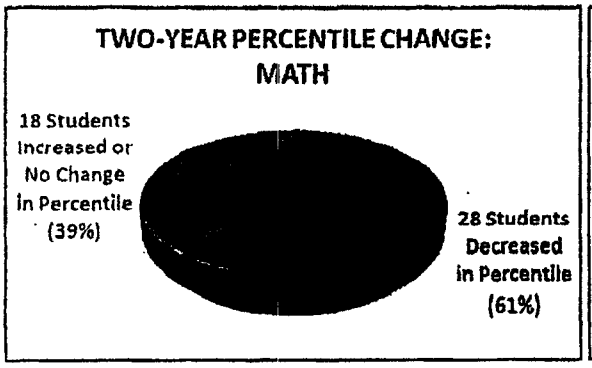


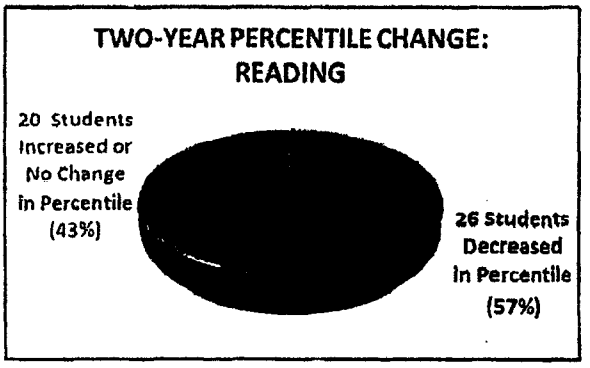
PERCENTILES

Due to the low number of reported Growth Scores, percentiles were also examined. A typical student has a percentile of 50, meaning the student outperformed 50% of peers and was outperformed by the other 50% of peers. If a student is achieving typical growth, the percentile will remain nearly the same over time. If a student is behind but making gains, the percentile will increase, and vice versa.

In the progress reports submitted, 46 students had been enrolled at LCCPA for at least two years and had received scores for fall 2011 through spring 2013. Initially, the average percentile for these students was 27.4 in Math and 34.6 in Reading. Two years later, the average percentile had dropped to 22.2 in Math and 33.5 in Reading. The

majority of students (61% Math, 57% Reading) showed a DECREASE in percentile during this time period, as shown in the charts below.





The data presented above indicate that the students at LCCPA are academically behind their peers nationwide, and after one or two years of enrollment, the majority of students have fallen even further behind.

USE OF MAP DATA

MAP is an optional assessment not required by the state or district. If a school chooses to administer it, the school contracts directly with the Northwest Evaluation Association (NWEA). The chart below summarizes the funds spent by LCCPA to purchase MAP licenses and the data that was reported from it.

Year	Licenses Purchased	Payment to NWEA	Reports Submitted	Reports with Growth Scores
2011-12	175	$4,312.50	158	55
2012-13	175	$3,250.00	138	82

Given the low number of reports that contain growth data, it leads the district to assume that LCCPA is not taking full advantage of the purchased assessments. The lack of growth data stems directly from students not having results for both pre- and post-assessments during a single school year. Additionally, the district requested this data multiple times before it was submitted in a format that allows for growth analysis. Below is a timeline of the district's request:

May 22, 2013: District conducts site visit, requests MAP data
May 22, 1013: LCCPA provides data for 18 students in requested format
May 29, 2013: LCCPA provides data for 93 students receiving SES services, in different format
June 3, 2013: District requests complete reports, specifies format
December 20, 2013: LCCPA provides data for 2012-13 in different format
January 15, 2014: District requests data, clarifies format, provides example
January 16, 2014: LCCPA provides data for 2011-12 in requested format
February 11, 2014: District requests data for 2012-13
February 18, 2014: LCCPA requests clarification on data format, District provides explanation and example
February 24, 2014: LCCPA provides data for 2011-12 and 2012-13 in requested format

The district specifically requested that data be provided in the format of a "Student Progress Report", which displays a student's growth over time, including multiple years, and allows for comparison to "Typical Growth" of similar students. This is a commonly-used MAP report. It is unclear why the first reports submitted by LCCPA were in this exact format, yet repeated requests from the district were met with questions and/or disregard for the format. Given the delay and difficulty in obtaining these reports, it is also unclear how LCCPA is using MAP data to inform instruction as its Charter states.

Background

Lake City College Preparatory Academy (School) began operating as a charter School in the South Carolina Public Charter School District (District) in August 2009. The School serves students in grades K-12 and is in its fourth year of operation.

Notices of Noncompliance/Notice of Default

July 27, 2011: The District's Board of Trustees placed the School on probation due to poor academic performance and concerns in the area of finance.

March 21, 2012: The District cited the School for failure to comply with the deadline for verification of receipt of K-5 Lottery and Professional Development Funds as required by the South Carolina Department of Education.

June 5, 2012: The District cited the School for failure to comply with the 60-day timeline for determining initial eligibility for special education and related services.

October 8, 2012: The District extended the School's probation period due to continued significant sub-par academic performance.

April 22, 2013: Due to substantive and systemic issues of noncompliance in the area of special education, the District imposed two sanctions on the School: 1) bar on enrollment of any new students and 2) requirement that School employ a special education consultant using its non-categorical funds to assist the School become compliant in the area of special education and report bi-weekly to the District on the School's progress in this area.

May 14, 2013: The District cited the School for failure to cooperate with requests for information and failure to provide access to the School.

December 4, 2013: The District issued the School a *Notice of Default* for failure to meet the academic goals and student achievement expectations set forth in the charter; failure to comply with all federal requirements related to the education of students with disabilities; failure to provide highly qualified staff as required by law; failure to conduct teacher evaluations as outlined in the charter; failure to provide the District with assessment data as required by the contract; failure to adhere to generally accepted fiscal management practices as required by the charter and the contract; failure to comply with FOIA; failure to comply with state law and conflict of interest principles; and failure to comply with sanctions imposed by the District.

February 26, 2014: The District cited the School for continued and systemic noncompliance in the area of special education and the failure to correct previously identified issues of noncompliance in this area. The District conducted a review of IEPs, reevaluations, and an initial evaluation as part of its Comprehensive Program Review (CPR) process. Documents reviewed were either submitted by the School or selected randomly by District special education staff. The review resulted in findings of continued and systemic noncompliance in the area of special education related to the IEP process (developing compliant IEPs) and general procedural noncompliance (such as ensuring that parents are notified of IEP meetings, that the required IEP team members are present for IEP meetings, and that IEP paperwork properly documents all requirements). In addition, the District verified that the School failed to ensure that one of its staff received the necessary training for administration of the SC-ALT. As a result, the School will be unable to administer the test. District staff will have to do so.

Site Visits

May 22, 2013: The District conducted a site visit for the primary purpose of evaluating the School's academic program as it related to progress towards improving student achievement and lifting the School's status of probation. The District also reviewed and collected information about

the School's fiscal and organizational functions as well as its compliance with applicable law, the terms of its charter, and the terms of its contract with the District. A number of violations and concerns were noted as previously referenced. A site visit report was issued to the School on August 27, 2013, outlining the District's findings.

September 20, 2013: The District conducted a site visit for purposes of assessing the climate and operations of the School at the start of the new School year. This type of visit was conducted for all Schools on probation with the District, all first-year Schools, and all second-year Schools that did not receive such a visit in their first year of operation. A site visit report was issued to the School on September 27, 2013.

Areas of Noncompliance Identified to Date

Academic performance
Special education
Finance
Compliance with Charter/Operating Agreement
Compliance with requirement to use Highly Qualified teachers
HQ
Governance
PowerSchool
Teacher evaluation (ADEPT)
Professional Certified Staff (PCS) information

Discussion points

At the last board meeting, Beckie Davis and I shared information about the School's special education operations and the status of the School's actions to correct noncompliance in the area of special education. In addition, I shared a status as to the documentation and information the School was required to submit in accordance with the *Notice of Default* issued to the School on 12/4/13. You will recall, that I reported that some, but not all, of the documentation requested had been submitted

and that the School had received an extension to January 17, to submit the remaining information.

The December 4, 2014, *Notice of Default*, outlined what action the School was required to take and what information the School was required to submit to the District to cure the default. For purposes of my appearance before you today, I wish to provide you with an overview of the documentation and information the School was required to submit to cure the default, specifically what documentation and information the School has submitted, what documentation the School has failed to submit, and a staff analysis of the information we have received to date. The following is a review of the requirements and their respective status:

A list of all instructional staff with a list of all classes taught by each such individual: The School submitted a list after multiple requests were made by the District. However, a review of the teacher list and teacher certification in relation to the courses taught indicates that the School failed to provide 75% HQ teachers as required by state charter School law. Ten of the eighteen teachers reported by the School are not HQ (some of these teachers may be HQ in other areas but not in content taught and classes assigned). Furthermore, the School continues to have no full-time teacher for second grade. A teacher who is HQ, is providing some, but not all, of the instruction.

Correct the School's PowerSchool info and notify the District when it has done so: The District has on multiple occasions requested that the School update teacher, staff, and student data in PowerSchool. The School reported to the District on 12/20/13 that it had updated PowerSchool. However, based on the District's review of teacher and staff PowerSchool data on February 4, 2014, the District found that the data remains inaccurate. Moreover, the data entered raises concerns. For example, PowerSchool staff info indicates the board secretary is the School's admin assistant in violation of state charter School law. Also, according to the School's 2013 annual report, there are eighteen teachers at the School. However, PowerSchool indicates that there are forty active teachers.

Submit proper Professional Certified Staff (PCS) forms for all employees to the Director of Human Resources: Historically, the School has not complied with this reporting requirement. Since the *Notice of Default* was issued, the HR director reports that the School is submitting PCS forms in a timely fashion and she has seen significant improvement in this reporting area. However, there is a marked disconnect between PCS and PowerSchool systems. For example, District staff found that there were no PCS forms for a number of individuals listed in PowerSchool as active School staff.

Submit documentation that ADEPT procedures were followed for each teacher: The School submitted documentation related to ADEPT but the submission was incomplete as has been the case in the past. A review of the submission by the District's ADEPT coordinator resulted in findings that the School had not fully complied with ADEPT requirements. For example, all of the induction teachers did not receive a mentor their first year. Furthermore, as PACE candidates they were supposed to receive a mentor as part of their PACE program requirements. Additionally, the School failed to submit evaluation documentation for two of its four teachers who were formally evaluated with SAFE-T.

Provide MAP scores for 2012-13 and any such data collected thus far for the 2013-2014 School year: The School's charter, action plans for 2012-2013 and 2013-2014, and numerous board meeting minutes, reflect that the School will use MAP data for assessment, instruction, and improvement purposes. Yet, the School has been reluctant to provide MAP data to the District. Pursuant to its site visit in May 2013, the District requested that the School submit its 2012-2013 MAP data. The District did not receive this data until February 2014. The School submitted MAP data for the 2011-2012 School year in January 2013. All submitted data has been analyzed.

Courtney will now share her analysis of the School's MAP data.

Detailed itemization of the academic intervention services invoiced by Have Faith, LLC, including a description of the funding source, a

description of the services, names, contact information, times sheets, and background checks for the individuals who provided such services: The School provided a proposal summary form, a program narrative, and a budget narrative that is dated August 14, 2012, and signed by the CEO of Have Faith, Dwayne Johnson. This information reflects that Have Faith, will contract with Mother Geneva Johnson Academy for services. Per the School, it does not keep the names and contact information for a vendor's personnel and that Have Faith, as a vendor, is responsible for its employees' timesheets. No background checks of the individuals providing services for Have Faith were provided.

Time sheets for 8 days of Saturday School 2012-13 with the # of hours worked by each employee, hourly wages paid, and total wages paid: The School submitted the information. Irregularities were noted when compared with the timesheets submitted by the School to the District in May 2013 pursuant to a Title I audit. The District's Title I director has met with the School's principal to review the time and effort documentation and to review additional information requested of the School such as agendas, time sheets, and company registration documents for parent involvement workshops. The Title I director provided guidance to the School principal regarding how to use Title I funds more effectively.

Copy of the School's general ledger from July 1, 2012-December 1, 2013, payroll register, quarterly financial reports, bank statements, and all supporting documentation: None of this documentation was provided. The School sent a letter from its lawyer refusing to provide this information and threatening legal action.

Conflict of interest policy for the board: The School submitted.

Detailed plan for correcting noncompliance in the area of special education: As for the status of special education operations at the School, some progress has been made and there appears to be more acceptance of responsibility and acknowledgement of the issues of noncompliance by the School's administration. However, during the month of February, the District conducted a review of the School's special education records

as part of its Comprehensive Program Review (CPR) process. Documents reviewed were either submitted by the School or selected randomly by District staff. The review resulted in findings of continued and systemic noncompliance in the area of special education related to the IEP process (developing compliant IEPs) and to general procedural noncompliance (such as ensuring that parents are notified of IEP meetings, that the required IEP team members are present for IEP meetings, and that IEP paperwork properly documents all requirements). In addition, the District verified that the School failed to ensure that one of its staff received the necessary training for administration of the SC-ALT. As a result, the School will be unable to administer the test. District staff will have to do so.

Issues of special education noncompliance were initially identified by the District and communicated to the School on December 18, 2012. In accordance with federal regulations, all findings of special education noncompliance have to be corrected as soon as possible, but in no case later than one year from the date of notification. The School has failed to remedy noncompliance within the requisite time frame.

The District issued a fourth notification to the School of special education noncompliance on February 26, 2014, and required the School to take a number of steps to bring the School into compliance immediately. The School was also required to submit a plan to the District by March 7, 2014, outlining how it will comply with all federal and state requirements related to the identification and education of students with disabilities. The School submitted such a plan. Beckie Davis, Director of Special Education, will now share information about the plan and recent communications with the School since the February citation was issued.

Detailed plan for resolving academic deficiencies: The School submitted a plan for 2013-2014. It is in many ways identical to the plan submitted for 2012-2013. The academic goals, action steps, and needed resources are identical. There are a few minor differences related to timelines, evaluation methods, and individuals identified as responsible for implementing the action steps outlined in the plans. As mentioned

earlier, both plans refer to the use of MAP data as an evaluation method. In addition, both plans refer to computers as a necessary resource. However, District staff have not observed a fully equipped computer lab at the School that is suitable for the administration of testing. Moreover, the Tile I equipment inventory indicates that twelve of the twenty-five laptops purchased by the School were lost or stolen (a police report was filed by the School at the District's request) and to the District's knowledge, the remaining laptops are not equipped for testing of any type.

Academic Performance

59-40-110 (C) A charter must be revoked or not renewed by the sponsor if it determines that the charter school:

(2) failed to meet or make reasonable progress, as defined in the charter application, toward pupil achievement standards identified in the charter application

Academic Performance

* From Page 33 of LCCPA's Charter:

"Students attending Lake City College Preparatory Academy will achieve in each subject at each grade level all standards identified by the State Board of Education as the most important academic elements that proves student proficiency in each discipline at each specific level. Student achievement will meet or exceed the goals identified in the South Carolina Board of Education State Standards."

Federal Accountability:

* 2011 (AYP) – 5 out of 13 objectives (Not Met)
* 2012 (ESEA) – 28.3 (F)
  * Elementary 21.6 (F)
  * Middle 35.5 (F)
  * Identified as a Priority School

SC ESEA Flexibility Request

Description of "F" grade:

"Performance is substantially below the state's expectations."

Priority Schools are the lowest performing Title I schools.

Only 15 out of 1083 schools scored lower than LCCPA.

State Accountability:

* 2011
  * Elementary – At Risk
  * Middle – At Risk
* 2012
  * Elementary – At Risk
  * Middle – At Risk

SC Accountability Manual

Definition of "At-Risk":

"School performance fails to meet the standards for progress toward the South Carolina performance goal."

Academic Performance

PASS Performance - Elementary				
Percent of Students Scoring Met or Exemplary				
	2011	2012	Schools with Similar Students 2012	State 2012
ELA	58.8		63.7	76.6
Math	45.1		60.3	74.1
Science	23.5		51.0	67.8
Soc. St.	11.4	32.5	62.1	75.3
Writing	77.8		61.7	72.1

PASS Performance - Middle School				
Percent of Students Scoring Met or Exemplary				
	2011	2012	Schools with Similar Students 2012	State 2012
ELA	40.4		51.8	68.0
Math	23.4	35.7	51.9	69.0
Science	35.7		50.8	69.8
Soc. St.	43.3		50.5	68.3
Writing	38.9	41.7	55.7	71.1

Academic Performance

Considerations:

* Revise Charter Goals to be outcome-oriented
* Identify challenges
* Set benchmarks for "reasonable progress"

Guidelines and Procedures
For a Two Day School Site Visit by Multiple Staff

803-734-8322
www.sccharter.org
3710 Landmark Drive, Suite 201
Columbia, SC 29204

Introduction

The purpose of this two-page document is to help the district office staff in the preparation and conduct of a two-day school site visit. These procedures are designed for a team of between three and five office personnel in collaboration with on-site support from the school's administration personnel.

Goals

The goals for the site visit are for the staff to become well acquainted with the general day-to-day operations and conduct of the school, to identify strengths and weaknesses, and to verify that the school's charter is being observed to the extent that a two-day visit might allow for confirmation.

Strategy

Through classroom observation, interaction with members of the school community, and reviews of school documentation, the team will work to meet the goals of the visit. If needed, the school's senior administration can self-identify areas of concern or provide explanations for extenuating circumstances prior to the arrival of the team. The team's leader, as identified by the Superintendent, will compile input from the other team members so as to author a report that will be provided to the Superintendent and the school's senior administration, in addition to other recipients, as appropriate.

Schedule

Prior to the visit, the school administration should arrange for meetings with students and parents, as referenced below. Those meetings should not include school personnel. A typical schedule is presented below, though this can be modified for particular settings.

	Day One	Day Two
Morning	Team meets with principal for initial meeting.	Team observes school arrivals.
Morning	Classroom observations.	Classroom observations.
Lunch	Team meets to share information.	Team meets to share information.
Afternoon	Classroom observations and data checking.	Classroom observations and data checking.
Afternoon	Team meets with 5 to 20 parents.	Team meets with students (one or two groups)
Afternoon	Team observes school dismissal.	Team meets with principal for exit meeting.
Evening	Team meets to share information.	Team departs.

Upon returning to the district office, each team member writes a brief report that is provided to the team leader for compilation and the distributed, as directed by the Superintendent.

Typical Questions for the Parent Meeting

The purpose of the parent meeting is for the team to hear input from a group of parents regarding what they consider to be the strengths of the school and the others that might merit consideration for future improvement. As such, typical questions to parents are as follows:

- Would anyone like to talk about why they decided to have their child apply to come to the school?
- What are some of the things that make this school the right place for your child?
- A school is made up of people, and people are not perfect, so obviously no school is perfect. What are some things that you think should be considered for potential improvement?
- Research by the South Carolina Department of Education indicates that many parents want more communication with their child's school personnel. How is communication at this school for you and your family?
- Do you feel like your child has the right level of challenging but accomplishable academic goals?
- Is there anything else that anyone would like to add?

Typical Questions for the Student Meeting

The purpose of the student meeting is for the team to hear input from a group of students. If there are many grade levels at the school, the team should consider dividing the students into two groups with the lower grades (such as grades three through five) in one group and the upper grades (such as grades six through twelve) in another group. Typical questions to students are as follows:

- If you were to write a letter or an email to a friend and tell that friend what you like about this school, what would you say?
- What do you think makes this school different from other schools?
- If you had three wishes that you could use to make this school different than it is. How would you use those three wishes?
- Are you looking forward to next year, and, if so, why? If you're not looking forward to next year, can you share why not?
- Is there anything else that anyone would like to add?

Mark W. Buyck, Jr.
Hugh L. Willcox, Jr.
Wm. Reynolds Williams♦
Mark W. Buyck, III
E. Lloyd Willcox, II
John H. Muench † GA & KY
Tracy W. Fisher
Jennifer Mullins † NC
J. Scott Kozacki
Walker H. Willcox

† Additionally Licensed
♦ Certified Mediator

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Reply To: Florence

December 17, 2012

Dr. Wayne Brazell, Superintendent
South Carolina Public Charter School District
3710 Landmark Drive, Suite 201
Columbia, SC 29204

RE: Lake City College Preparatory Academy
Concerns Regarding Characterization of Probation Status
Our File: 15242.14721

Dear Dr. Brazell:

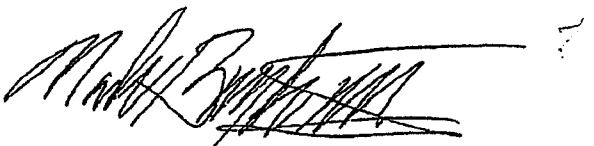
As you know from previous correspondence, this office represents Lake City College Preparatory Academy. Dr. Brown has reviewed the Superintendent's Annual Report for the South Carolina Public Charter School District dated January 2013 and has one specific concern. On page 6 of the report, you indicate that the school is on Charter Probation Status for "deficiencies in the area of school finance." Dr. Brown has had numerous communications with your office with regards to the erroneous information which initially lead to the finding of financial probation. In your letter of July 27, 2011, you indicate that you are concerned that the USDA had disqualified the school from participating in the school lunch program. This was never the case nor was the school ever in jeopardy of any such disqualification. It is my understanding that there have been no findings on any audits of the school that would suggest any wrong doing by the school. In fact, during the first year of operation, LCCPA, like all schools in the district, experienced unforeseen budget cuts and were grossly underfunded. The district was labeled as the lowest funded district in the nation. Even in that financially difficult situation, all financial obligations were met. By all accounts, the school has been a good steward of the limited resources available.

The school was asked to write an accountability plan and have it approved by the district's board of directors. The school was told they must address the issue of probation which was Academic. In good

faith, Dr. Brown presented the plan to the SCPCSD's board addressing the issue of probation. The plan was approved by the board and as promised, LCCPA met all goals addressed in the plan at the end of the year. However, the direction given to the school by the district never requested that a plan be written to address "financial deficiencies" as a part of the probationary recovery plan. When the probation was extended in October 2012, it was based on the academic performance of the students and not financial concerns.

Lake City College Preparatory Academy operates in a challenging environment and serves the needs of many underprivileged and at-risk students. The administration is working diligently to improve the academic performance of these students and is fully confident that they will demonstrate to the school district their success in addressing these academic concerns. The school does not believe that it has failed to meet its financial obligations and does not believe it is in the school's or the district's best interests to paint the school with the undeserved stigma of poor financial stewardship.

Yours very truly,



Mark W. Buyck, III
Email: mb3@willcoxlaw.com

MWB, III/tph
CC: Deloris Brown, Ed.B.
1009 East Main Street
Lake City, SC 29560

Dr. Deloris Brown, Principal

"A World Class School of the Arts"

Lake City College Preparatory Academy
P.O. Box 730, Lake City, SC 29560
(843) 374-0128
www.lakecitycollegeprepacademy.org

May 17, 2013

Ms. Dana C. Reed, Director of Compliance
3710 Landmark Drive, Suite 201
Columbia, SC 29204

Dear Ms. Reed:

First of all, I would like to thank you for your collegial conversation on May 16 which we both agreed that the 22nd will be the date for the visit. We look forward to it because we are hopeful that all previous inaccurate assumptions about us and what is taking place at our school will end. I'm sure that the team will see for themselves the hard work that our staff and students have been engaged in to move towards a higher level of excellence in all areas.

We have been working all year to improve our academic performance. We have acknowledged the district's repeated statements about our test scores. As a result, we have aimed to improve. As you are aware, the PASS tests took place last week and makes-ups were this week. Thus, everyone at our school worked diligently all year long to ensure that our students understand what is required so that they can score well on the state mandated tests.

Our entire school-wide community has been cheering our students on; similar to what happens in the last days before a championship game. ...Sports teams raise the bar and gear up to win the competition while their supporters rally them to lift their spirits. This is what our leadership team of teachers and the student government agreed to do. These efforts have included everything from additional after school tutorials, to longer test-prep classes on Saturdays; parent workshops and creating a test-ready, school- spirited week of activities. Similar strategies are continuing throughout next week to ensure that our high school students are prepared for their EOC exams. Surely, you can understand the extreme psychological boosts that these sessions give our students so that they can "mentally" ace the exams. In short, this has been our priority.

We have done what is necessary to teach our students. Thus, we look forward to your support in the continuation of the growth of our school. As you are aware, many of our students do not come to us on grade-level. Surely, with time, patience and scaffold rigor, we believe that they will eventually get there. This is why we are doing everything possible to minimize the effects of poverty that hold them back, which is not an easy task. These are some of the struggles that make us uniquely different from most schools in our district. However, we believe that all children deserve choice regardless of their ethnic group and economic status or the fact that they may take longer to get on grade level.

In closing, please prepare your team to come to our school with an open mind, and a desire to face the reality that we serve some of the most vulnerable populations in the state. Yet, our staff is charged with the awesome task of never treating them that way.

Thanks for your attention. Also, If you are still missing anything from us, please send me a list and I will get it to you expeditiously. We look forward to your visit to the home of the 2013 South Carolina "State" National History Day Champions!

Very truly yours,

Dr. Deloris Brown, Principal

C:Queen Wallace, LCCPA Board Chair

Wayne Brazell, Ph.D., Superintendent SCPCSD

Don McLaurin, Board Chair

Dr. Deloris Brown, Principal

"A World Class School of the Arts"

Lake City College Preparatory Academy
P.O. Box 730, Lake City, SC 29560
(843) 374-0128
www.lakecitycollegeprepacademy.org

September 30, 2013

Ms. Dana C. Reed, Director of Compliance
South Carolina Public Charter School District
3710 Landmark Drive, Ste 201
Columbia, SC 29204

Dear Ms. Reed:

As a result of the 2011-2012 probation, the sponsor demanded that the school write and present an action plan. The plan was submitted and presented to the SCPCD Board of Directors. The plan was approved and each goal in the plan was met. Specifically, the academic goals were not only met, but exceeded. **Overall, at the end of the first year of probation, LCCPA did what was asked by the sponsor; created an action plan and met each goal that was established.**

The following year, on August 2, 2012 another letter stating that the probation would be extended for the 2012-2013 school year. Again a plan was requested which was submitted and approved. Again, all goals, specifically the academic goals were not only met, but exceeded to the point that the school received an overall letter grade of a "B." **Overall, at the end of the second year of probation, LCCPA did what was asked by the sponsor; created an action plan and met each goal that was established.**

Historically, charter school leaders and authorizers acknowledge that many changes occur after the charter is written. For example, unexpected budget cuts can literally destroy a charter school. This is precisely what occurred during our first year of operation. Since, our district received the lowest funding in the nation, the sponsors requested and ascertained sustainable funding. This change was unforeseen when the district was created. Likewise, LCCPA requests the opportunity to make adjustments by rewriting the accountability section within 60 days of approval so that it is more in line with the current changes in education. Similarly, when our school opened we did not receive students

that were on grade level. However, we worked with those students that applied, who were many grades behind, causing LCCPA to appear to be ineffective. However, with the new accountability system in place, our school is finally getting the recognition that it deserves. To clarify our accountability commitment to academic achievement LCCPA would like the opportunity to re-write the charter's accountability section of its charter so that it is more closely aligned with the new accountability requirements which the state is currently operating under.

The Community also recognizes the effectiveness of the LCCPA program. Enrollment has increased from 211 students in the 2012-2013 year to 243 on the fifth day count. We believe the current enrollment would have been even higher had we not been required to provide the Priority School Parent Choice letter.

As a charter school receiving a grade of **"B"** in terms of **effectiveness**; as defined by **new accountability ESEA Waiver system;** the **SCDE Grading Scale defines** LCCPA's ***Performance as; exceeds the state's expectations.***

As for being out of compliance, the school report cards have not yet arrived. It is noted that there are many major concerns about the written accounts which simply are assumptions rather than facts. Below is an example of some of the allegations which are inaccurately represented:

- **MAP scores were emailed to Mr. V on May 29th** as requested and documented in an email.**(see attached)** Also, as previously stated, when students took their final MAP assessments, the computers malfunctioned causing students to have to start over again. Therefore the final MAP tests requested by the district were invalid (Attachment (1).

Failure to adhere to generally accepted fiscal management practices as required by the Charter and state law.

- *Line Items totaling $24,000.00 with no receipts from January2012- April 2013-* **According to Tracy Moser, of Kelley-Moser Consulting, the reason no receipts are on the ledger is because it is a standard software program and there isn't enough space to include receipts; receipts are not stored in / on the software program (in that area).** Kelly-Moser maintains copies of the receipts and they are available for review.

- *(1) The vendor was paid $80,000 to provide education intervention services that is listed as a maintenance and janitorial service company in Manning, SC, the district was unable to verify the vendor's qualifications and background checks.*
  The vendor: Have Faith Community Development came highly qualified. According to <u>The 2008-2009 Evaluation of the South Carolina 21st Century Community Learning Center Program</u>' which was prepared for the South Carolina Department of Education By System Wide Solutions, Inc. March 15, 2010 report, page 48 states:
  "Four sites clustered together with having the greatest number of students with positive changes in academics...<u>Have Faith Community Development</u> ... Please see attachment for further reference. This report is also found on the web.
  (Attachment #2).

(2) The registered agent of the aforementioned charitable organization and private company was a paid teacher at the School for the 2012-2013 School year. **Many individuals have the same name. Unfortunately there has been a mistake regarding the employee whose name and city of residence is the same as the registered agent. However, the date of birth is totally different. The employee mentioned would have been only ten or eleven years old at the time Have Faith Community Development was established in 2003. Therefore, the birthdate indicates that the statement above is clearly an inaccurate assumption.**

- *A number of the School's leaders, including the principal, have been paid to provide Saturday School services at a rate exceeding the norm...the principal is paid $195.00 per hour and teachers are paid more than average hourly rates...*
  Again, these are assumptions and not facts. There is no documentation which states these are hourly rates. According to Tracy Moser, the pay stubs state hourly /daily. The rates that are indicated above are based upon daily rates. The principal works 8 hours or more on Saturdays and teachers work 6-7 hours because they receive 1 hour for prep time. When the principal's daily rate of $195.00 is calculated, the hourly wage becomes $24.37. Thus, when the conversions are done to change the daily rate to an hourly rate, the average hourly rate also changes. (See Attached #3 e-mail from Tracy Moser)

Failure to comply with the South Carolina Freedom of Information Act (FOIA)

- *The board canceled one meeting of 2012-2013 calendar year (May 2, 2013) and then held the meeting after members of the public had been advised that the meeting was cancelled and left the meeting room.*
  The meeting was indeed cancelled due to severe weather storms which prevented board members from attending. Several members called and reported adverse weather conditions. The meeting was rescheduled for May 7th and posted on the school's website. The meeting occurred on May 7th. The assistant secretary recorded the Minutes. The district was notified and the meeting took place. The video footage of the school reveals that there was no such meeting taking place on the day it was cancelled (Attachment #4 and #5).

- *Board member was paid to provide printing supplies to the School in the amount of $4000.00 in violation of conflict of interest principles.*
  The board member was paid to purchase supplies, typeset and print 225 yearbooks after taking a temporary leave of absence while the board was not in session.

- *One board member filled a teaching position, but there is no evidence provided showing that the member recused herself from the Board.*
  The member submitted a letter. This was done in February. Thus, prior to substituting for less than a month, the board member requested a temporary leave of absence due to the fact that the school's Dance teacher suddenly requested a Family Leave of Absence.

The board member was only paid for a few weeks of service, not the entire year. The official Dance teacher remained employed until the end of the school year. The Temporary Leave of Absence was voted on and approved by the board and is documented in the April Minutes which were submitted on Epicenter. (See Attachment #6)

- The board's bylaws do not provide for a conflict of interest policy.
  The board adopted a conflict of interest policy the first year of operations which it follows and is used to make disclosures to such interested parties as Auditors/ Accountants and the IRS etc. (See Attachment 7).

- The board does not receive or require regular reports related to the School's performance in the areas of academic achievement, compliance, finance, and organization.
  The Principal and other board sub-committee members make regular reports on the above areas. These reports are documented in the Minutes.

Failure to meet the academic goals and student achievement expectation set forth in the Charter.

As previously mentioned the school received a "B" rating which, according to SCDE reflects the fact that LCCPA's "Performance Exceeds the State's Expectations." Thus, we are requesting an opportunity to rewrite the charter to clarify "how" our charter will meet the states' requirements since the ESEA waiver reflects new language in its accountability system. At LCCPA, our board is very proud of the progress that has been made in such a short time with students of poverty. In our community, our school has been rated more effective than all schools in our local school district. We also outperform all schools in Williamsburg County, from which 45-50% of our students reside, by at least 2 letter grades. Additionally, this year we will have our first graduating class. Presently, all seniors are on track to graduate, with only one student left to pass his Math exit exam. We believe that LCCPA will have a 100% graduation rate our first year. This in and of itself reflects the fact that our model is indeed effectively working since over 90% of the current graduating class started with us in the 9th grade. Additionally, over 80% of the Junior class passed the ELA on the first try and 70% passed Math HSAP exams.

Failure to comply with all federal requirements related to the education of students with disabilities.

- *To date, the School has not provided any documentation to verify that it has complied with the terms of its probation that requires the School to correct all special education noncompliance*

and demonstrate its capacity to meet federal and state requirements for the education of students with IEPs....

LCCPA has no documentation that it was ever put on probation for Special Education. When the district visited the school on May 22nd, the team was introduced to Alberta Bannister who had been approved for hiring after the principal spoke with the district's compliance officer. The attached letter dated June 8th was sent to the school's board chair and a copy was mailed to the compliance officer at the district by the consultant. According to the consultant, Ms. Bannister, one letter was written to our board chair, and a copy of that letter was sent to the district and was not returned undeliverable (Attachment #8). The concerns were corrected immediately and confirmed as described in the consultant's letter. After receiving the District's letter dated August 27th, the principal notified the consultant. The consultant notified the principal that she sent another letter to the compliance officer. Additionally, the following was prepared by the School's Director of Spec. Ed. regarding the district's August 27th letter:

- **Parents received written notification to attend the IEP meeting. The letters of invitation are in Excent and a hard copy is in each student's folder.**
- **The possible denial of FAPE was discussed and is documented in the summary on Excent; a hard copy is in each child's folder.**
- **Present levels of performance contain data from MAPS, PASS, SCOSIS (when appropriate) and the Woodcock Johnson Achievement Test. The goals are linked to the weaknesses indicated in the present levels; the special education coordinator along with the teacher of record, and the special education consultant employed and approved by the district maintain that the goals are indeed measureable.**
- **LCCPA adopted the Policies and Procedures prepared by the SCCSD and documented our procedures within the document as required.**
- **The process for records request is written in the policies and procedures and is found on page 43.**
- **LCCPA utilized a Tier approach to identify and assist struggling learners with academic or behavior issues.**
- **Teachers maintain a log documenting when accommodations described in the IEP are provided.**
- **This year, the team has begun working to identify additional supplemental modified curriculum items for new and other students in the self-contained setting.**
- **The 504 Coordinator is listed on the school's website.**

Failure to provide highly qualified instructional staff as required by law.

...Only 57.47% of the School's teachers are highly qualified.

The School only has two teachers who are not certified, but are highly qualified. <u>We also have teachers that are certified</u> but their licenses do not say HQ because of the number of years they have taught. The data which was showing up for our school has always been inaccurate. The first year of operation the School's report card stated that 100% of our teachers were not certified. This is inaccurate information. On Sept 20th, we had our

annual school visit and Wanda Whatley reviewed our data which contained numerous errors. Some of the data discussed with Ms. Whatley revealed inaccurate information; showed teaching assistants as teachers, and substitutes who left the school or only worked a few weeks as teachers in our school. Our school has more than 85% of its teachers meeting the federal government's Highly Qualified teacher definition.

Failure to conduct teacher evaluations as set forth in the Charter.

All teachers were evaluated using the ADEPT system. Last year, four teachers that were no longer employed at our school were showing up in the system as employees who would have needed evaluations. However, after speaking with Ms. Whatley, I believe this matter should be resolved in the district's system. All LCCPA teachers are evaluated by the state's ADEPT system. The team provided ratings in all 10 ADEPT Evaluation Standards as required. Teachers have copies of the results, and a copy was mailed to the district. If the documents haven't been received, we will gladly forward copies.

Failure to provide the District with assessment data as required by the Contract.

This matter has already been addressed. MAP data was submitted to Mr. V via E-mail on May 29th and he acknowledged receipt of the data (see Attachment #1). The final MAP scores were inaccurate due to computer malfunctions during the last test. This data was submitted to the district even though there is no reference in our charter which states that we will definitely utilize MAP and provide copies to the district.

We believe the school is compliant based on the present accountability system and upon the information provided in this letter. The School has met every goal in the probation plans that the district mandated. The School has continuously done what was asked of it. The school has on numerous occasions worked diligently to resolve all matters of concern that have been expressed by the sponsor especially as it pertains to academic achievement. As most charter schools have experienced, there are many unknowns that do not reveal themselves until the charter is in full operation. LCCPA is requesting the opportunity to rewrite within 60 days the accountability statement in its charter so that it is more reflective of the current trends in education; the culture of the school, and the state's new accountability system.

LCCPA cannot control the impact of the level of poverty that exists in the school's population. While there exists in the local vicinity, a small group of high achieving, non-impoverished students on grade level. Yet, only a small portion of those attend LCCPA . With charter school laws as they are, the school cannot and will not close its doors to students that are below grade level. Thus, LCCPA's effectiveness is finally being revealed due to the new accountability model which shows the true growth of students and the positive direction that the school is moving in.

Mark W. Buyck, Jr.
Hugh L. Willcox, Jr.
Wm. Reynolds Williams♦
Mark W. Buyck, III
E. Lloyd Willcox, II
John H. Muench † GA & KY
Tracy L. Wright
Jennifer Mullins † NC
J. Scott Kozacki
Walker H. Willcox

† Additionally Licensed
♦ Certified Mediator

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Reply To: Florence

March 26, 2013

Original Sent Via Electronic Transmission
Copy Sent Via US Mail

Dr. Wayne Brazell, Superintendent
South Carolina Public Charter School District
3710 Landmark Drive, Suite 201
Columbia, SC 29204

RE: Lake City College Prep Academy, Inc.
Our File: 15242.14721

Dear Dr. Brazell:

Please be advised that the school has some serious concerns regarding the District's proposed visit tomorrow and Thursday. Setting aside the timeliness of the notification of the visit, we have concerns regarding the proposed conduct of the visit, particularly with regards to FERPA Regulations.

The school does no object to a visit from the District and recognizes that you are absolutely entitled to do so. We would appreciate an opportunity to plan for the visit as well as coordinate with the students and parents your team proposes to interview. The first notice we had of a team visit was in your email to me on the afternoon of March 20th. This was followed up with the attached email from Clay Eaton on March 25th. The visit as outlined in Mr. Eaton's email raises a number of questions. The FERPA Policy under which the school operates does not allow for interviewing of students without parental consent and without teachers present. As a practical matter, we do not feel your team will get much valuable input from a group of third graders when neither the students nor the adults have met each other. The school is also concerned that the team has not presented any interview protocol or outlined what data it wishes to collect. Another practical consideration is that the lack of notice makes it extremely difficult and potentially embarrassing to line up parent interviews on such short notice. Without knowledge of the interview protocol, we have no way of informing the parents of the nature of your visit. We also have MAP testing scheduled this week and are concerned that your interview team could potentially disrupt the testing procedures.

Dr. Brown and the Board would appreciate the opportunity to meet with you to discuss the concerns outlined above as well as other concerns we have previously directed to your office. We have no objection to a visit; however, we believe it should be conducted following proper protocols and respecting the autonomy of the school given by the South Carolina Charter School Act. I would appreciate it if your office would coordinate a rescheduling of the visit with Dr. Brown.

Yours very truly,

Mark W. Buyck, III
Email: mb3@willcoxlaw.com

MWB, III/tph
Attachments
CC: Deloris Brown, Ed.B. (w/attachments)
Queen Wallace, LCCPA Chair (w/attachments)
Don McLaurin, SCPSD Chair (w/attachments)
Nick Zais, State Supt. (w/attachments)
Senator Yancy McGill (w/attachments)
Rep. Lester Brahnam (w/attachments)

-------- Original Message --------
Subject: RE: Team Visit
From: Clay Eaton <CEaton@sccharter.org>
Date: Mon, March 25, 2013 6:20 am
To: "Dr. Deloris Brown" <dbrown@lccollegeprep.org>
Cc: Beckie Davis <BDavis@sccharter.org>, Vamshi Rudrapati <VRudrapati@sccharter.org>, Wanda Whatley <WWhatley@sccharter.org>

Deloris,
For Wednesday, we'd like to meet with you at 9:00 a.m. to just spend five or ten minutes to talk about the visit. We're coming from different places and arriving at different times, so some of us might be there before 9:00 a.m. If you could have a list of school personnel and their title (or grade level taught), along with their assigned room or portable facility, that would be great. We'll then spend the day just visiting classes and chatting with teachers, students, and other school personnel.
For any time Wednesday during the school day or for Thursday morning during the school day, we would like to have three meetings, and they don't need to be on the same day or back to back. One of the meetings would be with students in grades 3, 4, 5, and 6. For that, we would like to have three or four (or five) students from each of those grade levels. A second meeting would be with students in grades 7 and up. Again, we would like to have three or four (or five) students from each of those grade levels. A third meeting should have between 10 and 15 parents or so. For all three of those meetings, we need no employees of the school present. Those meetings will probably take about half an hour each.
I think that a couple of us will be staying for the PTA meeting Thursday evening, as well.
I think that's the only scheduling needs that we have at this time.
We're looking forward to the visit.
Thanks,
Clay
From: dbrown@lccollegeprep.org [mailto:dbrown@lccollegeprep.org]
Sent: Wednesday, March 20, 2013 7:11 PM
To: Wayne Brazell
Cc: Clay Eaton; Beckie Davis; Wanda Whatley; Vamshi Rudrapati
Subject: RE: Team Visit
Wayne,
Okay. Looking forward to seeing them.
Deloris
-------- Original Message --------
Subject: Team Visit
From: Wayne Brazell <wbrazell@sccharter.org>
Date: Wed, March 20, 2013 1:59 pm
To: "Dr. Deloris Brown" <dbrown@lccollegeprep.org>
Cc: Clay Eaton <CEaton@sccharter.org>, Beckie Davis <BDavis@sccharter.org>, Wanda Whatley <WWhatley@sccharter.org>, Vamshi Rudrapati <VRudrapati@sccharter.org>

Deloris,
We have been swamped lately and I meant to let you know a couple of weeks ago that I have assigned a team to visit your school next week. This will be a two day visit on March 27th and 28th. The visit is for input for you on where we think you are in terms of improvement this year. The Team will also point out things they think the school is doing well and areas where there could be improvements. We have done this type visit to four schools

already. I'll leave it up to your decision about the Leaders Meeting next week. You can either send someone, come yourself, or we will excuse you and make sure we work directly with you later to give you all the information from the meeting. We'll also get your input on any issues we discuss. The team members will be Mr. V, Clay Eaton, Wanda Whatley, and Beckie Davis. You will receive written feedback on the visit. Clay will be your point of contact. There is nothing you need to do to prepare for the visit, but we would like to have some parents, students, and staff available to meet with Team Members. Clay will outline the visit in more detail.
Thanks,
Wayne

Mark W. Buyck, Jr.
Hugh L. Willcox, Jr.
Wm. Reynolds Williams♦
Mark W. Buyck, III
E. Lloyd Willcox, II
John H. Muench † GA & KY
Tracy L. Wright
Jennifer Mullins † NC
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Reply To: Florence

January 16, 2014

Dana C. Reed
Director of Compliance Specialist
South Carolina Public Charter School District
3710 Landmark Drive, Suite 201
Columbia, SC 29204

RE: Lake City College Prep Academy, Inc.
Our File: 15242.14721

Dear Ms. Reed:

Please allow this letter to serve as Lake City College Preparatory Academy's response to Items Number 6 and 8 in your letter to Dr. Brown of December 4, 2013. It is my understanding that Dr. Brown has previously responded to the other specific items in your request.

Attached as Exhibit A is a copy of the contract between Have Faith Community Development Corporation and Lake City College Preparatory Academy for education intervention services. There does not appear to be anything abnormal about the contract or the services rendered. Background checks were performed and reviewed by LCCPA. In a previous report from the school on September 30, 2013, it was specifically noted that Have Faith Community Development had previously been approved to provide tutorial services and was recommended by the South Carolina Department of Education; due to the success of the tutorial services that were provided for Clarendon District Two. The results were reported as being highly successful; "*having the greatest number of students with positive (academic) change;* and are documented in the *Findings* on p. 48 of the **attached** report **SDE/21stCCLC Final Evaluation Report**. Additionally, the school had submitted the contract to our accountants as part of our audit.

We are concerned that the District is questioning the actual qualifications and existence of Have Faith Community Development Corporation to provide such services. This is especially troubling when the District's Board of Directors approved the Have Faith Corporation for a charter to operate the proposed Geneva's Stars Preparatory Academy and the superintendent wrote and signed a letter welcoming the group to the district. In fact, the school's administrator and several board members met the vendor at the district's banquet and on several occasions at the district leadership meetings. Hence, the school was just as impressed with the capability of Have Faith as the District was since they approved the Have Faith Corporation Planning group for the Geneva Star Academy Charter School.

Most importantly, the results our students achieved during the year August 1, 2012 through May 10, 2013 showed dramatic improvement in our students' achievement. While we certainly do not attribute all of this improvement to Have Faith, we are sure that their efforts contributed to our students' success.

The most troubling aspect of this request is that the District now purports to claim the school is in "default" for failure to adhere to generally accepted fiscal management practices as required by the Charter and state law. I can find nothing in the Charter or state law that requires the District to approve vendors. Lake City College Preparatory Academy relied in good faith on the Department's report that this vendor "came highly qualified." The District claims it has not been able to verify that Have Faith is a qualified provider of academic intervention services. The District further claims that the school only provided scant and outdated information rings hollow in light of the District approving this same group for a Charter. For the District to represent that it is not familiar with this vendor and attempt to hold the school in default for using this vendor flies in the face of logic. It also creates suspicion as to the District's true motivation.

In Request Number 8 you ask for copies of the school's general ledger, payroll register, quarterly financial reports, bank statements and all supporting documentation including cancelled checks, EFPs, remittance advises, etc. for all bank accounts held by the school. The school objects to providing the District with this information instead of asking for specific information to clarify any concerns. We cannot find anything in the Charter or the law which requires the school to provide the District with this level of financial reporting which incidentally is not being requested of all schools in the District. The school complies with all financial reporting requirements. We have timely provided all audits and any documents requested by the district. You have also been provided with the monthly expenses and revenue data, the most recent audit and the annual report which was due on December 31, 2013. If there is a specific finding in the audit or question you have with regards to the monthly reports, we would be happy to address those; however, we can find no basis in the law for you to request this level of financial reporting.

The school also finds no basis in law for the District to attempt to limit enrollment as a "District sanction." SC Code §59-40-50(7) and (8) specifically requires that the school admit all children eligible to attend public schools. The only exception is for space limitations. The District purports to bar the school from enrolling students "until such time as the school corrected all non-compliance and demonstrated capacity in the area of special education." There is no provision in the Charter School Act for any such sanction. Likewise, if the school were to bar students from enrolling it would be in violation of §59-40-50. Such action to bar admissions to and limit choice for siblings and other students who are children of poverty to the school would set the school up for lawsuits. Additionally, the school received student enrollment information as per its charter enrollment deadline in January 2013 from students which met the school's deadline for admission long before the district's letter was received.

The school, the administration, the Board of Directors and many of the parents believe that the District has been singling out Lake City College Preparatory Academy for unwarranted review, attention, and sanctions. There has been a pattern of unwarranted investigations and sanctions since the opening of the school. The school's ratings are improving. Student achievement is improving. The school will graduate its first senior class this May. As of today, each of the Seniors has successfully completed the exit exam and we anticipate a 100% graduation rate for the 2010 9GR Cohort in June 2014, a great accomplishment for children in poverty coming to the school several grade levels behind.

The school welcomes oversight and constructive criticism. In fact, each year since opening, the school was asked to provide some type of plan which had to be approved by the District. Each year, in good faith, upon receiving District approval to implement the plan, the school not only met all goals of the plan, but exceeded them. The school does not feel that it has a constructive relationship with the District equal to that of the other charter schools at this juncture. The purported findings in the December 4 "Notice of Default" bear out the specious nature of many of these complaints. If the school continues to be singled out and continuously subjected to disparate treatment, it will pursue a formal federal complaint against the District.

Yours very truly,

Mark W. Buyck, III
Email: mb3@willcoxlaw.com

MWB, III/tph
Attachment
CC: Deloris Brown, Ed.D. (w/attachment)

Very truly yours,

Dr. Deloris Brown, Principal

C: Queen Wallace, Board Chair, LCCPA

Don McLaurin, Board Chair, SCPCSD

Wayne Brazell, Superintendent, SCPCSD

Robert Compton, Ph.D., Director of Federal Programs and School Safety, SCPCSD

Tasha Robinson, Director of Finance, SCPCSD

Courtney Mills, Director Accountability, SCPCSD

LAKE CITY COLLEGE PREP ACADEMY

2012-13 SCHOOL IMPROVEMENT ACTION PLAN

ACTION PLAN FROM "F" TO "B"

Create a Baseline using data

MAPS

USA TEST PREP

CLASSWORKS

Teacher Assessments /Feedback

2012-2013 MAP DATA UNRELIABLE

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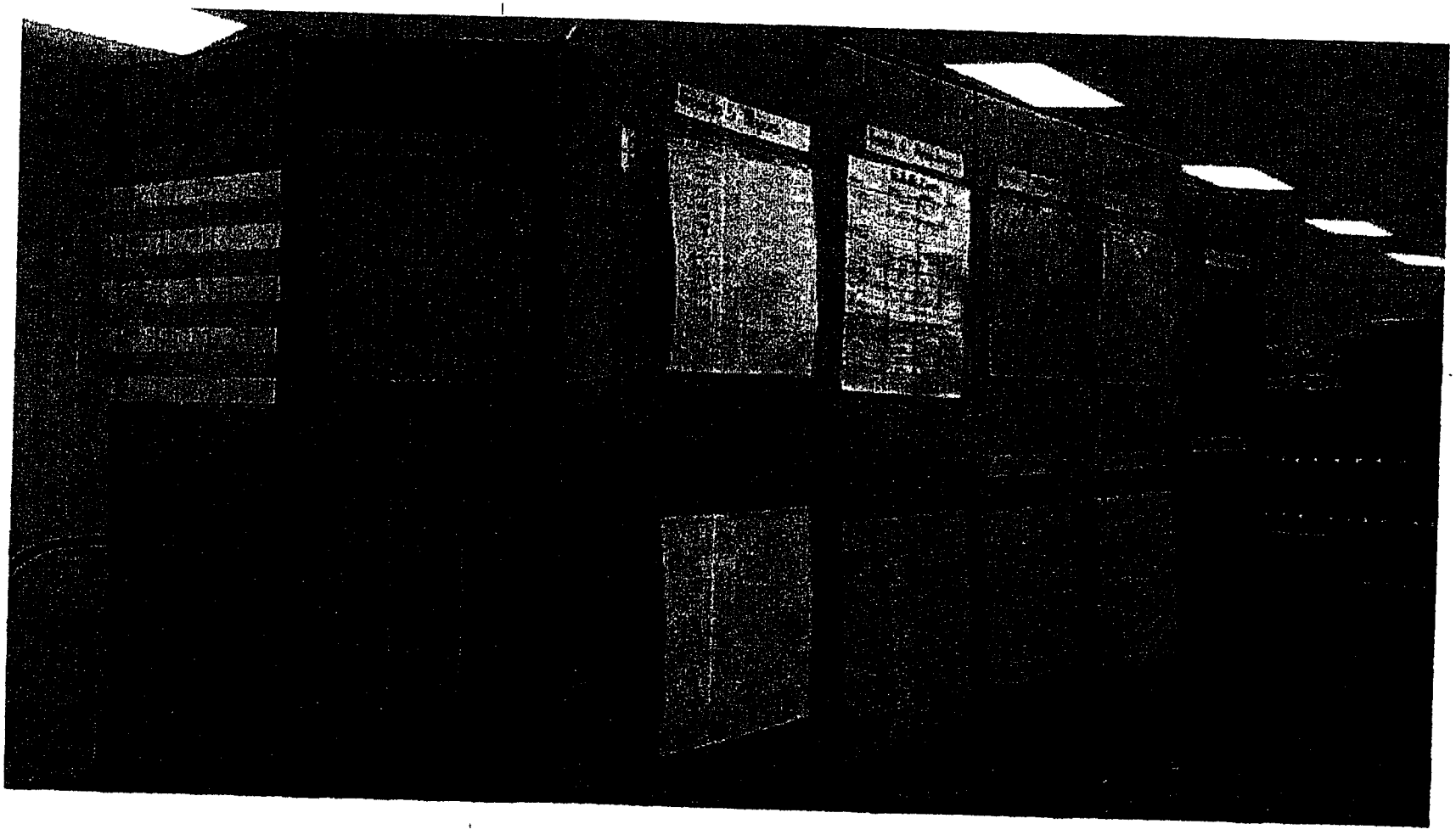
DATA WALL
POSTED AT START OF YEAR



CONSULTANT CHART

School

Middle School Projected Report Card Template

	Tested	Met or Exemplary		Exemplary 5		Exemplary 4		Met 3		Not Met 2		Not Met 1		Abs Val
		#	%	#	%	#	%	#	%	#	%	#	%	
6th Grade														
Writing	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	
ELA	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	
Math	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	
Science	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	
Social Studies	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	
7th Grade														
Writing	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	
ELA	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	
Math	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	
Science	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	
Social Studies	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	
8th Grade														
Writing	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	
ELA	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	
Math	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	
Science	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	
Social Studies	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	
English 1	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	
Algebra 1	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	
				A's		B's		C's		D's		F's		
ALL GRADES														
Writing	0	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	
ELA	0	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	
Math	0	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	
Science	0	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	
Social Studies	0	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	

Writing/Reading	**#DIV/0!**
Math	**#DIV/0!**
Science	**#DIV/0!**
Social Studies	**#DIV/0!**

Final Abs Val #DIV/0!

TEACHER DRILL DOWN DATA

- Distribute Teacher Reports & Decartes
- Teacher Converts MAP to
- PASS Levels – Not Met 1, 2, Met, Ex1&2
- Teachers Create Tutoring Groups based on results of Teacher Report

  (RIT by Goals)

TEACHERS

END OF YEAR

- Use All available Assessments to make projections

SUMMER

- Use PASS DATA AND COMPARE TO MAP AND TEACER PROJECTIONS
- CONVERT PASS SCORES TO LEVELS (NOT MET 1, 2, MET, EX 1&2)
- IDENTIFY GROWTH BASED UPON PASS RESULTS

HIGH SCHOOL GROWTH

- 80% STUDENTS PASSED ELA FIRST ATTEMPT
- 70% PASSED MATH FIRST ATTEMPT
- 100 PERCENT 9GR GRADUATION RATE EXPECTED 2014

LAKE CITY COLLEGE PREP ACADEMY

2012-13 SCHOOL IMPROVEMENT ACTION PLAN

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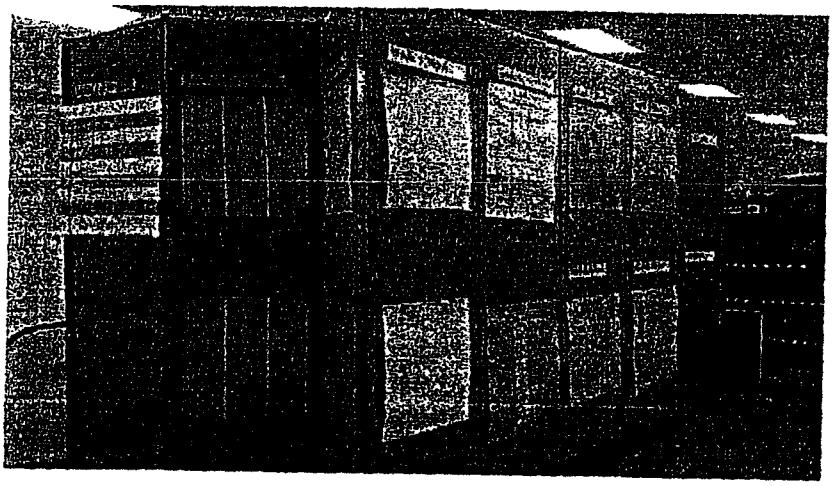

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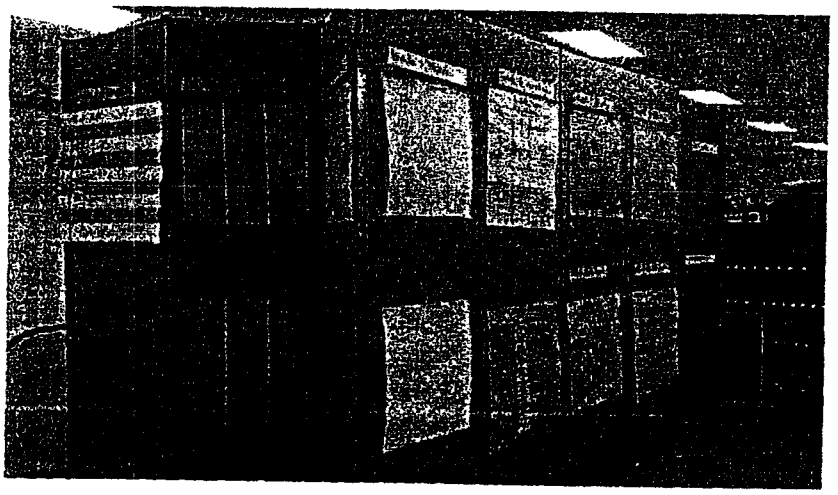

TEACHERS

END OF YEAR

- Use All available Assessments to make projections

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- Use PASS DATA AND COMPARE TO MAP AND TEACER PROJECTIONS
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HIGH SCHOOL GROWTH

- 80% STUDENTS PASSED ELA FIRST ATTEMPT
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- 100 PERCENT 9GR GRADUATION RATE EXPECTED 2014

Lake City College Prep Action Plan 2012-2013

Lake City College Prep Academy has been in operation for two years; opened in August 2010 with students in grades K-9th grade coming from neighboring schools in the community. As of 2011, the majority of students came from schools with Absolute Ratings that include: one At-Risk, two Below Average, and only one Average. Additionally, all schools below are ranked on NCLB Status of "Restructure" because they failed to meet standards for two years of corrective action. The following schools in Florence School District 3, which is the local school district in Lake City as follows:

Lake City Elementary

Main Street Elementary

Ron E. McNair Middle

J Paul Truluck Middle

Because LCCPA is in a location that is close to the Williamsburg county border, a smaller portion of students came from the Williamsburg County School District. These students came from Kingstree Junior High, a school with an Absolute Rating of At-Risk and an NCLB Status of "Restructure." Elementary students came from Cades Hebron, a school whose Absolute rating moved from 2009 At-Risk to Average; with NCLB Status of CSI (Continuing School Improvement).

It is important to note that for schools similar to ours that were identified for two consequecutive years under NCLB, they receive additional resources:

- Additional Funding
- Parents received free tutoring services through (SES) private providers
- These resources have been in full effect for most of the sending schools for more than two years.
- LCCPA students did not receive additional tutoring services

Overall, incoming students came from school districts where a large majority of students are African-Americans; and over 90% of students receiving free or reduced lunch, with a large number of special needs students.

Discipline has not been a major issue. While we have performing arts students that research suggests are a bit more emotional than students who are not, we have not had a major issue with discipline. This is due to parental support. We have a strong parent association that works collaborative with the school. For example due to the performing arts component, we have an average of 500-600 parents attending each of our performances which are videotaped each year. We also have a Family University where parents can participate in classes that are designed to help parents help their children with core

curriculum using online resources. Additionally, 90 participates attended the Math and ELA Parent Conference with more than 60 parents on a Saturday.

As evidenced on last school year's report card, more than 70% of parents were satisfied with the school. 35% of Teachers have advance degrees. Teachers teaching at our school are aware of the challenges that come with teaching children of poverty. However, the majority (over 75%) of them perceive their role as an intricate part of changing the student overall perspective on their ability to learn as described in their mid-year review. While the teachers realize that students come to us several grades behind and the growth doesn't always show on the standardized tests, they are always willing to learn new ways to improve.

Our students come from the two surrounding school districts: Florence School District 3 and Williamsburg County Public Schools. In 2012, out of the two districts where our students come from, one received an "F" and the other FSD3 finally made progress.

Successful Strategies for Student Learning

As a public school, we are always seeking additional ways that we can improve academic achievement. This year we have incorporated the (Achieving Via Individual Determination) AVID Program. The program teaches students additional study skills, organizational skills and an abundance of habits that are designed to train students to take ownership of their learning in order to master basic and advanced skills in all classes.

Also, our intervention team has collaborated with teacher teams (elementary, middle and high school teachers) to identify students that need academic intervention. These students have been placed with a tutor for small group instruction 4 – 5 times per week during the school day in the study skill class. Additional tutors working in small groups allow the classroom teacher to work with small groups of students and assign a third small group to work independently as they are monitored by the teaching assistant.

While our district maintains some concerns, most are not accurate. For example, the notion that LCCPA cut salaries is clearly inaccurate. In 2010-2011 we spent 60% or $954,0033.04 on instruction. However, we were the lowest funded district in the nation. Thus we barely made it through the first year with less overall funding. The second year, our funding was increased and we were able to spend more on instructional salaries 47.6% $1,101,244.84. These figures clearly indicate that there were no salary cuts, but a change in the overall budget. The financial concern exemplifies the essence of several assumptions which are inaccurate. Therefore, I have not addressed them in this report. Concerns such as the principal appearing to run the board meetings; is another example of an assumption which is unfounded. There has never been a time when the principal has chaired a board meeting or even spoken without the chair requesting information or updates from her.

Additionally, special education action plan will be submitted to you before the deadline set in February.

Below you will find the goals to discuss some concerns for the action plan:

1) **Goal: LCCPA will increase the constructed mean scale scores incrementally from the previous year for the "All Students" category in ELA, Math, Science, and Social Studies with a minimum of three out of five disaggregated accountability groups showing improvement that will result within the next five years or before, a total score of "Performance Meeting the State's Expectation" on the School's Composite Index Score for the ESEA Grading Scale.**

Action Step(s)	Individual(s) Responsible	Timeline: Start/End	Needed Resources	Evaluation
Establish an overall individual ELA baseline for each student.	Intervention Team (Teachers & Professional Developer)	September-Nov.(Fall)	Computers PASS results USA Test Prep	MAP Test Results USA Test Prep Results Classroom Assessments
Provide ongoing staff development for all instructional staff members	Professional Developer, Principal, Francis Marion University's Center for Excellence	July 2012 – May 2013	Computers Curriculum Common Core Website	Teacher Evaluations Student Data Student MAP Growth Reports Learning Walks
Disaggregate data into 3 groups (Advance / Met, Bubble student (within 5-10 points of meeting standards) and Students 11 points or more from meeting standards	Classroom Teachers Teaching Assistants Interventionists	September-Nov.(Fall) Dec- Feb (Winter) March – April (Spring)	Computers Charts / Poster board Labels Fiction Text Non-fiction Text	Fall, Winter, and Spring MAP Test Results.
Use test results to increase average student growth by 3 points to inform student instructional needs in order to design and implement specific targeted ELA skill-based differentiated classroom instruction	Classroom Teachers Teaching Assistants Interventionists	September-Nov.(Fall) Dec- Feb (Winter) March – April (Spring)	Computers Charts / Poster board Labels	Fall, Winter, and Spring MAP data Classworks USA Test Prep
Attend conferences and workshops keeping abreast of current trends and issues	SCIRA Online workshops from the SC Department of Education	July - June	Registration Accommodations Per diem	Sharing and Discussions

Action Steps for Math				
Action Step(s)	Individual(s) Responsible	Timeline: Start/End	Needed Resources	Evaluation
Establish an overall baseline for each students in math	Intervention Team (Teachers & Professional Developer)	September-Nov.(Fall)	Computers PASS results USA Test Prep	MAP Test Results USA Test Prep Results Classroom Assessments
Provide ongoing staff development for all instructional staff members	Professional Developer, Principal, Francis Marion University's Center for Excellence	July 2012 – May 2013	Computers Curriculum Common Core Website Literature to support best practices (articles and texts) in literacy	Teacher Evaluations Student Data Student Growth Reports Learning Walks
Desegregate data into 3 groups (Advance / Met, Bubble student (within 5-10 points of meeting standards) and Students 11 points or more from meeting standards	1)Classroom Teachers 2)Teaching Assistants 3) Interventionists	September-Nov.(Fall) Dec- Feb (Winter) March – April (Spring)	Computers Charts / Poster board Literature to support best practices (articles and literacy texts) Labels	Fall, Winter, and Spring MAP Test Results.
Use test results to inform student instructional needs in order to design and implement specific targeted math skill-based differentiated classroom instruction	1)Classroom Teachers 2)Teaching Assistants 3) Interventionists	September-Nov.(Fall) Dec- Feb (Winter) March – April (Spring)	Computers Charts / Poster board Labels Literature to support best practices (articles and text) in math	Fall, Winter, and Spring MAP data Classworks USA Test Prep
Keep abreast of current trends and issues	Workshops On-line Support	July - June	Computers Presenters	Discussions

Action Steps for Social Studies				
Action Step(s)	Individual(s) Responsible	Timeline: Start/End	Needed Resources	Evaluation
Establish an overall baseline for each students in social studies and science	Intervention Team (Teachers & science chair Professional Developer)	September- Nov.	Computers PASS results USA Test Prep	MAP reading /ELA/Science Test Results USA Test Prep Results Classroom Assessments
Provide ongoing staff	Professional	July 2012 – May 2013	Computers	Teacher Evaluations

development for all instructional staff members	Developer, Principal, Francis Marion University's Center for Excellence		Curriculum Common Core Website	Student Data Student Growth Reports Learning Walks
Correlate reading data for content area literacy into 3 groups (Advance / Met, Bubble student (within 5-10 points of meeting standards) and Students 11 points or more from meeting standards	1)Classroom Teachers 2)Teaching Assistants 3) Interventionists	September-Nov.(Fall) Dec- Feb (Winter) March – April (Spring)	Computers Charts / Poster board Labels	Fall, Winter, and Spring MAP Test Results.
Use test results to inform student instructional needs in order to design and implement specific targeted science/social studies skill-based differentiated classroom instruction	1)Classroom Teachers 2)Teaching Assistants 3) Interventionists	September-Nov.(Fall) Dec- Feb (Winter) March – April (Spring)	Computers Charts / Poster board Labels	Fall, Winter, and Spring MAP data Classworks USA Test Prep

Goal: To continue using acceptable SC board / governance practices and procedures; including conducting meetings and business in accordance with the South Carolina Freedom of Information Act.				
Action Step(s)	Individual(s) Responsible	Timeline: Start/End	Needed Resources	Evaluation
Hold board meetings a minimum of once a month	Board of Directors	Monthly meetings through June 30th and resume in August of following year	Quorum Of Board Members	Produce Board Minutes which will be available for public viewing monthly

5. Goal: To Continue to Provide on-going Board Training for all Board Members (new and old) with at least 70 percent participation at each training session to keep abreast of current trends and issues as it pertains to Governance and Operations.				
Action Step(s)	Individual(s) Responsible	Timeline: Start/End	Needed Resources	Evaluation
Identify Training Needs and Trainer	Principal and Election Committee	November 2012 - March 2013	Training Logistics (date, time, place)	Board Governance Assessment Board Minutes
Attend local, state and national School Board specific	Principal and Election Committee	On-going	Registration requirements	Collaboration and Sharing Sessions

sessions				

6. Goal: Continue viewing up to 75% of Power School Support Videos to Provide Professional Development for Student Data Reporting Team throughout the school year.				
Action Step(s)	Individual(s) Responsible	Timeline: Start/End	Needed Resources	Evaluation
1. Identify areas of need regarding Input functions in Power School Then create calendar that lists videos To address issues each month	Data Entry Clerk Team Teachers Administration	On-going	Power School Data Base Data for Input Monthly calendar of videos to view	Feedback from SCPCSD Regarding errors or missing data. Monthly review of data input errors

Goal: To Continue Adhering to Financial Management that will allow for the day-to-day operations of the school throughout the 2012-13 school year.				
Action Step(s)	Individual(s) Responsible	Timeline: Start/End	Needed Resources	Evaluation
Once all budget cuts and Title One amounts are known a revised budget will be adopted to allow for the day-to-day operations of the school.	Board of Directors Administration Business Manager	July 2012 – December 2013	Expertise of: Board of Directors School Business Manager Financial Consulting Company Auditor	Quarterly Budget Reports Yearly Audit Balanced budget
Request payments and reimbursements for services rendered	Administration and Business Manager	July 2012 – June 2013	School Bookkeeper Financial Consulting Company Auditor	Audit Report Quarterly Budge Reports

In conclusion, if there are any concerns or suggestions for this plan, please do not hesitate to contact me right away.

Very truly yours,

Dr. Deloris Brown
Principal

- Additional funding under Priority Schools etc.
- Parents received free tutoring services through (SES) private providers
- These resources have been in full effect for most of the sending schools for more than two years.
- LCCPA students did not receive additional tutoring (SES) services until last year. As a result, LCCPA was directed to send out choice letters to parents. This caused the school to lose some of our more affluent families /higher performing students.

Overall, incoming students came from school districts where a large majority of students are African-Americans; and over 90% of students receiving free or reduced lunch, with a large number of special needs students.

Successful Strategies for Student Learning

As a public school, we will continue to implement the AVID (Achieving via Individual Determination) Program. The program teaches students additional study skills, organizational skills and an abundance of habits that are designed to train students to take ownership of their learning in order to master basic and advanced skills in all classes.

We will keep the school leadership academic intervention teams of teachers in place. Each intervention team at the elementary and the high school level will have a math interventionist and/ coach and reading/Writing/ELA specialist. Our intervention team will be comprised of teacher teams (elementary, middle and high school teachers) that will identify students that need academic intervention. These students have been placed with a tutor for small group instruction 4 – 5 times per week during the school day in the study skill class. Additional tutors working in small groups allow the classroom teacher to work with small groups of students and assign a third small group to work independently as they are monitored by the teaching assistant.

Other diagnostic tools will include Slosson Oral Reading Test (individually administered) for grade equivalent purposes and scale score growth at the end of each semester. Dominie assessment (Sentence Writing and Spelling) will be utilized for continuous progress.

One of the biggest additions is the implementation of Professional Learning Groups. These groups will consist of teams of teachers that collaborate to discuss math content, issues, math and ELA lesson plans; critiquing the language of the test and compiling vocabulary of high frequency test vocabulary words; prepare demonstration lessons for the group and then critique the outcome of the lesson with the help of the math coach. These new activities will include providing teachers with additional time once a week to work in groups with a math coach, and individuals from various colleges such as Frances Marion; Florence Darlington Tech; and Grand Canyon University. Research suggests participation in Professional Learning Groups yield higher student mastery of targeted content area.

Below you will find the goals to discuss some concerns for the action plan:

1) Goal: LCCPA will increase the constructed mean scale scores incrementally from the previous year for the "All Students" category in ELA, Math, Science, and Social Studies with a minimum of three out of five disaggregated accountability groups showing improvement that will result within the next five years or before, a total score of "Performance Meeting the State's Expectation" on the School's Composite Index Score for the ESEA Grading Scale.				
Action Step(s)	Individual(s) Responsible	Timeline: Start/End	Needed Resources	Evaluation
Establish an overall individual ELA baseline for each student.	Intervention Team (Teachers & Professional Developer)	September-Nov.(Fall)	Computers PASS results USA Test Prep	MAP Test Results USA Test Prep Results Classroom Assessments Dominie Slosson Oral Reading Test (SORT)
Provide ongoing staff development for all instructional staff members	Professional Developer, Principal, Francis Marion University's Center for Excellence	July 2013 – May 2014	Computers Curriculum Common Core Website	Teacher Evaluations Student Data Student MAP Growth Reports Learning Walks Dominie Slosson Oral Reading Test (SORT)
Disaggregate data into 3 groups (Advance / Met, Bubble student (within 5-10 points of meeting standards) and Students 11 points or more from meeting standards	Classroom Teachers Teaching Assistants Interventionists Tutors Math Coach	September-Nov.(Fall) Dec- Feb (Winter) March – April (Spring)	Computers Charts / Poster board Labels Fiction Text Non-fiction Text MAP Descartes	Fall, Winter, and Spring MAP Test Results.
Use test results to increase average student growth by 3 points to inform student instructional needs in order to design and implement specific targeted ELA skill-based differentiated classroom instruction	Data Team Professional Developer Classroom Teachers Teaching Assistants Interventionists Tutors	September-Nov.(Fall) Dec- Feb (Winter) March – April (Spring)	Computers Charts / Poster board Labels	Fall, Winter, and Spring MAP data Classworks USA Test Prep Dominie Slosson Oral Reading Test (SORT)

Attend conferences and workshops keeping abreast of current trends and issues	SCIRA Online workshops from the SC Department of Education	Ongoing for 2013-14	Registration Accommodations Per diem	Teacher Sharing and Discussions Teacher Lesson Plans and Classroom Demonstration Lessons

Action Steps for Math

Action Step(s)	Individual(s) Responsible	Timeline: Start/End	Needed Resources	Evaluation
Establish an overall baseline for each students in math	Intervention Team (Teachers & Professional Developer)	July and continue in September-Nov.(Fall)	Computers PASS results USA Test Prep Classworks	MAP Test Results Online Test Prep Practice Results Formative and Summative Tests Classroom Assessments
Place one Math Interventionists in the classroom to work directly with middle school math teacher on a daily basis	Principal Title One Committee Math Teacher	August 2013 – June2014	Title One Funding	MAP Test Results Online Test Prep Practice Results Formative and Summative Tests Classroom Assessments
Provide ongoing staff development for all instructional staff members	Professional Developer, Principal, Francis Marion University's Center for Excellence	July 2013 – May 2014	Computers Curriculum Common Core Website Literature to support best practices (articles and texts) in literacy	Teacher Evaluations Student Data Student Growth Reports Learning Walks
Provide Parent Math Academy Workshops through Family University	Math Workshop Providers	September 2013 – June 2014	Computers, Poster board, Manipulatives like a deck of cards Parent Literature support best Practice (online and hard copies of Articles)	Parent Surveys
Math Teacher Professional Math Study Groups	Math Teachers	August2013 – June 2014	Professional Math Literature,	Teacher Evaluations Classworks Report MAP Tests Results

			Assessment Tool box	Classroom Walkthrough
Desegregate data into 3 groups (Advance / Met, Bubble student (within 5-10 points of meeting standards) and Students 11 points or more from meeting standards	1)Classroom Teachers 2)Teaching Assistants 3) Interventionists	September-Nov.(Fall) Dec- Feb (Winter) March – April (Spring)	Computers Charts / Poster board Literature to support best practices (articles and literacy texts) Labels	Fall, Winter, and Spring MAP Test Results.
Use test results to inform student instructional needs in order to design and implement specific targeted math skill-based differentiated classroom instruction	1)Classroom Teachers 2)Teaching Assistants 3) Interventionists	September-Nov.(Fall) Dec- Feb (Winter) March – April (Spring)	Computers Charts / Poster board Labels Literature to support best practices (articles and text) in math	Fall, Winter, and Spring MAP data Classworks USA Test Prep
Keep abreast of current trends and issues	Workshops On-line Support	July - June	Computers Presenters	Discussions

Action Steps for Social Studies and Science				
Action Step(s)	Individual(s) Responsible	Timeline: Start/End	Needed Resources	Evaluation
Establish an overall baseline for each students in social studies and science	Intervention Team (Teachers & science chair Professional Developer)	September- Nov.	Computers PASS results USA Test Prep	MAP reading /ELA/Science Test Results USA Test Prep Results Classroom Assessments
Provide ongoing staff development for all instructional staff members	Professional Developer, Principal, Francis Marion University's Center for Excellence	July 2012 – May 2013	Computers Curriculum Common Core Website	Teacher Evaluations Student Data Student Growth Reports Learning Walks
Correlate reading data for content area literacy into 3 groups (Advance / Met, Bubble student (within 5-10 points of meeting standards) and Students 11 points or more from meeting standards	1)Classroom Teachers 2)Teaching Assistants 3) Interventionists	September-Nov.(Fall) Dec- Feb (Winter) March – April (Spring)	Computers Charts / Poster board Labels	Fall, Winter, and Spring MAP Test Results.

Use test results to inform student instructional needs in order to design and implement specific targeted science/social studies skill-based differentiated classroom instruction	1)Classroom Teachers 2)Teaching Assistants 3) Interventionists	September-Nov.(Fall) Dec- Feb (Winter) March – April (Spring)	Computers Charts / Poster board Labels	Fall, Winter, and Spring MAP data Classworks USA Test Prep

In conclusion, if there are any concerns or suggestions for this plan, please do not hesitate to contact me right away.

Very truly yours,

Dr. Deloris Brown
Principal

MICK ZAIS

STATE SUPERINTENDENT OF EDUCATION

Press Release
April 8, 2014
Contact: Anna Burns, ABurns@ed.sc.gov
FOR IMMEDIATE RELEASE

Dr. Zais Announces 2013-14 Palmetto Gold and Silver Award Winners

COLUMBIA – Today Dr. Mick Zais, State Superintendent of Education, announced the Palmetto Gold and Silver Award recipients for the 2013-14 school year. The South Carolina Department of Education recognized 565 schools and career centers for general performance, closing the achievement gap, or qualifying in both categories.

"Congratulations are in order for these Palmetto Gold and Silver Award winners that were selected by South Carolina's Education Oversight Committee," said Zais. "At the same time, I'm concerned about an award system that identifies 45 percent of our schools as the top performers. That is why I support a single accountability system recognizing student growth and performance that is clear and transparent to parents, teachers, and the public."

The Palmetto Gold and Silver Awards program, founded in 1998, recognizes schools for general performance and closing the achievement gap. Within those two categories, a school may be awarded either the gold or silver designation. This is the sixth year that closing the achievement gap has been included as part of the program.

Of the award recipients, 65 schools were awarded the gold designation for both general performance and closing the achievement gap. "These top 5 percent truly are our superstars," said Zais. Approximately 19 percent of this year's recipient schools are also classified as high poverty, meaning that over 90 percent of their students receive Medicaid and/or Free or Reduced Meals.

Please see the attached list for specific winners.

Follow Dr. Zais and the agency on Twitter and "like" our Facebook page to get the latest news and information from the agency and personal updates from Dr. Zais. Dr. Zais also writes a weekly blog.

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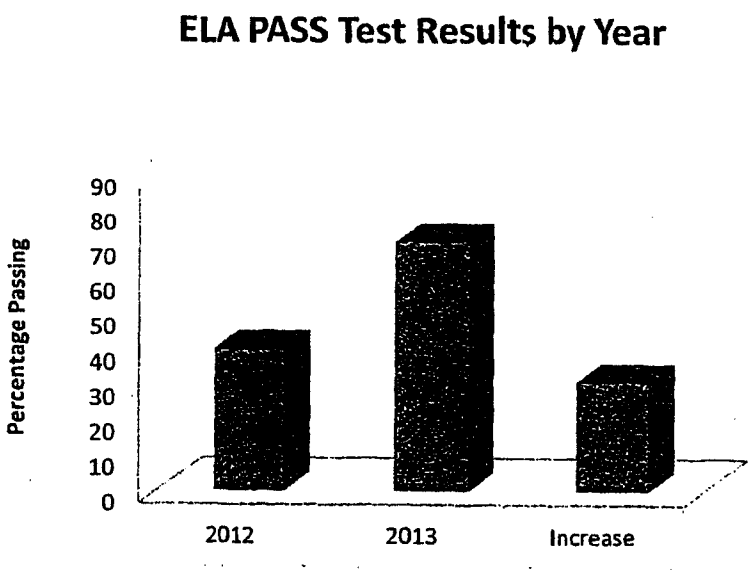
RICHLAND 2	POLO ROAD ELEMENTARY	GOLD	SILVER
RICHLAND 2	RIDGE VIEW HIGH	GOLD	GOLD
RICHLAND 2	ROUND TOP ELEMENTARY	GOLD	
RICHLAND 2	SANDLAPPER ELEMENTARY	SILVER	
RICHLAND 2	SPRING VALLEY HIGH	GOLD	GOLD
RICHLAND 2	SUMMIT PARKWAY MIDDLE	GOLD	
RICHLAND 2	WINDSOR ELEMENTARY	SILVER	
SALUDA	SALUDA HIGH	GOLD	
SC CHARTER SCHOOL	CALHOUN FALLS CHARTER	GOLD	
SC CHARTER SCHOOL	CAPE ROMAIN ENVIRONMENTAL EDUC	GOLD	
SC CHARTER SCHOOL	FOX CREEK HIGH SCHOOL	GOLD	
SC CHARTER SCHOOL	LAKE CITY COLLEGE PREP ACADEMY	GOLD	SILVER
SC CHARTER SCHOOL	PALMETTO SCHOLARS ACADEMY	GOLD	SILVER
SC CHARTER SCHOOL	ROYAL LIVE OAK ACADEMY OF	SILVER	SILVER
SC CHARTER SCHOOL	SPARTANBURG CHARTER SCHOOL (ELEMENTARY)	GOLD	SILVER
SC CHARTER SCHOOL	SPARTANBURG CHARTER SCHOOL (MIDDLE)	GOLD	SILVER
SCHOOL FOR DEAF & BLIND	SCHOOL FOR THE DEAF AND THE BLIN	GOLD	
SPARTANBURG 1	CAMPOBELLO-GRAMLING SCHOOL (ELEMENTARY)	GOLD	SILVER
SPARTANBURG 1	CAMPOBELLO-GRAMLING SCHOOL (MIDDLE)	GOLD	
SPARTANBURG 1	CHAPMAN HIGH	GOLD	
SPARTANBURG 1	HOLLY SPRINGS-MOTLOW ELEMENTAR	GOLD	GOLD
SPARTANBURG 1	INMAN ELEMENTARY	GOLD	
SPARTANBURG 1	INMAN INTERMEDIATE	GOLD	SILVER
SPARTANBURG 1	LANDRUM HIGH	GOLD	
SPARTANBURG 1	LANDRUM MIDDLE	GOLD	SILVER
SPARTANBURG 1	NEW PROSPECT ELEMENTARY	GOLD	GOLD
SPARTANBURG 1	O P EARLE ELEMENTARY	GOLD	SILVER
SPARTANBURG 1	T E MABRY MIDDLE	GOLD	SILVER
SPARTANBURG 2	BOILING SPRINGS ELEMENTARY	GOLD	
SPARTANBURG 2	BOILING SPRINGS HIGH	GOLD	SILVER
SPARTANBURG 2	BOILING SPRINGS MIDDLE		SILVER
SPARTANBURG 2	CHESNEE HIGH	GOLD	
SPARTANBURG 2	OAKLAND ELEMENTARY	GOLD	
SPARTANBURG 2	RAINBOW LAKE MIDDLE	GOLD	SILVER

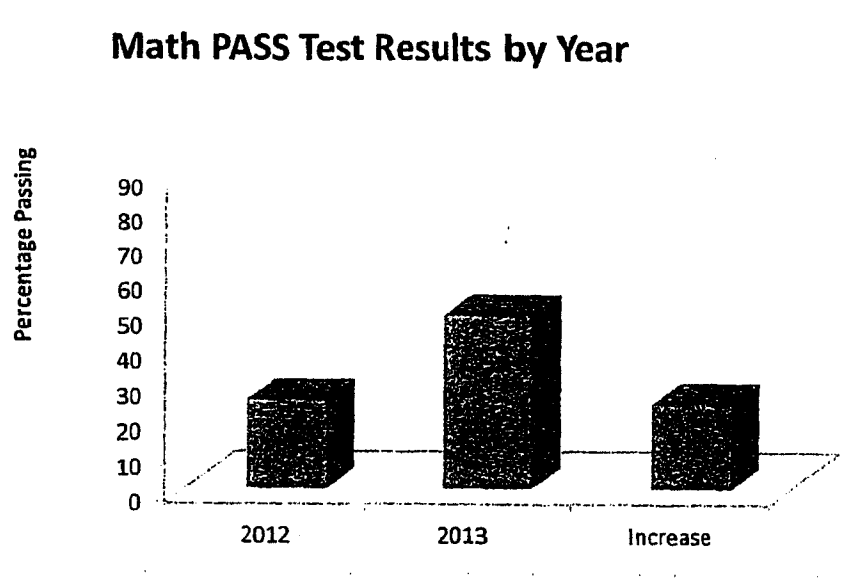
2013-14 Palmetto Gold and Silver Award Winners

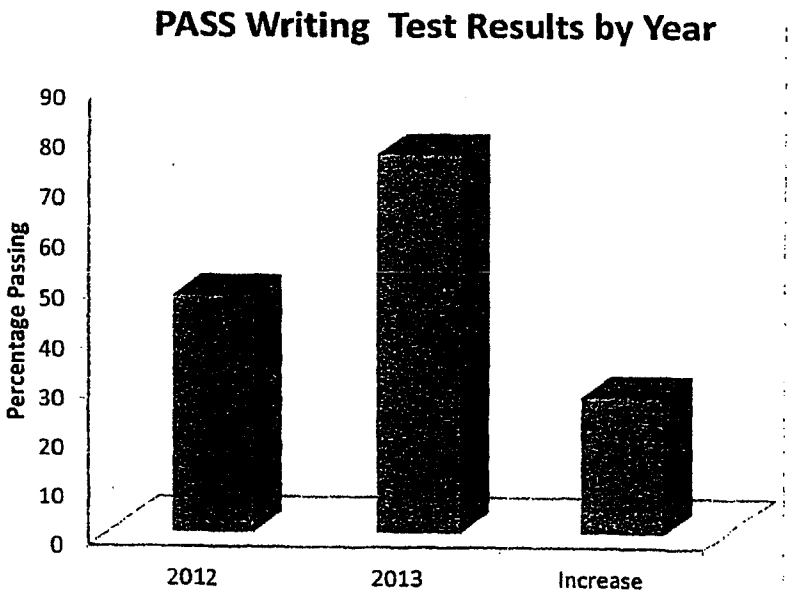
Note: Some schools receive multiple state report cards based on which grades they serve. If a school serves grades K-8, the school would receive two report cards (one for the elementary grades and one for the middle grades). Schools may be counted twice in the above numbers if they qualified on both of their report cards. Those schools are highlighted in yellow.

District	School	General Performance	Closing the Achievement Gap
ABBEVILLE	ABBEVILLE HIGH	GOLD	GOLD
ABBEVILLE	CHEROKEE TRAIL ELEMENTARY	GOLD	
ABBEVILLE	DIAMOND HILL ELEMENTARY	GOLD	SILVER
ABBEVILLE	DIXIE HIGH	GOLD	
ABBEVILLE	JOHN C CALHOUN ELEMENTARY	GOLD	
ABBEVILLE	WESTWOOD ELEMENTARY	GOLD	
ABBEVILLE	WRIGHT MIDDLE	GOLD	
AIKEN	AIKEN HIGH	GOLD	
AIKEN	CHUKKER CREEK ELEMENTARY	GOLD	
AIKEN	HAMMOND HILL ELEMENTARY	GOLD	
AIKEN	JACKSON MIDDLE	SILVER	SILVER
AIKEN	LLOYD-KENNEDY CHARTER SCHOOL	SILVER	
AIKEN	MIDLAND VALLEY HIGH	GOLD	
AIKEN	NEW ELLENTON MIDDLE	SILVER	
AIKEN	NORTH AUGUSTA HIGH	GOLD	
AIKEN	SCHOFIELD MIDDLE		SILVER
AIKEN	SILVER BLUFF HIGH	GOLD	
AIKEN	SOUTH AIKEN HIGH	GOLD	
ANDERSON 1	CEDAR GROVE ELEMENTARY	GOLD	SILVER
ANDERSON 1	PALMETTO ELEMENTARY	GOLD	SILVER
ANDERSON 1	PALMETTO HIGH	GOLD	
ANDERSON 1	POWDERSVILLE ELEMENTARY	GOLD	
ANDERSON 1	POWDERSVILLE MIDDLE	GOLD	SILVER
ANDERSON 1	SPEARMAN ELEMENTARY	GOLD	
ANDERSON 1	WEST PELZER ELEMENTARY	GOLD	
ANDERSON 1	WREN ELEMENTARY	GOLD	
ANDERSON 1	WREN HIGH	GOLD	GOLD
ANDERSON 1	WREN MIDDLE	GOLD	

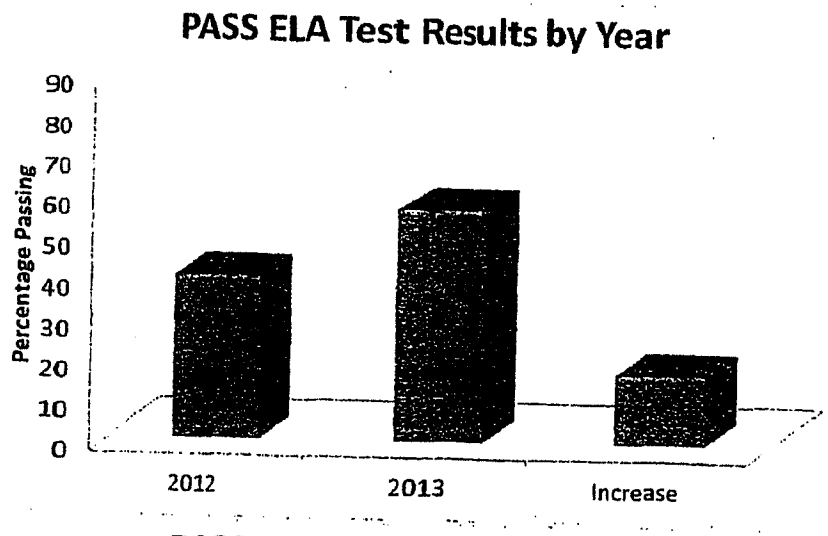
Lake City College Prep Academy Elementary School STUDENT INCREASE on PASS TEST RESULTS From 2012-2013

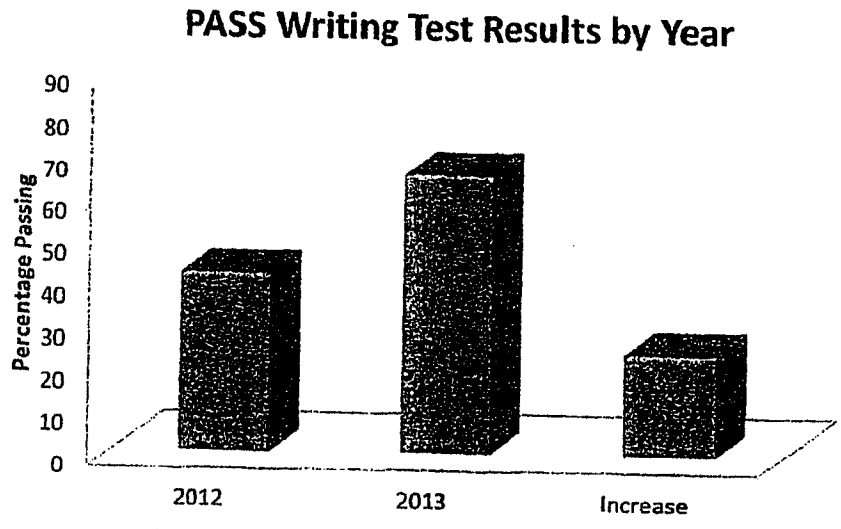


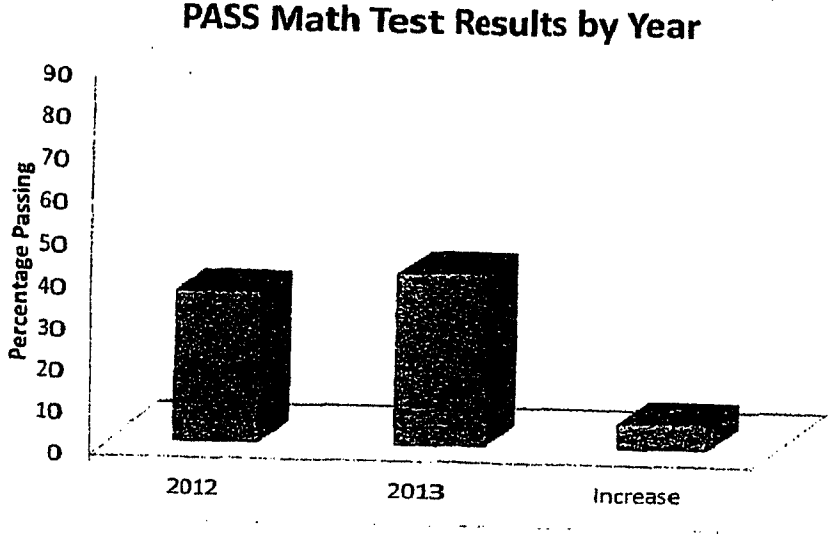




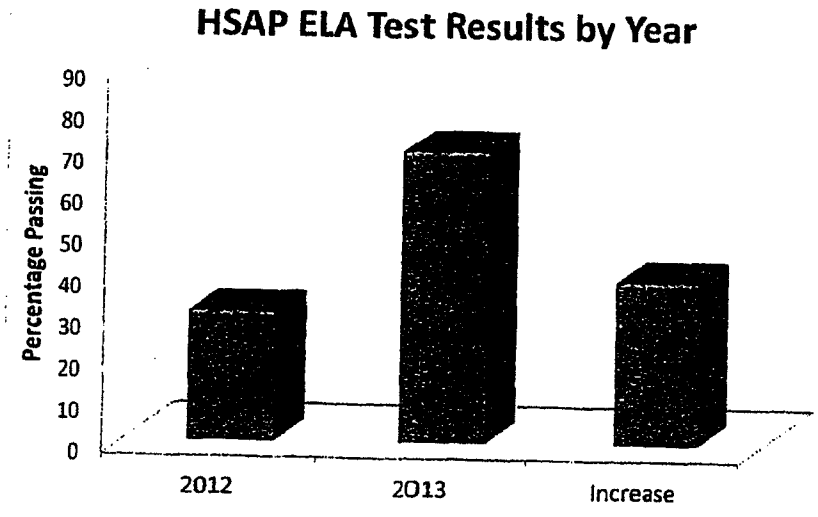
Lake City College Prep Academy MIddle School STUDENT INCREASE on PASS TEST RESULTS From 2012-2013

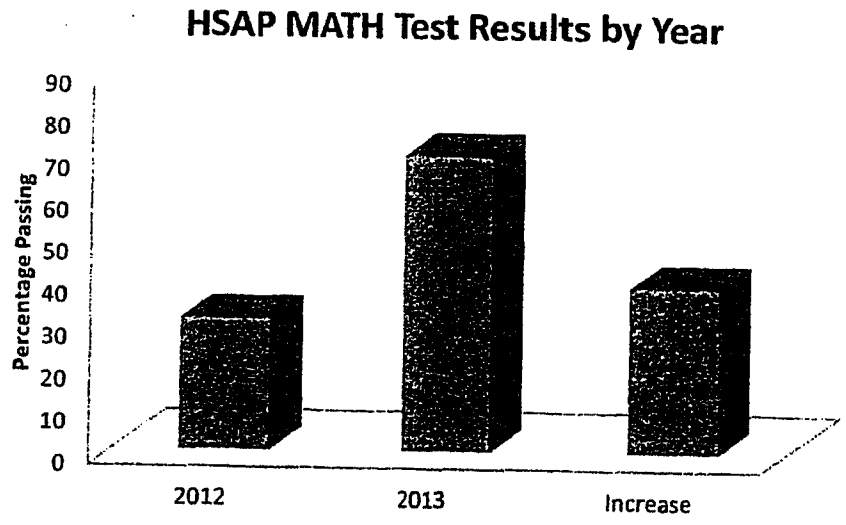






Lake City College Prep Academy HIGH School EXIT EXAM ANALYSIS REFLECTING INCREASE PASSAGE RATE on HSAP TEST RESULTS From 2012-2013





SC Annual School Report Card Summary

Lake City College Prep Academy
SC Public Charter
Grades: K-11 **Enrollment: 191**
Principal: Dr. Deloris Brown
Superintendent: Wayne Brazell, Ph. D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Below Average	Excellent	TBD	TBD	B	Priority
2012	At-Risk	At-Risk	N/A	N/A	F	Priority
2011	At-Risk	Below Average	N/A	N/A	Not Met	N/A

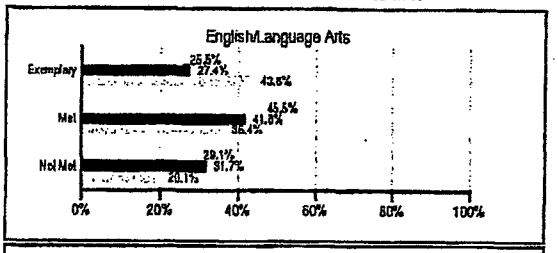
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

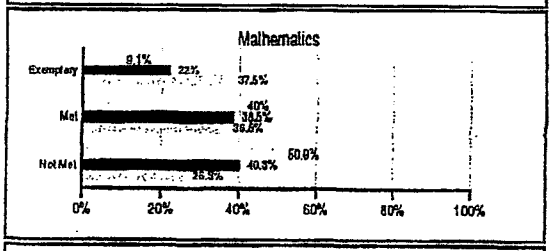
EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	10	89	43	15

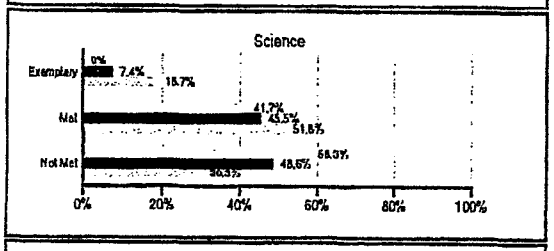
** Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.*

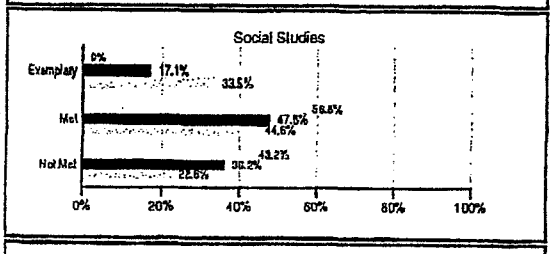
PASS PERFORMANCE

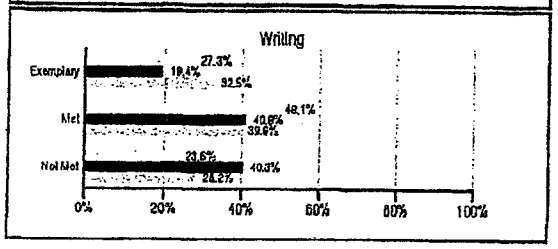
Our School | Elementary Schools with Students Like Ours | Elementary schools statewide





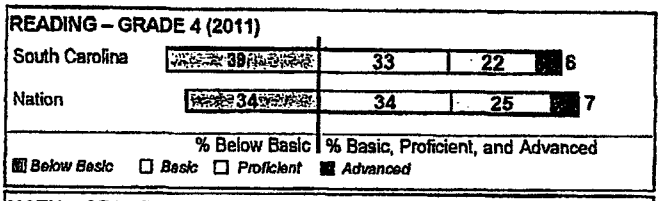


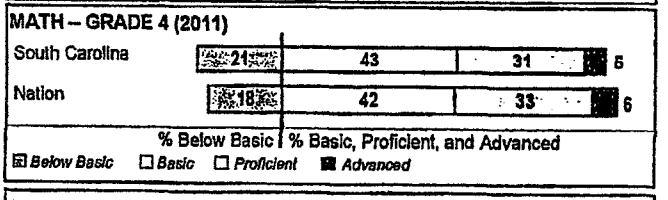


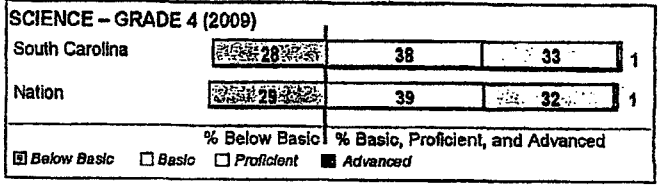


NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC 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.

Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Lake City College Prep Academy 12/14/13-4701009

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	11	100	I/S	I/S	I/S	I/S
	4	20	100	N/AV	N/AV	N/AV	26.3
	5	11	100	54.5	36.4	9.1	45.5
	6	11	100	I/S	I/S	I/S	I/S
	7	25	100	N/AV	N/AV	N/AV	25
	8	7	I/S	I/S	I/S	I/S	I/S
2013	3	10	I/S	I/S	I/S	I/S	I/S
	4	19	100	N/AV	N/AV	N/AV	50
	5	9	I/S	I/S	I/S	I/S	I/S
	6	9	I/S	I/S	I/S	I/S	I/S
	7	17	100	N/AV	N/AV	N/AV	37.5
	8	10	I/S	I/S	I/S	I/S	I/S
Writing							
2012	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	21	100	52.4	19	28.6	47.6
	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	13	100	N/AV	N/AV	N/AV	41.7
2013	3	20	100	31.6	36.8	31.6	68.4
	4	19	94.7	17.6	64.7	17.6	82.4
	5	18	100	16.7	50	33.3	83.3
	6	18	100	44.4	38.9	16.7	55.6
	7	18	100	23.5	58.8	17.6	76.5
	8	21	100	35	60	5	65

Abbreviations for Missing Data

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Lake City College Prep Academy 12/14/13-4701009

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	22	100	47.6	38.1	14.3	52.4
	4	20	100	N/AV	N/AV	N/AV	21.1
	5	20	100	55	40	5	45
	6	22	100	45	45	10	55
	7	25	100	58.3	25	16.7	41.7
	8	13	100	N/AV	N/AV	N/AV	8.3
2013	3	20	100	21.1	26.3	52.6	78.9
	4	19	100	38.9	55.6	5.6	61.1
	5	18	100	27.8	55.6	16.7	72.2
	6	19	100	50	33.3	16.7	50
	7	17	100	12.5	81.3	6.3	87.5
	8	21	100	60	25	15	40
Mathematics							
2012	3	22	100	N/AV	N/AV	N/AV	23.8
	4	20	100	N/AV	N/AV	N/AV	10.5
	5	20	100	N/AV	N/AV	N/AV	40
	6	22	100	N/AV	N/AV	N/AV	45
	7	25	100	N/AV	N/AV	N/AV	37.5
	8	13	100	N/AV	N/AV	N/AV	16.7
2013	3	20	100	57.9	36.8	5.3	42.1
	4	19	100	55.6	38.9	5.6	44.4
	5	18	100	38.9	44.4	16.7	61.1
	6	19	100	55.6	38.9	5.6	44.4
	7	17	100	N/AV	N/AV	N/AV	37.5
	8	21	100	N/AV	N/AV	N/AV	40
Science							
2012	3	11	100	N/AV	N/AV	N/AV	27.3
	4	20	100	N/AV	N/AV	N/AV	10.5
	5	9	I/S	I/S	I/S	I/S	I/S
	6	11	100	N/AV	N/AV	N/AV	45.5
	7	25	100	N/AV	N/AV	N/AV	29.2
	8	6	I/S	I/S	I/S	I/S	I/S
2013	3	10	I/S	I/S	I/S	I/S	I/S
	4	19	100	N/AV	N/AV	N/AV	33.3
	5	9	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	7	17	100	N/AV	N/AV	N/AV	43.8
	8	11	100	N/AV	N/AV	N/AV	18.2

Abbreviations for Missing Data

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

Lake City College Prep Academy						121413-4701009
Performance By Group						
Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	639.9	616.2	592.9	599.8	100.0	100.0
Male	N/A	N/A	N/A	N/A	100.0	100.0
Female	N/A	N/A	N/A	N/A	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	636.8	615.3	592.6	599.6	100.0	100.0
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
Disabled	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
Subsidized meals	635.8	614.6	590.2	598.1	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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Lake City College Prep Academy 12/14/13-4701009

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	80.0
Overall Grade Conversion	B

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

Lake City College Prep Academy 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 and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	11.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	14.6%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	28.4%	0.0%	No
Student attendance rate	94.1%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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

LCCPA utilizes a research-based artistic model in conjunction with the academic curriculum to address the needs of the whole child. The school provides strong character development lessons for both students and their parents/guardians through our family University series. Through our Family University we offer classes that give parents an opportunity to learn how to help their children with academic needs in all core areas. One example includes our Reading and Math Parent Conference and our Parent Student Northeastern and Southeastern College Tours. We also provide students with standardized lessons in core curriculum courses such as math, science, social studies, and English using the arts to motivate students to complete the assignments. Because we cater to the whole child, each student has an opportunity to receive free tutoring during our extended school day.

Additionally, students at LCCPA also participate in a variety of Artistic classes like: Band, Chorus, Dance, and Theatre and Visual Arts. To this end, each student actively prepares for a minimum of two through four major artistic performances. These artistic preparations allow students to utilize a variety of academic skills that correlate to their artistic classes. These academically supportive assignments in artistic classes include reading scripts in theatre arts; reading or singing lyrics that use specific rhythms and patterns in English or a foreign language, and learning how to use geometry, geography skills and fractions that relate to math (1/2 note, quarter notes etc.), social studies. Some other accomplishments and opportunities include:

- Honors Classes- Advancement Via Individual Determination (A.V.I.D.) Program)
- Opportunities to participate in all sports
- Computer Repair Classes
- Band, Chorus, Dance, Theatre, and Visual Arts Classes Performances
- 2013 National History Day State Champions
- 2nd Place Sandhills Regional Science Fair Winners

At LCCPA we realize that some students need additional supports in the form of more time on tasks. Theses supports were incorporated in the extended school day program which begins at 8:00AM and ends at 4PM. Also, during this time students receive additional supports in the form of small group individualized tutoring and intervention classes titled Performing at Higher Levels Systematically (PALS). These built in classes take place at the end of the day to assist students by giving teachers additional time to review strategies and skills that may take longer for students to learn, or for test prep practice. Advance students use this time to extend their knowledge and practice in a specific artistic course that the student selects.

Dr. Deloris Brown, Principal
Ms. Kristen McCrea, Family University Coordinator

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	6	43	15
Percent satisfied with learning environment	100%	69.7%	100%
Percent satisfied with social and physical environment	100%	62.8%	93.3%
Percent satisfied with school-home relations	83.3%	81.4%	81.3%

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

Abbreviations for Missing Data

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

Lake City College Prep Academy 12/14/13-4701003

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=191)				
First graders who attended full-day kindergarten	88.2%	Down from 100.0%	100.0%	100.0%
Retention rate	1.1%	Up from 0.0%	1.1%	0.9%
Attendance rate	94.1%	Down from 94.2%	95.9%	96.3%
Served by gifted and talented program	0.0%	N/A	2.6%	7.2%
With disabilities	22.9%	N/A	13.3%	12.4%
Older than usual for grade	7.8%	N/A	3.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 1.0%	0.0%	0.0%
Teachers (n=18)				
Teachers with advanced degrees	27.8%	Down from 35.0%	60.0%	62.5%
Continuing contract teachers	44.4%	Down from 50.0%	75.0%	83.3%
Teachers returning from previous year	N/A	N/A	84.7%	88.3%
Teacher attendance rate	99.2%	No Change	94.9%	95.0%
Average teacher salary*	$32,400	Up 2.4%	$46,095	$48,193
Professional development days/teacher	1.3 days	Up from 1.1 days	10.4 days	11.0 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	15.4 to 1	Up from 14.3 to 1	17.8 to 1	20.1 to 1
Prime instructional time	93.2%	Up from 93.1%	89.6%	90.0%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$11,607	Up 32.0%	$8,350	$7,364
Percent of expenditures for instruction**	46.0%	Down from 60.0%	66.5%	68.0%
Percent of expenditures for teacher salaries**	40.0%	Down from 45.8%	64.0%	66.0%

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

** 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

Lake City College Prep Academy	12/14/13-4701009

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

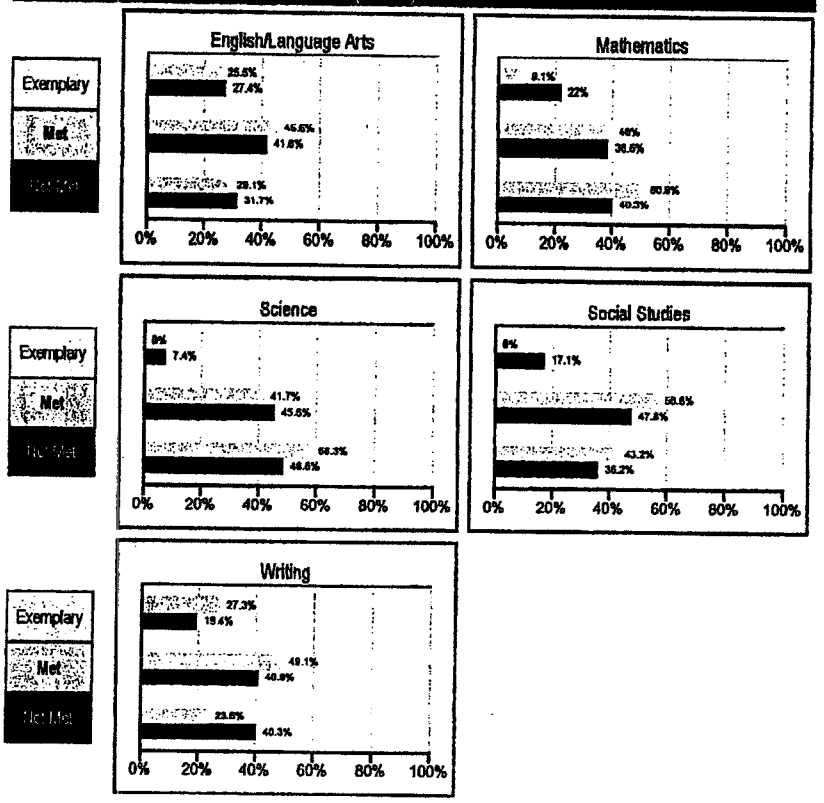
Percent of students tested in 2012-13 whose 2011-12 test scores were located	97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	10	89	43	15

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

Palmetto Assessment of State Standards (PASS)



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

Lake City College Prep Academy

1009 E. Main Street
LakeCity, SC 29560

Grades	K-11 Elementary School	
Enrollment	191 Students	
Principal	Dr. Deloris Brown	843 374-0128
Superintendent	Wayne Brazell, Ph. D.	803-734-8322
Board Chair	Don McLaurin	803-603-1441

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	**Below Average**	**Excellent**
2012	At-Risk	At-Risk
2011	At-Risk	Below Average
2010	N/A	N/A
2009	N/A	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://www.eoc.sc.gov

Lake City College Prep Academy [SC Public Charter]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=[illegible])				
Retention rate	1.1%	Up from 0.0%	1.1%	0.9%
Attendance rate	94.1%	Down from 94.2%	96.0%	96.3%
Served by gifted and talented program	0.0%	N/A	2.6%	7.2%
With disabilities	22.9%	N/A	13.4%	12.4%
Older than usual for grade	7.8%	N/A	3.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 1.0%	0.0%	0.0%
Teachers (n=[illegible])				
Teachers with advanced degrees	27.8%	Down from 35.0%	60.0%	62.5%
Continuing contract teachers	44.4%	Down from 50.0%	75.0%	83.3%
Teachers returning from previous year	N/A	N/A	84.6%	88.3%
Teacher attendance rate	99.2%	No Change	94.9%	95.0%
Average teacher salary*	$32,400	Up 2.4%	$46,049	$48,193
Classes not taught by highly qualified teachers	26.4%	Up from 17.4%	0.0%	0.0%
Professional development days/teacher	1.3 days	Up from 1.1 days	10.4 days	11.0 days
School				
Principal's years at school	4.0	Up from 3.0	3.3	4.0
Student-teacher ratio in core subjects	15.4 to 1	Up from 14.3 to 1	17.8 to 1	20.1 to 1
Prime instructional time	93.2%	Up from 93.1%	89.6%	90.0%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$11,607	Up 32.0%	$8,301	$7,364
Percent of expenditures for instruction**	46.0%	Down from 60.0%	66.0%	68.0%
Percent of expenditures for teacher salaries**	40.0%	Down from 45.8%	64.0%	66.0%
ESEA composite index score	80.0	Up from 28.3	69.5	88.0

* Length of contract = 185+ days.
** Prior year audited financial data available.

EVALUATION RESULTS

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Percent satisfied with learning environment	100%	69.7%	100%
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Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on **www.ed.sc.gov** and **www.eoc.sc.gov** as well as school and school district websites.

Printed versions are available from school districts upon request.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

LCCPA utilizes a research-based artistic model in conjunction with the academic curriculum to address the needs of the whole child. The school provides strong character development lessons for both students and their parents/guardians through our family University series. Through our Family University we offer classes that give parents an opportunity to learn how to help their children with academic needs in all core areas. One example includes our Reading and Math Parent Conference and our Parent Student Northeastern and Southeastern College Tours. We also provide students with standardized lessons in core curriculum courses such as math, science, social studies, and English using the arts to motivate students to complete the assignments. Because we cater to the whole child, each student has an opportunity to receive free tutoring during our extended school day.

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- Honors Classes- Advancement Via Individual Determination (A.V.I.D.) Program
- Opportunities to participate in all sports
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- Band, Chorus, Dance, Theatre, and Visual Arts Classes Performances
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Dr. Deloris Brown, Principal
Ms. Kristen McCrea, Family University Coordinator

Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvem

11/07/13-4701000

Name of School/District	Grade for 2011	Grade for 2012	Grade for 2013
Lake City College Prep Academy	Not Met	**F**	**B**
South Carolina Public Charter School District	Not Met	D	C
Imagine Columbia Leadership	N/A	N/A	F
Royal Live Oaks Academy	N/A	N/A	F
SC Calvert Academy	Not Met	F	F
Sc Virtual School	Not Met	C	D
Provost Academy	Not Met	F	C
Fox Creek Charter High	N/A	N/A	D

After Only 3 Years Lake City Prep Academy Outscored the SCPCSD and 6 of there schools.

Exhibit _____

SC Annual School District Report Card Summary

SC Public Charter School District
Grades: PK-12 Enrollment: 11,399
Superintendent: Wayne Brazell, Ph. D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	At-Risk	Good	N/A	N/A	C	N/A
2012	At-Risk	Good	N/A	N/A	D	N/A
2011	At-Risk	Below Average	N/A	N/A	Not Met	NI

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
8	5	0	0	1

** Ratings are calculated with data available by 01/16/2014. Districts with Students Like Ours are Districts with Poverty Indices of no more than 5% above or below the index for this district.*

PASS

PASS	2013 Reading	2013 Math	2013 Science	2013 Social Studies	2013 Writing
	% Met or above	% Met or above	% Met or above	% Met or above	% Met or above
District	76.2%	64.6%	65.0%	65.7%	71.1%
Districts with Students Like Ours**	79.0%	75.9%	75.6%	78.1%	77.0%
Average District	76.9%	73.4%	73.0%	75.7%	74.5%

PASS	2013 Reading	2013 Math	2013 Science	2013 Social Studies	2013 Writing
	%Exemplary	%Exemplary	%Exemplary	%Exemplary	%Exemplary
District	41.6%	25.0%	15.4%	27.2%	32.3%
Districts with Students Like Ours**	44.4%	38.1%	25.9%	39.5%	37.1%
Average District	41.7%	35.6%	23.9%	36.9%	33.8%

HSAP

HSAP: 2nd Year Students	Passed 2 Subtests (%)	Passed 1 Subtest (%)	Passed No Subtests (%)
District	72.6%	19.8%	7.6%
Districts with Students Like Ours**	84.6%	10.1%	5.3%

HSAP Passage Rate by Spring 2013 (%)

District	76.9%
Districts with Students Like Ours**	92.4%

End of Course Test Passage Rate (%)

District	70.0%
Districts with Students Like Ours**	75.9%

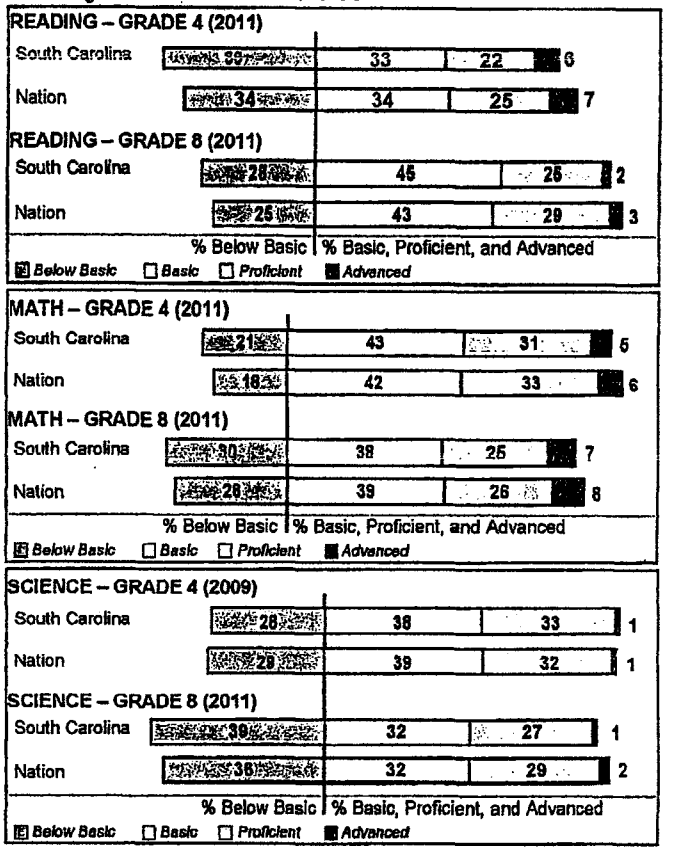
On-Time Graduation Rate (%)

District	28.1%
Districts with Students Like Ours**	76.8%

*** Districts with Students Like Ours are districts with Poverty Indices of no more than 5% above or below the index for this district.*

NAEP*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*



SC 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.

Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

SC Public Charter School District

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=11,293)				
Retention rate	4.6%	Up from 4.5%	1.5%	1.9%
Attendance rate	95.3%	N/A	95.9%	95.8%
Served by gifted and talented program	5.3%	N/A	17.6%	12.0%
With disabilities	8.6%	N/A	11.4%	12.7%
Other than tested for grade	11.3%	N/A	3.9%	4.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.6%	0.7%
Enrolled in AP/IB programs	10.7%	Up from 4.7%	21.5%	14.0%
Successful on AP/IB exams	31.6%	N/A	45.0%	50.5%
Eligible for LIFE Scholarship	25.3%	Up from 19.0%	37.5%	31.8%
Enrolled in adult education GED or diploma programs	N/A	N/A	83	50
Completions in adult education GED or diploma programs	N/A	N/A	50	37
Annual dropout rate	4.8%	Up from 1.4%	2.9%	2.3%
Teachers (n=460)				
Teachers with advanced degrees	55.6%	Down from 56.2%	61.6%	61.4%
Continuing contract teachers	63.7%	Down from 64.3%	80.2%	80.0%
Teachers returning from previous year	82.8%	Up from 78.2%	91.5%	90.4%
Teacher attendance rate	96.6%	Down from 97.5%	94.7%	94.8%
Average teacher salary*	$38,327	Up 4.6%	$49,331	$47,587
Vacancies for more than nine weeks	2.6%	Up from 1.4%	0.1%	0.2%
Classes not taught by highly qualified teachers	11.1%	Up from 10.8%	1.4%	1.8%
Professional development days/teacher	10.2 days	No Change	10.5 days	10.3 days
District				
Superintendent's years at district	4.0	Up from 3.0	6.0	4.0
Student-teacher ratio in core subjects	38.6 to 1	N/R	22.6 to 1	22.2 to 1
Prime instructional time	92.3%	N/R	89.8%	89.4%
Dollars spent per pupil**	$6,315	Up 24.8%	$8,677	$9,101
Percent of expenditures for teacher salaries**	34.0%	Down from 73.7%	55.5%	52.0%
Percent of expenditures for instruction**	70.0%	Down from 73.7%	59.0%	56.0%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	28	Up from 13	19	11
Portable classrooms	20.9%	Down from 23.6%	0.6%	0.9%
Number of schools with SACS accreditation	4.0	Up from 1.0	16.5	10.0
Parents attending conferences	100.0%	Up from 93.3%	99.4%	100.0%
Average administrator salary	$68,088	Up 0.4%	$80,886	$79,389
Number of charter schools	28	N/A	0	0
ESEA composite index score	75.5	Up from 69.7	87.3	81.0

* Length of contract = 185+ days.

** Prior year audited financial data available.

RESIDENTIAL TREATMENT FACILITIES STUDENT PERFORMANCE

	PASS	HSAP	End-of-Course Tests
Passage Rate	N/A	N/A	N/A

CHARTER SCHOOLS IN DISTRICT

School Name	Absolute Rating	Growth Rating	ESEA Grade
There are no charter schools in this district.			

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites.

Printed versions are available from school districts upon request.

REPORT OF SUPERINTENDENT

The 2012-2013 school year was the fifth year of operation for the district and another year of substantial growth with four new schools: Cape Romain Environmental Education Charter School in McClellanville, Imagine Columbia Leadership Academy in the Eau Claire neighborhood of Columbia, Royal Live Oaks Academy of Arts and Sciences Charter School in Hardeeville, and Youth Leadership Academy in Pickens. In addition, Fox Creek High School in North Augusta transferred to the district from a local public school district. Enrollment increased from 10,000 students to over 11,000 students with 8,000 of those students learning virtually online from home.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CDI Continuing District Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY District Improvement Status HOLD District Im

SC Annual School Report Card Summary

Imagine Columbia Leadership Academy
SC Public Charter
Grades: K-5 **Enrollment: 145**
Principal: Suezan P. Turknett
Superintendent: Wayne Brazell, Ph. D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	At-Risk	At-Risk	TBD	TBD	F	N/A
2012	N/A	N/A	N/A	N/A	N/A	N/A
2011	N/A	N/A	N/A	N/A	N/A	N/A

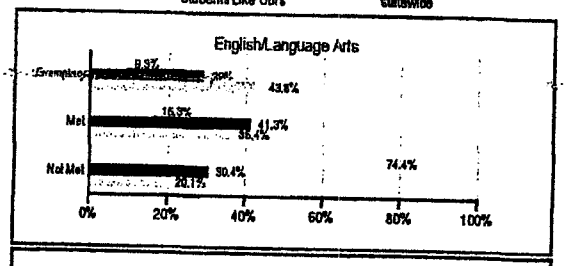
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

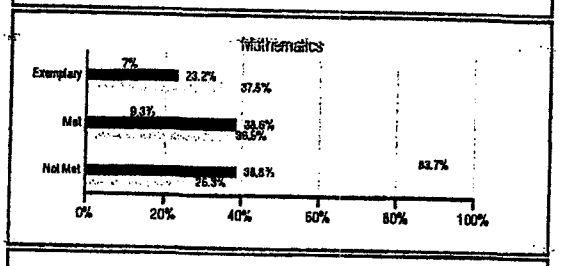
EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
2	14	115	47	15

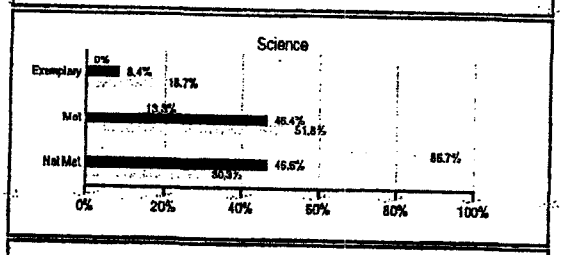
** Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the Index for this school.*

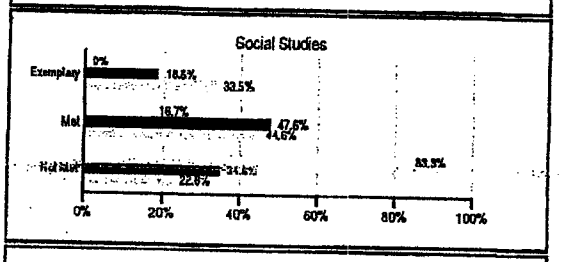
PASS PERFORMANCE

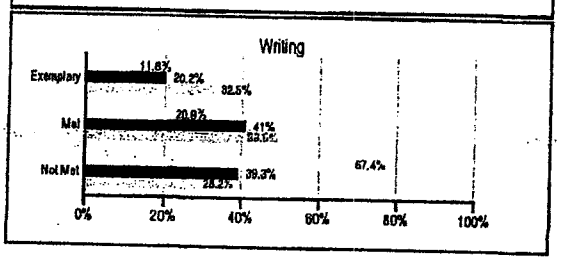
Our School | Elementary Schools with Students Like Ours | Elementary schools statewide





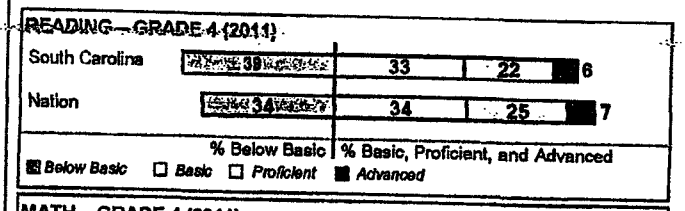


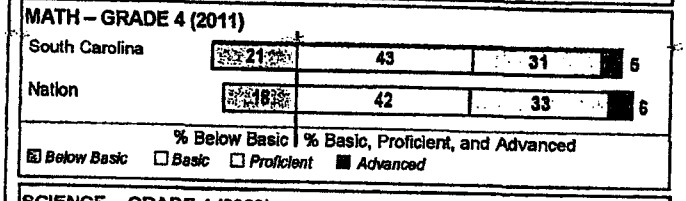


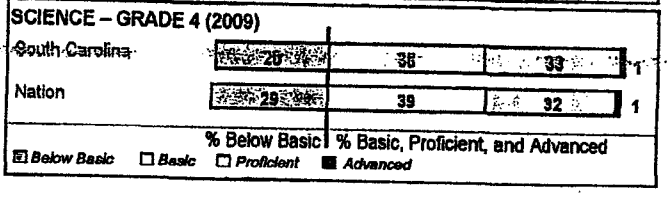


NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC 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.

Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Imagine Columbia Leadership Academy
[SC Public Charter]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=135)				
Retention rate	0.0%	N/A	1.2%	0.9%
Attendance rate	92.5%	N/A	95.9%	96.3%
Served by gifted and talented program	0.0%	N/A	2.8%	7.2%
With disabilities	10.3%	N/A	13.5%	12.4%
Older than usual for grade	3.4%	N/A	2.9%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	N/R	0.0%	0.0%
Teachers (n=13)				
Teachers with advanced degrees	38.5%	N/A	60.0%	62.5%
Continuing contract teachers	15.4%	N/A	76.7%	83.3%
Teachers returning from previous year	N/A	N/A	84.8%	88.3%
Teacher attendance rate	98.0%	N/R	94.9%	95.0%
Average teacher salary*	N/A	I/S	$46,205	$46,193
Classes not taught by highly qualified teachers	12.5%	N/A	0.0%	0.0%
Professional development days/teacher	15.2 days	N/R	10.4 days	11.0 days
School				
Principal's years at school	1.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	N/R	18.2 to 1	20.1 to 1
Prime instructional time	90.3%	N/R	89.5%	90.0%
Opportunities in the arts	Poor	N/R	Good	Good
SACS accreditation	No	N/R	Yes	Yes
Parents attending conferences	99.5%	N/R	100.0%	100.0%
Character development program	Excellent	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	$8,292	$7,364
Percent of expenditures for instruction**	N/A	N/A	68.0%	68.0%
Percent of expenditures for teacher salaries**	N/A	N/A	64.0%	66.0%
ESEA composite index score	20.0	N/A	72.7	88.0

* Length of contract = 185+ days.
** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	10	11	8
Percent satisfied with learning environment	80%	81.8%	N/A
Percent satisfied with social and physical environment	90%	72.8%	N/A
Percent satisfied with school-home relations	80%	90.9%	N/A

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

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on **www.ed.sc.gov** and **www.eoc.sc.gov** as well as school and school district websites.

Printed versions are available from school districts upon request.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Imagine Columbia Leadership Academy's (ICLA) focus is MicroSociety, a program where students apply academic skills taught during the day as citizens in a society of their own design. The students learn, work and manage their microcosm of the real world—as legislators, peer mediators, business owners, bankers, attorneys, community service-minded leaders, and many other occupations. The business ventures and government agencies provide the context for real world curriculum connections throughout the day. Students have opportunities that promote teamwork, community involvement, and citizenship. Learning links social and emotional development with academic and cognitive development through real-life experiences and students also have meaningful contact with working adults. Participating in a society of their own making is an authentic experience for our students – they are shaping their own cultural Our school also has a Micro University as a governmental agency to provide additional tutoring and support for struggling students during the school day.

We believe that every parent should have a choice in the education of their child. There is a great need for choice in the North Main area of Columbia. Unless our students and families see there is a choice in their lives and that education is a way to make changes they want and need, the cycle will continue. Our students are learning not only grade level academics, but life lessons that will stay with them as they become productive adults. ICLA provides a full range of special education classes. We have both inclusion and pull out services.

ICLA uses the Stanford 10 to provide individual student learning gains. Our school also participates in MAP testing to monitor student learning in reading and math and to guide classroom instruction for students. At ICLA students are placed at the center of teaching and learning. Kathy Bigo defines differentiation as "the right of each pupil to be taught in a way specifically tailored to their individual learning needs. "Because one size does not fit all," a variety of teaching strategies are used in a differentiated classroom. The following are some of the strategies that are employed at the school: direct instruction, inquiry-based learning, cooperative learning, and information processing models.

Any effective school must face two important realities: 1) Employment opportunities in an information age favor people able to work effectively with others and 2) Research on effective organizations reveals that team learning — the process of people sharing strengths and solving problems as a team—is an essential element. In order for our students to be prepared for the 21st century they are mastering these essential workplace competencies as a routine part of their school experience. Our school infuses age appropriate cooperative learning processes into every classroom. Differentiated instruction is implemented in all classrooms to meet the needs of a diverse community of learners.

Dr. Cecil Taliaferro, Board Chair
Suezan P. Turknett, Principal

ROA_2660

SC Annual School Report Card Summary

Royal Live Oaks Academy of the Arts & Sciences Charter School
SC Public Charter
Grades: K-8 **Enrollment: 432**
Principal: Karen M. Wicks, Ph.D.
Superintendent: Wayne Brazell, Ph. D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

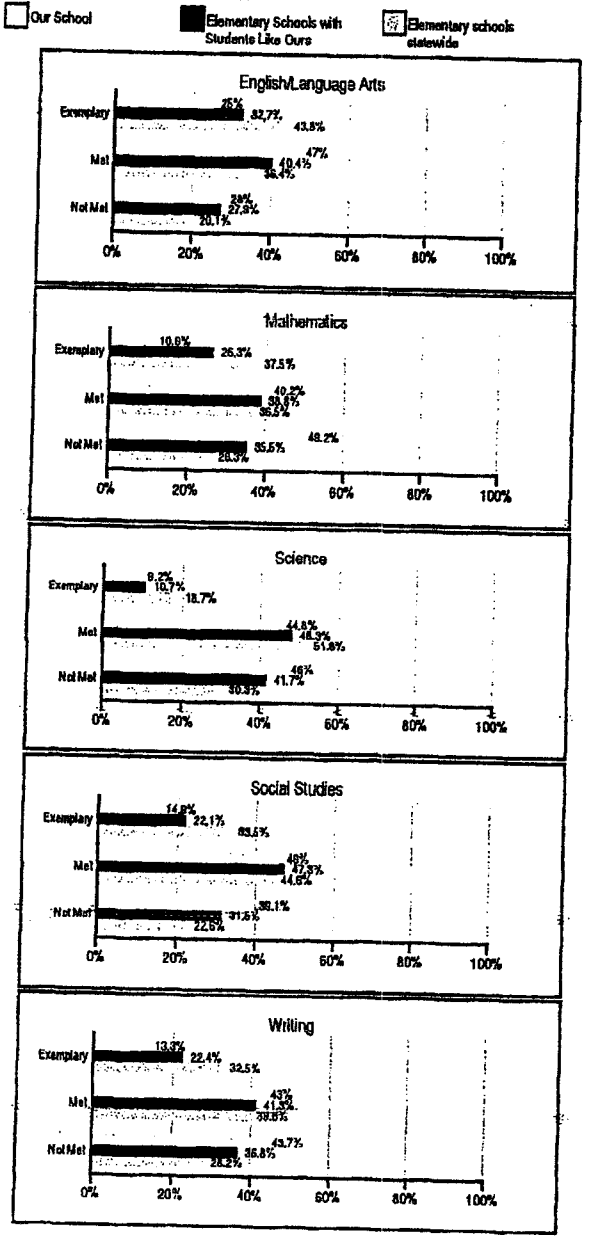
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Below Average	Average	TBD	TBD	F	N/A
2012	N/A	N/A	N/A	N/A	N/A	N/A
2011	N/A	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
8	14	108	23	8

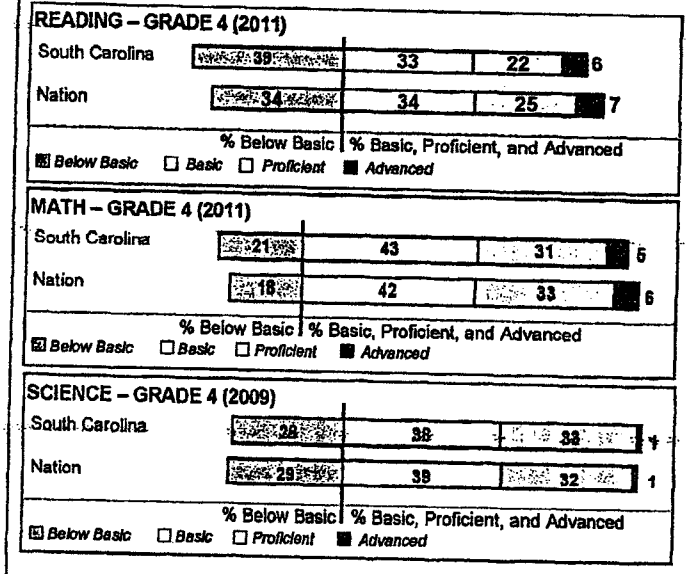
** Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the Index for this school.*

PASS PERFORMANCE



NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*



SC 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.

Abbreviations Key
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Royal Live Oaks Academy of the Arts & Sciences Charter School

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools With Students Like Ours	Median Elementary School
Students (n=432)				
Retention rate	0.0%	N/A	1.1%	0.9%
Attendance rate	93.8%	N/A	96.0%	96.3%
Served by gifted and talented program	0.0%	N/A	4.2%	7.2%
With disabilities	4.6%	N/A	13.0%	12.4%
Older than usual for grade	2.7%	N/A	2.8%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	50.0%	N/A	60.3%	62.5%
Continuing contract teachers	43.8%	N/A	80.6%	83.3%
Teachers returning from previous year	N/A	N/A	85.8%	88.3%
Teacher attendance rate	98.0%	N/R	94.8%	95.0%
Average teacher salary*	$41,857	I/S	$46,760	$48,193
Classes not taught by highly qualified teachers	21.3%	N/A	0.0%	0.0%
Professional development days/teacher	1.4 days	N/R	10.9 days	11.0 days
School				
Principal's years at school	1.0	N/R	3.0	4.0
Student-teacher ratio in core subjects	1.5 to 1	N/R	19.1 to 1	20.1 to 1
Prime instructional time	91.6%	N/R	89.5%	90.0%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	No	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	100.0%	100.0%
Character development program	Average	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	$7,654	$7,364
Percent of expenditures for instruction**	N/A	N/A	68.0%	68.0%
Percent of expenditures for teacher salaries**	N/A	N/A	65.0%	66.0%
ESEA composite index score	50.5	N/A	77.0	88.0

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	16	N/A	N/A
Percent satisfied with learning environment	75%	N/A	N/A
Percent satisfied with social and physical environment	87.5%	N/A	N/A
Percent satisfied with school-home relations	93.3%	N/A	N/A

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

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on **www.ed.sc.gov** and **www.eoc.sc.gov** as well as school and school district websites.

Printed versions are available from school districts upon request.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Royal Live Oaks Academy of the Arts & Sciences Charter School has developed a sense of community within its student body in its first year. Students know that the school was started for them, which makes them feel special and valued. Parents are very involved and take an active role in our school. Students are involved in community-service projects, such as maintaining a Learning Garden, assisting in the clean-up of old school facilities, decreasing litter and the use of plastic bags through a fundraising project, collecting clothes and blankets and raising money and providing food for needy families, and helping to find problems within the community to solve as part of the curriculum. Many teachers with no prior experience in project-based learning have been able to fully implement discovery learning, in which students work across disciplines to learn by doing rather than just learning about a subject. Our use of paraprofessionals and reading/math specialists across all grade levels has assisted in differentiation and individualizing learning for students. MAP testing has allowed students, teachers, and parents to follow the students' progress and to determine adjustments to maximize students' academic success. A school-wide improvement plan was instituted based on the results of MAP testing. Use of software such as Pixton, IXL Math, and Study Island has contributed to expanding our students' critical reasoning and skill levels across disciplines.

MAP testing shows that a majority of our students came to us seriously below grade level and weak in reading, writing, and math skills. We began a school improvement plan as soon as we had the results of fall MAP tests and continued to make adjustments in the use of instructional resources and student intervention after spring MAP tests. In addition, the focus of the 24 days of teachers' professional development has been on effective strategies to improve student achievement. Although only 60 percent of the students in grades K-8 met their projected spring 2013 MAP growth goal, over 85 percent of the students grew from their fall 2012 MAP testing score to the spring 2013 MAP testing. We are hopeful that PASS scores will reflect the tremendous growth we have seen over the course of the school year.

The biggest challenges Royal Live Oaks has faced have been lack of funds and retention of staff. Two disgruntled former employees successfully caused under-currents among a number of staff members that has resulted in more turnover than we would have liked to see. Despite this fact, students have made gains in their learning. We have many dedicated employees who have risen to the challenge and have been flexible in helping to meet the needs of students. Further, since no district, state, or federal funds are provided for facilities and our school is based in a poor economic and an economically deprived area, key personnel divide their time between providing for instructional needs and fundraising. Delays in receiving Title 1 funds until late February also made it difficult to provide the technology and instructional resources that assist in the implementation of discovery learning. We are currently housed in eleven temporary modular units and are just beginning the process of renovating the run-down 78,000 sq. ft. school facilities on the 28-acre site where we are located. Despite these challenges, we have seen students grow academically and take ownership of their learning.

Karen M. Wicks, Ph.D., Principal/Executive Director and Tangela Peeples, SIC Chair

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement

SC Annual School Report Card Summary

SC Calvert Academy
SC Public Charter
Grades: K-8 **Enrollment: 306**
Principal: Laura L. Blackmore
Superintendent: Wayne Brazell, Ph. D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	At-Risk	Below Average	TBD	TBD	F	N/A
2012	Below Average	Below Average	N/A	N/A	F	N/A
2011	Below Average	Average	N/A	N/A	Not Met	N/A

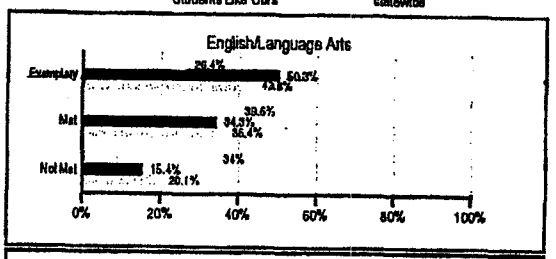
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

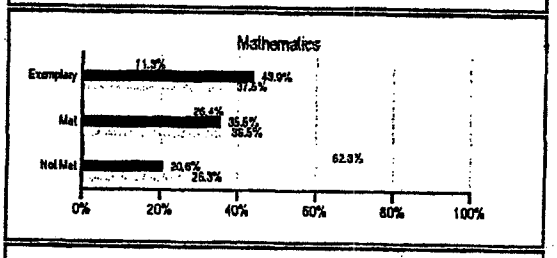
EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
38	43	17	0	1

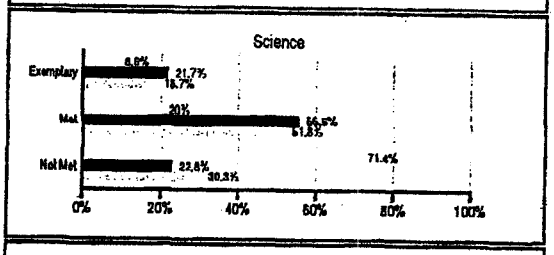
** Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.*

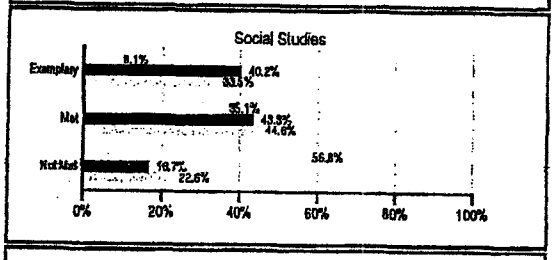
PASS PERFORMANCE

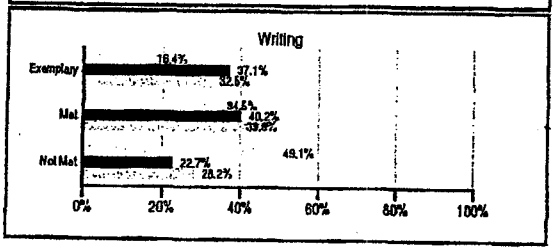
Our School | Elementary Schools with Students Like Ours | Elementary schools statewide





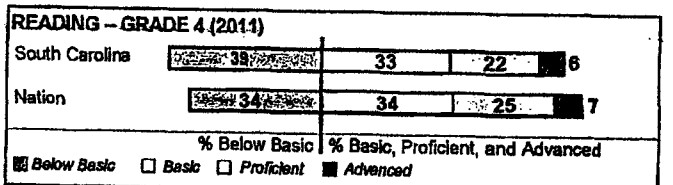


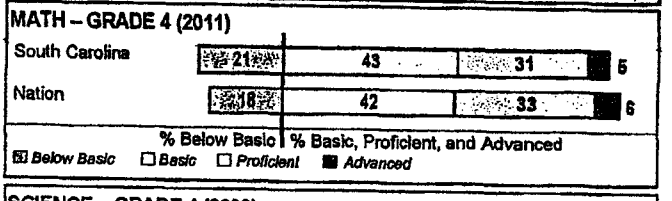


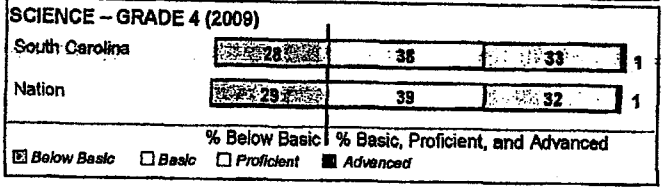


NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC 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.

Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

SC Calvert Academy [SC Public Charter]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=306)				
Retention rate	1.4%	Up from 0.7%	0.8%	0.9%
Attendance rate	93.2%	Up from 93.0%	96.4%	96.3%
Served by gifted and talented program	0.0%	N/A	9.7%	7.2%
With disabilities	6.8%	N/A	12.3%	12.4%
Older than usual for grade	8.2%	N/A	1.5%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=9)				
Teachers with advanced degrees	75.0%	Up from 55.6%	63.8%	62.5%
Continuing contract teachers	75.0%	Down from 88.9%	86.8%	83.3%
Teachers returning from previous year	58.7%	N/A	89.7%	88.3%
Teacher attendance rate	98.7%	Up from 97.0%	95.0%	95.0%
Average teacher salary*	$32,600	N/A	$49,245	$48,193
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	14.4 days	Up from 12.0 days	12.1 days	11.0 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	20.3 to 1	20.1 to 1
Prime instructional time	90.8%	Up from 89.5%	90.3%	90.0%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	90.6%	Down from 97.8%	100.0%	100.0%
Character development program	Average	Up from Below Average	Excellent	Excellent
Dollars spent per pupil**	$4,970	Down 0.3%	$7,148	$7,364
Percent of expenditures for instruction**	55.0%	Down from 60.0%	68.0%	68.0%
Percent of expenditures for teacher salaries**	27.0%	Down from 28.6%	66.0%	66.0%
ESEA composite index score	55.4	Up from 46.7	90.6	88.0

* Length of contract = 185+ days.
** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	9	16	25
Percent satisfied with learning environment	88.9%	87.5%	96%
Percent satisfied with social and physical environment	55.5%	92.3%	75%
Percent satisfied with school-home relations	87.5%	85.7%	96.2%

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

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on **www.ed.sc.gov** and **www.eoc.sc.gov** as well as school and school district websites.

Printed versions are available from school districts upon request.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

South Carolina Calvert Academy is pleased to serve South Carolina families with K-8 students through our innovative virtual charter school. There are many reasons for educating children outside a traditional classroom. A virtual school provides a choice for parents who want to be more directly involved in their child's education. South Carolina Calvert Academy is designed for families seeking a flexible, personalized education for their children which is custom-tailored to their individual family needs.

The South Carolina Calvert Academy virtual learning community consists of highly-qualified teachers, parents, academic and technology support teams, school administrators, and, of course, students. This team is focused on the continued academic success of the child and empowering all students to reach their full academic potential.

The foundation of the South Carolina Calvert Academy is the world-renowned, accredited Calvert School program. Calvert's curriculum has been successfully used to educate over 600,000 students for more than a century.

South Carolina Calvert Academy begins its fourth and exciting year of operation and continues to grow and expand. In addition to academic successes, SC Calvert is looking to expand its offerings with Gifted and Talented programming, service learning clubs, career exploration activities, and field trips across the state.

Increasing standardized test scores and participation continues to be a point of focus as South Carolina Calvert Academy helps families, students, and South Carolina achieve academic excellence. SC CAL does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in the employment or provision of services.

Laura Blackmore, Interim Administrator
Pauline Sternlok, Board Chair

Abbreviations Key
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SC Annual School Report Card Summary

Provost Academy South Carolina
SC Public Charter
Grades: 9-12 **Enrollment: 872**
Principal: Stephanie Cagle - Interim
Superintendent: Wayne Brazell, Ph. D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	At-Risk	Below Average	TBD	TBD	C	N/A
2012	At-Risk	N/A	N/A	N/A	F	N/A
2011	N/A	N/A	N/A	N/A	Not Met	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
17	13	10	0	2

** Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the Index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Passed 2 subtests (%)	54.6%	65.8%	77.3%	77.8%
Passed 1 subtest (%)	27.8%	21.9%	13.8%	13.6%
Passed no subtests (%)	17.6%	12.3%	11.1%	9.3%

HSAP PASSAGE RATE (%) BY SPRING 2013

	Our High School	High Schools with Students Like Ours
Passage Rate	68.6%	90.7%

ON-TIME GRADUATION RATE

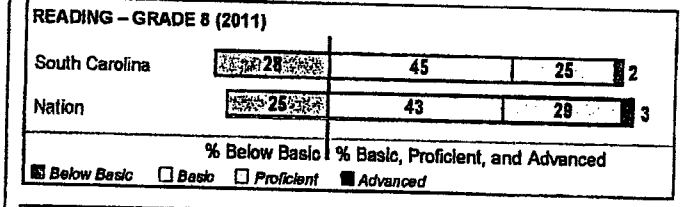
	Our High School	High Schools with Students Like Ours
Number of students	587	236
Number of Diplomas	137	169
Rate (%)	23.3%	74.2%

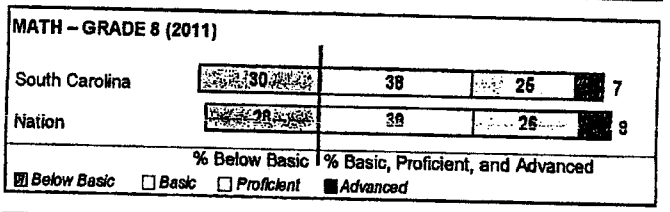
END OF COURSE TESTS - 2013

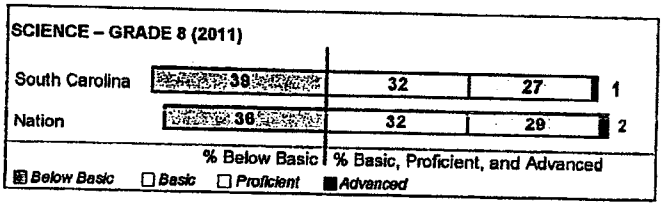
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	65.2	73.4
English 1	65.9	66.9
Biology 1/Applied Biology 2	75.9	74.0
US History and the Constitution	45.1	49.2
All Tests	60.3	63.6

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC 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.

Abbreviations Key
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Provost Academy South Carolina [SC Public Charter]

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=972)				
Retention rate	18.7%	Up from 16.0%	3.4%	2.9%
Attendance rate	92.2%	Down from 94.1%	95.6%	95.1%
Served by gifted and talented program	0.6%	N/A	15.8%	17.5%
With disabilities	3.6%	N/A	12.7%	11.9%
Older than usual for grade	38.6%	N/A	9.0%	7.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.9%	1.1%
Enrolled in AP/IB programs	1.5%	Up from 0.0%	10.5%	15.1%
Successful on AP/IB exams	N/A	N/A	48.7%	51.5%
Eligible for LIFE Scholarship	30.6%	Up from 14.1%	31.7%	30.6%
Annual dropout rate	4.9%	Up from 0.5%	2.5%	2.3%
Career/technology students in co-curricular organizations	N/A	N/A	N/A	N/A
Enrollment in career/technology courses	N/A	N/A	N/A	N/A
Career/technology students attaining technical skills	N/A	N/A	N/A	N/A
Teachers (n=29)				
Teachers with advanced degrees	63.6%	Up from 56.0%	62.6%	63.4%
Continuing contract teachers	81.8%	Up from 72.0%	80.7%	78.8%
Teachers returning from previous year	75.7%	N/A	86.2%	86.2%
Teacher attendance rate	98.0%	Up from 96.8%	95.3%	95.2%
Average teacher salary*	$41,661	Up 0.5%	$48,912	$48,000
Classes not taught by highly qualified teachers	9.9%	Down from 19.3%	3.4%	2.5%
Professional development days/teacher	14.9 days	Up from 13.6 days	9.7 days	9.8 days
School				
Principal's years at school	1.0	No Change	2.5	3.0
Student-teacher ratio in core subjects	N/R	N/R	27.0 to 1	26.9 to 1
Prime instructional time	90.0%	Up from 89.1%	89.2%	89.0%
Dollars spent per pupil**	$6,580	Up 29.4%	$8,021	$7,919
Percent of expenditures for teacher salaries**	22.0%	Down from 53.6%	57.0%	57.0%
Percent of expenditures for instruction**	69.0%	Down from 70.0%	59.0%	60.0%
Opportunities in the arts	Good	No Change	Good	Excellent
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	98.1%	97.7%
Character development program	Excellent	No Change	Good	Good
ESEA composite index score	79.7	Up from 30.8	68.4	77.4

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	24	41	46
Percent satisfied with learning environment	100%	92.7%	93.5%
Percent satisfied with social and physical environment	83.4%	97.2%	72.5%
Percent satisfied with school-home relations	79.1%	97.7%	87%

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

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Printed versions are available from school districts upon request.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Provost Academy South Carolina (PASC) is a public virtual charter high school serving approximately 950 students in grades 9-12. PASC opened in the 2009-2010 school year as a member of the South Carolina Public Charter School District and has completed its fourth year of operation. PASC offers a rigorous and challenging curriculum to high school students regardless of where they reside in the state. All courses meet state and national standards while providing flexibility to meet the needs of each individual student.

PASC provides online course work that is taught by highly qualified, certified educators. Also, part of the educational team for each student are advisors, guidance counselors, parents and the students themselves. This team communicates regularly via Blackboard collaborate, telephone calls, instant messaging, Skype, and email. Teachers in the Special Education Department serve students according to Individualized Education Plans. Speech, occupational, and physical therapy are provided through contracted, certified providers.

Courses are offered on a traditional year-long high school schedule or a semester block schedule based upon the needs of the student. Students are offered courses in foreign languages, advanced placement, and honors. We are proud to have 147 graduates this school year with 45 of them being eligible for Life Scholarships. Four graduates were distinguished as members of the National Honor Society and two were recognized as Palmetto Fellow Awards candidates.

Our students participated in various service projects and field trips around the state during the school year. This gave the students, parents, and staff an opportunity to interact and socialize in a face-to-face environment. Our students also produce a hard-bound yearbook. Further, we have numerous clubs and organizations for our students that include: National Honor Society, Book Club, Debate Club, Student Ambassadors Group, Parent Ambassadors Group, History Club, Science Club, Fitness Club, and Math Club.

All students participate in state testing, taking HSAP and End-of-Course assessments. We also held a graduation ceremony in June. Our main focus is to provide a rigorous and relevant education to ensure the success of all of our students.

Stephanie Cagle – Interim Executive Director
Mike Guarino – PASC Board of Directors Chair

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

11/07/13-4701008

SC Annual School Report Card Summary

SC Virtual Charter School
SC Public Charter
Grades: K-12 **Enrollment: 3,342**
Principal: Dr. Cherry Daniel
Superintendent: Wayne Brazell, Ph. D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Average	At-Risk	TBD	TBD	D	N/A
2012	Average	Below Average	N/A	N/A	C	N/A
2011	Average	Below Average	N/A	N/A	Not Met	CSI

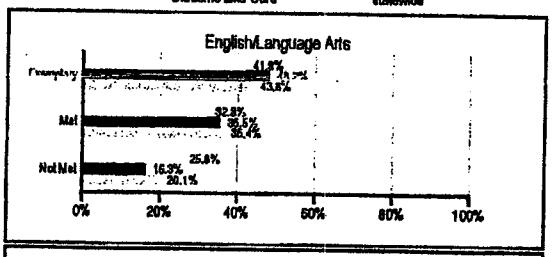
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

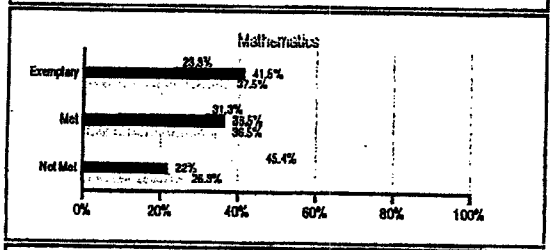
EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
39	37	29	0	1

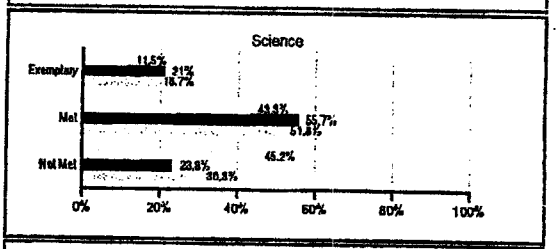
** Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.*

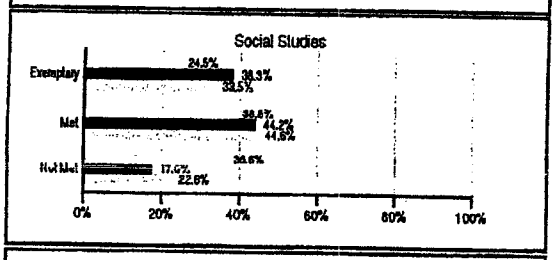
PASS PERFORMANCE

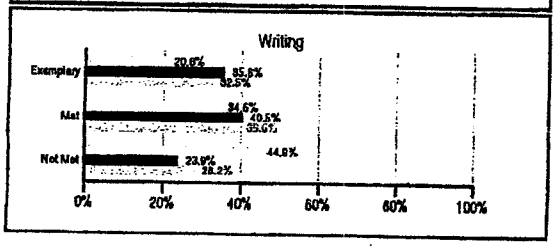
Our School | Elementary Schools with Students Like Ours | Elementary schools statewide





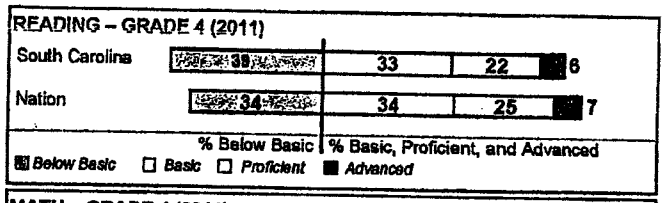


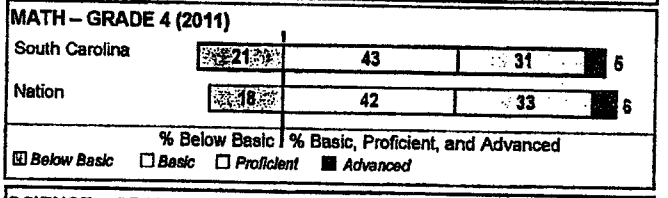


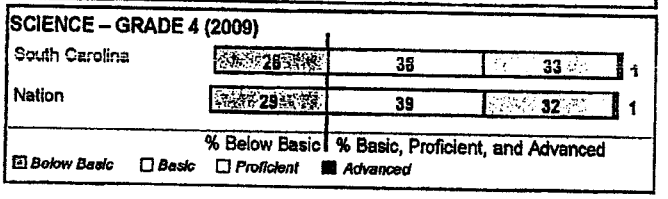


NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC 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.

Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

SC Virtual Charter School [SC Public Charter]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=3,342)				
Retention rate	4.8%	Up from 4.1%	1.2%	0.9%
Attendance rate	99.1%	Up from 98.7%	96.2%	96.3%
Served by gifted and talented program	0.0%	N/A	8.8%	7.2%
With disabilities	10.3%	N/A	12.6%	12.4%
Older than usual for grade	11.0%	N/A	2.1%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=84)				
Teachers with advanced degrees	79.8%	Down from 80.2%	64.1%	62.5%
Continuing contract teachers	95.2%	Up from 91.4%	86.2%	83.3%
Teachers returning from previous year	84.1%	N/A	89.9%	88.3%
Teacher attendance rate	96.8%	Down from 98.3%	95.0%	95.0%
Average teacher salary*	$40,963	Up 2.2%	$49,103	$48,193
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	11.1 days	Up from 10.1 days	11.4 days	11.0 days
School				
Principal's years at school	5.0	Up from 4.0	6.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	20.6 to 1	20.1 to 1
Prime instructional time	95.8%	Down from 97.0%	90.1%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 87.5%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	$5,412	Up 39.7%	$6,932	$7,364
Percent of expenditures for instruction**	80.0%	Down from 92.0%	69.0%	68.0%
Percent of expenditures for teacher salaries**	22.0%	Down from 60.0%	60.5%	60.0%
ESEA composite index score	66.8	Down from 70.9	89.8	88.0

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	82	82	91
Percent satisfied with learning environment	98.8%	89%	89%
Percent satisfied with social and physical environment	83.1%	93%	78.5%
Percent satisfied with school-home relations	97.6%	97.5%	90.2%

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

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Printed versions are available from school districts upon request.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

South Carolina Virtual Charter School (SCVCS) is a public virtual charter school serving students in grades K-12. SCVCS opened in 2008-2009 and has successfully completed its fifth year of operation. SCVCS offers a robust and challenging curriculum to K-12 students throughout the state. All courses meet state and national standards while providing a degree of flexibility to meet the individual student's learning style. In the Spring of 2013, the South Carolina Public Charter School District approved the charter renewal for SCVCS for the next ten (10) years. SCVCS provides online course and class work. All classes are taught online by fully-certified, highly-qualified, experienced educators. Approximately 3,500 students were enrolled with SCVCS in 2012-2013. Learning coaches, parents and students conference regularly via Elluminate, telephone calls, and K-Mail, our secure internal messaging system. Students are able to enjoy social outings, field trips and book buddies throughout the year. Over 1900 students were enrolled in grades K-8. Students in grades K-8 enjoy a wide range of academic courses as well as electives such as Art, Music, and PE. Students in grades 3-8 will be able to enroll in a World Language course in 2013-14.

Over 1,500 students were enrolled in SCVCS high school in 2012-2013. Courses are offered on a traditional year-long, 180 day schedule as well as a semester block schedule. Students are able to choose from a variety of foreign language, advanced placement and honors courses. The SCVCS Freshman Academy was fully implemented in 2010-2011. Graduation was held in June, 2013, with 117 seniors receiving diplomas. The class had over $2,700,000 in scholarship offers, with two students being eligible for Palmetto Fellows. Fifty students qualified for the Life scholarship.

All students participate in the state testing, taking PASS, HSAP and End of Course Assessment. SCVCS students have performed well on all state testing. PSAT is also offered to qualifying students.

More information about SCVCS can be obtained by contacting our school office.

Our focus is to provide a high quality educational opportunity to ensure the academic success of our young people.

L. Cherry Daniel, Head of School
Victoria Dixon-Mokeba, Chair, SCVCS Board

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvem

SC Annual School Report Card Summary

Fox Creek Charter High
SC Public Charter
Grades: 9-12 **Enrollment: 431**
Principal: Timothy L. Murph
Superintendent: Wayne Brazell, Ph. D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Excellent	Good	TBD	TBD	D	N/A
2012	Excellent	Good	N/A	N/A	N/A	N/A
2011	Excellent	Good	N/A	N/A	N/A	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
27	2	0	0	0

** Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Passed 2 subtests (%)	91.5%	85.5%	85.9%	85.6%
Passed 1 subtest (%)	7.3%	7.7%	8.9%	9.4%
Passed no subtests (%)	1.2%	6.8%	5.2%	5.0%

HSAP PASSAGE RATE (%) BY SPRING 2013

	Our High School	High Schools with Students Like Ours
Passage Rate	98.4%	95.0%

ON-TIME GRADUATION RATE

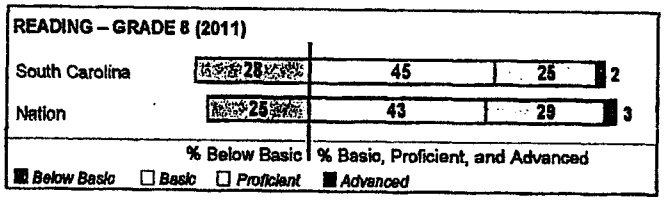
	Our High School	High Schools with Students Like Ours
Number of students	100	348
Number of Diplomas	76	284
Rate (%)	76.0%	81.2%

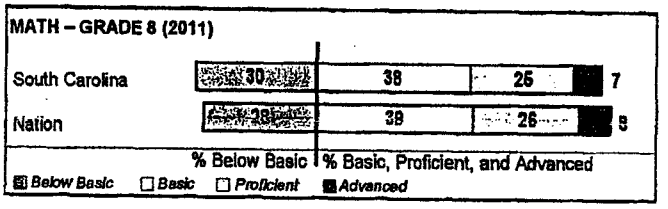
END OF COURSE TESTS - 2013

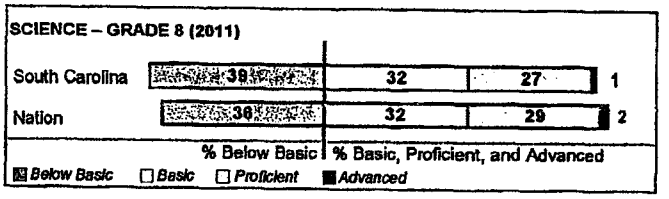
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	65.9	79.2
English 1	65.8	75.9
Biology 1/Applied Biology 2	80.7	82.5
US History and the Constitution	57.0	67.3
All Tests	69.9	76.3

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC 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.

Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Fox Creek Charter High [SC Public Charter]

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=431)				
Retention rate	0.0%	N/A	2.3%	2.9%
Attendance rate	93.9%	N/A	95.5%	95.1%
Served by gifted and talented program	22.2%	N/A	25.5%	17.5%
With disabilities	8.8%	N/A	10.1%	11.9%
Older than usual for grade	10.1%	N/A	6.1%	7.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	N/R	0.9%	1.1%
Enrolled in AP/IB programs	0.0%	N/R	26.9%	15.1%
Successful on AP/IB exams	N/A	N/A	53.5%	51.5%
Eligible for LIFE Scholarship	31.3%	N/R	32.7%	30.6%
Annual dropout rate	0.5%	N/A	2.3%	2.3%
Career/technology students in co-curricular organizations	N/A	N/A	N/A	N/A
Enrollment in career/technology courses	N/A	N/A	N/A	N/A
Career/technology students attaining technical skills	N/A	N/A	N/A	N/A
Teachers (n=28)				
Teachers with advanced degrees	66.7%	N/A	67.0%	63.4%
Continuing contract teachers	76.0%	N/A	78.6%	78.8%
Teachers returning from previous year	N/A	N/A	87.3%	86.2%
Teacher attendance rate	96.3%	N/R	95.2%	95.2%
Average teacher salary*	$44,575	I/S	$49,085	$48,000
Classes not taught by highly qualified teachers	1.6%	N/A	1.6%	2.5%
Professional development days/teacher	8.9 days	N/R	10.6 days	9.8 days
School				
Principal's years at school	7.0	N/R	5.0	3.0
Student-teacher ratio in core subjects	30.6 to 1	N/R	28.4 to 1	26.9 to 1
Prime instructional time	88.6%	N/R	89.6%	89.0%
Dollars spent per pupil**	N/A	N/A	$6,723	$7,919
Percent of expenditures for teacher salaries**	N/A	N/A	60.0%	57.0%
Percent of expenditures for instruction**	N/A	N/A	62.5%	60.0%
Opportunities in the arts	Good	N/R	Excellent	Excellent
SACS accreditation	No	N/R	Yes	Yes
Parents attending conferences	99.8%	N/R	97.3%	97.7%
Character development program	Excellent	N/R	Good	Good
ESEA composite index score	67.6	N/A	80.4	77.4

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	21	38	21
Percent satisfied with learning environment	95.3%	94.7%	95.2%
Percent satisfied with social and physical environment	100%	89.7%	90.4%
Percent satisfied with school-home relations	95.5%	97.4%	80.9%

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

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on **www.ed.sc.gov** and **www.eoc.sc.gov** as well as school and school district websites.

Printed versions are available from school districts upon request.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Fox Creek High School's 2012-2013 school year was one of continued improvement. Academically, we received an Excellent rating on our South Carolina Department of Education School Report Card. We also won our third consecutive Palmetto Gold Award. We are the proud recipients of the Palmetto Gold Award four out of the last five years. Our seniors had an all time high of 26 students qualifying for the Life Scholarship. The HSAP longitudinal passage rate last year was a remarkable 100%, which was the highest in the area. Additionally, we completed the process for Advanced Ed Accreditation.

Fox Creek High School has continued to advance its college courses taught on our campus. Our Silver Fox Academy now hosts 29 hours of Dual College Credit. Our Fox Creek A&T Academy saw several students begin vocational programs at a local technical college. These students completed hours of dual enrollment credit in welding, HVAC, and health sciences.

With the expansion of programs of study, Fox Creek has enjoyed the growth of our faculty. Over half of our faculty have advanced degrees with five individuals qualifying to teach at the collegiate level. They have won numerous awards of merit for professionalism including 9 WJBF Golden Apple Award winners and 2 WRDW Time to Care Awards. We currently have 3 faculty members who are National Board Certified.

Fox Creek has continued to focus on upgrading technology to meet the most current 21st century landscape. Our technology director has our faculty on a four-year cycle regarding the most up-to-date computers. We have two full size computer labs with over 30 computers in each and plans to create a 3rd computer lab in the near future. We are currently working on a plan to begin replacing textbooks with web-based e-books. This program will see its first phase in 2013-2014 when approximately 50 Chromebooks will go into circulation by our freshmen. All of our classrooms boast large-scale media displays in the form of LCD projectors or flat screen televisions wired to the teacher's computer. Furthermore, we have added additional tablets, ELMO projectors, and apple TVs, and various other forms of state of the art equipment to ensure that Fox Creek leads the way in technology.

Students perform better academically when they are invested in the school both socially and athletically. As a result we have continued to add clubs to provide social outlets and investment opportunities for our students in our community. This past year the Spanish National Honor Society was created and we had the first full year our Tri-M Music Honor Society. Our athletic programs enjoyed continued success with 9 of our 10 varsity sports advancing to the play-offs. Both the boys' baseball and the boys' basketball teams advanced to the upper-state championship. We are looking forward to the addition of a junior varsity program for 3 different sports and potentially the school's first 9th grade team for baseball.

There are great things on the horizon for the 2013-2014 school year. We look forward to another year of preparing our young people for a successful future!

A. Joshua Trahan, Interim Principal

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvemer

11/07/13-4701020

SC Annual School Report Card Summary

Provost Academy South Carolina
SC Public Charter
Grades: 9-12 **Enrollment: 872**
Principal: Stephanie Cagle - Interim
Superintendent: Wayne Brazell, Ph. D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	At-Risk	Below Average	TBD	TBD	C	N/A
2012	At-Risk	N/A	N/A	N/A	F	N/A
2011	N/A	N/A	N/A	N/A	Not Met	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
17	13	10	0	2

** Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Passed 2 subtests (%)	54.6%	65.8%	77.3%	77.8%
Passed 1 subtest (%)	27.8%	21.9%	13.8%	13.6%
Passed no subtests (%)	17.6%	12.3%	11.1%	9.3%

HSAP PASSAGE RATE (%) BY SPRING 2013

	Our High School	High Schools with Students Like Ours
Passage Rate	68.6%	90.7%

ON-TIME GRADUATION RATE

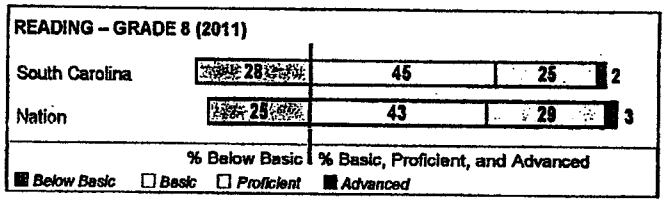
	Our High School	High Schools with Students Like Ours
Number of students	587	236
Number of Diplomas	137	169
Rate (%)	23.3%	74.2%

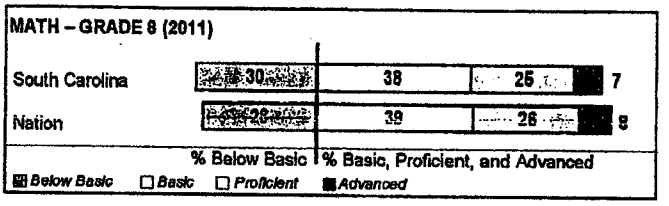
END OF COURSE TESTS - 2013

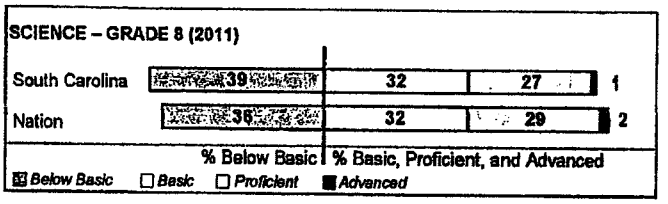
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	65.2	73.4
English 1	65.9	66.9
Biology 1/Applied Biology 2	75.9	74.0
US History and the Constitution	45.1	49.2
All Tests	60.3	63.6

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC 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.

Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Provost Academy South Carolina [SC Public Charter]

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=872)				
Retention rate	18.7%	Up from 16.0%	3.4%	2.9%
Attendance rate	92.2%	Down from 94.1%	95.6%	95.1%
Served by gifted and talented program	0.6%	N/A	15.8%	17.5%
With disabilities	3.6%	N/A	12.7%	11.9%
Older than usual for grade	38.6%	N/A	9.0%	7.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.9%	1.1%
Enrolled in AP/IB programs	1.5%	Up from 0.0%	10.5%	16.1%
Successful on AP/IB exams	N/A	N/A	48.7%	51.5%
Eligible for LIFE Scholarship	30.6%	Up from 14.1%	31.7%	30.6%
Annual dropout rate	4.9%	Up from 0.5%	2.5%	2.3%
Career/technology students in co-curricular organizations	N/A	N/A	N/A	N/A
Enrollment in career/technology courses	N/A	N/A	N/A	N/A
Career/technology students attaining technical skills	N/A	N/A	N/A	N/A
Teachers (n=32)				
Teachers with advanced degrees	63.6%	Up from 56.0%	62.6%	63.4%
Continuing contract teachers	81.8%	Up from 72.0%	80.7%	78.8%
Teachers returning from previous year	75.7%	N/A	86.2%	86.2%
Teacher attendance rate	98.0%	Up from 96.8%	95.3%	95.2%
Average teacher salary*	$41,661	Up 0.5%	$49,912	$49,699
Classes not taught by highly qualified teachers	9.9%	Down from 19.3%	3.4%	2.5%
Professional development days/teacher	14.9 days	Up from 13.6 days	9.7 days	9.8 days
School				
Principal's years at school	1.0	No Change	2.5	3.0
Student-teacher ratio in core subjects	N/R	N/R	27.0 to 1	26.9 to 1
Prime instructional time	90.0%	Up from 89.1%	89.2%	89.0%
Dollars spent per pupil**	$6,580	Up 29.4%	$8,021	$7,919
Percent of expenditures for teacher salaries**	22.0%	Down from 53.6%	57.0%	57.0%
Percent of expenditures for instruction**	69.0%	Down from 70.0%	59.0%	60.0%
Opportunities in the arts	Good	No Change	Good	Excellent
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	98.1%	97.7%
Character development program	Excellent	No Change	Good	Good
ESEA composite index score	79.7	Up from 30.8	68.4	77.4

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	24	41	46
Percent satisfied with learning environment	100%	92.7%	93.5%
Percent satisfied with social and physical environment	83.4%	97.2%	72.5%
Percent satisfied with school-home relations	79.1%	97.7%	87%

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

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on **www.ed.sc.gov** and **www.eoc.sc.gov** as well as school and school district websites.

Printed versions are available from school districts upon request.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Provost Academy South Carolina (PASC) is a public virtual charter high school serving approximately 950 students in grades 9-12. PASC opened in the 2009-2010 school year as a member of the South Carolina Public Charter School District and has completed its fourth year of operation. PASC offers a rigorous and challenging curriculum to high school students regardless of where they reside in the state. All courses meet state and national standards while providing flexibility to meet the needs of each individual student.

PASC provides online course work that is taught by highly qualified, certified educators. Also, part of the educational team for each student are advisors, guidance counselors, parents and the students themselves. This team communicates regularly via Blackboard collaborate, telephone calls, instant messaging, Skype, and email. Teachers in the Special Education Department serve students according to Individualized Education Plans. Speech, occupational, and physical therapy are provided through contracted, certified providers.

Courses are offered on a traditional year-long high school schedule or a semester block schedule based upon the needs of the student. Students are offered courses in foreign languages, advanced placement, and honors. We are proud to have 147 graduates this school year with 45 of them being eligible for Life Scholarships. Four graduates were distinguished as members of the National Honor Society and two were recognized as Palmetto Fellow Awards candidates.

Our students participated in various service projects and field trips around the state during the school year. This gave the students, parents, and staff an opportunity to interact and social ize in a face-to-face environment. Our students also produce a hard-bound yearbook. Further, we have numerous clubs and organizations for our students that include: National Honor Society, Book Club, Debate Club, Student Ambassadors Group, Parent Ambassadors Group, History Club, Science Club, Fitness Club, and Math Club.

All students participate in state testing, taking HSAP and End-of-Course assessments. We also held a graduation ceremony in June. Our main focus is to provide a rigorous and relevant education to ensure the success of all of our students.

Stephanie Cagle – Interim Executive Director

Mike Guarino – PASC Board of Directors Chair

ROA_2672

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

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11/9713-1781068

Name of School/District	Grade for 2011	Grade for 2012	Grade for 2013
Lake City College Prep Academy	Not Met	**F**	**B**
Florence 3 School District	Not Met	C	F
J.C. Elementary	Not Met	B	C
Lake City Elementary	Not Met	C	D
Main Street Elementary	Not Met	C	D
Olanta Elementary	Not Met	B	D
Scranton Elementary School	Not Met	B	D
J.Paul Truluck Middle	Not Met	C	F
Ronald E. McNair Middle School	Not Met	B	D
Lake City High School	Met	D	D

In only three years Lake City College Prep Academy out scored their local District (Florence 3) and all of the surrounding schools.

SC Annual School District Report Card Summary

Florence 3 School District
Grades: PK-12 **Enrollment: 3,587**
Superintendent: Dr. V. Keith Callicutt
Board Chair: Dr. Julia Mims

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Average	Below Average	N/A	N/A	F	N/A
2012	Good	Good	N/A	N/A	C	N/A
2011	Good	Excellent	N/A	N/A	Not Met	NI-HOLD

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	1	10	5	1

** Ratings are calculated with data available by 01/16/2014. Districts with Students Like Ours are Districts with Poverty Indices of no more than 5% above or below the index for this district.*

PASS

PASS	2013 Reading	2013 Math	2013 Science	2013 Social Studies	2013 Writing
	% Met or above	% Met or above	% Met or above	% Met or above	% Met or above
District	64.2%	57.2%	55.1%	65.3%	59.2%
Districts with Students Like Ours**	61.8%	55.8%	51.3%	58.6%	59.8%
Average District	76.9%	73.4%	73.0%	75.7%	74.5%

PASS	2013 Reading	2013 Math	2013 Science	2013 Social Studies	2013 Writing
	%Exemplary	%Exemplary	%Exemplary	%Exemplary	%Exemplary
District	26.4%	19.0%	10.4%	20.6%	16.8%
Districts with Students Like Ours**	23.9%	17.6%	9.1%	17.2%	18.2%
Average District	41.7%	35.6%	23.9%	36.9%	33.8%

HSAP

HSAP: 2nd Year Students	Passed 2 Subtests (%)	Passed 1 Subtest (%)	Passed No Subtests (%)
District	75.4%	16.4%	8.2%
Districts with Students Like Ours**	66.6%	18.4%	15.0%

HSAP Passage Rate by Spring 2013 (%)

District	92.6%
Districts with Students Like Ours**	87.5%

End of Course Test Passage Rate (%)

District	59.6%
Districts with Students Like Ours**	54.1%

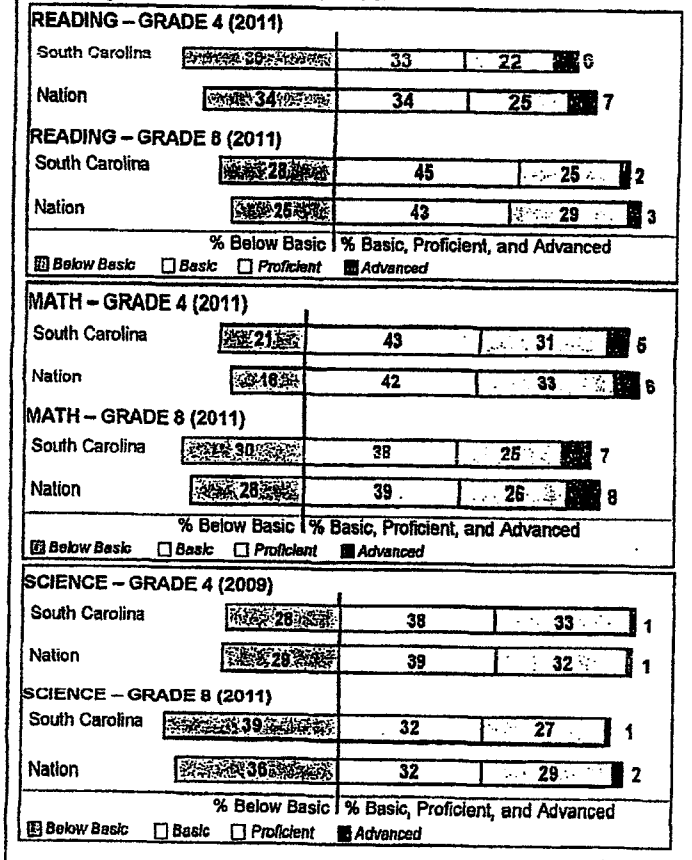
On-Time Graduation Rate (%)

District	73.3%
Districts with Students Like Ours**	76.8%

*** Districts with Students Like Ours are districts with Poverty Indices of no more than 5% above or below the index for this district.*

NAEP+

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*



SC 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.

Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Florence 3 School District

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (as of 9/30)				
Retention rate	1.9%	Down from 2.3%	2.5%	1.9%
Attendance rate	96.4%	No Change	95.9%	95.8%
Served by gifted and talented program	8.8%	N/A	5.6%	12.0%
With disabilities	19.0%	N/A	13.0%	12.7%
Older than usual for grade	5.5%	N/A	5.0%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	No Change	0.7%	0.7%
Enrolled in AP/IB programs	4.3%	Down from 6.4%	4.4%	14.0%
Successful on AP/IB exams	36.1%	Up from 34.8%	43.3%	50.5%
Eligible for LIFE Scholarship	26.1%	Down from 29.7%	27.3%	31.8%
Enrolled in adult education GED or diploma programs	96	Down from 125	16	50
Completions in adult education GED or diploma programs	61	Up from 56	14	37
Annual dropout rate	0.5%	Down from 0.8%	1.7%	2.3%
Teachers (as of 9/30)				
Teachers with advanced degrees	47.1%	No Change	60.0%	61.4%
Continuing contract teachers	67.8%	Down from 81.3%	71.8%	80.0%
Teachers returning from previous year	87.8%	Down from 88.0%	85.8%	90.4%
Teacher attendance rate	94.0%	Down from 94.2%	94.9%	94.8%
Average teacher salary*	$43,270	Up 1.6%	$44,014	$47,587
Vacancies for more than nine weeks	0.0%	No Change	1.2%	0.2%
Classes not taught by highly qualified teachers	0.0%	Down from 0.4%	3.4%	1.8%
Professional development days/teacher	13.3 days	Down from 15.8 days	9.7 days	10.3 days
District				
Superintendent's years at district	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	23.1 to 1	Up from 22.8 to 1	20.8 to 1	22.2 to 1
Prime instructional time	89.3%	Down from 89.8%	89.3%	89.4%
Dollars spent per pupil**	$10,140	Down 2.9%	$10,224	$9,101
Percent of expenditures for teacher salaries**	47.0%	Up from 46.3%	48.0%	52.0%
Percent of expenditures for instruction**	51.0%	Up from 50.6%	51.0%	56.0%
Opportunities in the arts	Excellent	Up from Good	Excellent	Excellent
Number of schools	8	No Change	6	11
Portable classrooms	6.6%	Down from 31.9%	1.1%	0.9%
Number of schools with SACS accreditation	8.0	No Change	5.0	10.0
Parents attending conferences	100.0%	Up from 99.0%	100.0%	100.0%
Average administrator salary	$71,343	Up 2.6%	$76,136	$79,389
Number of charter schools	0	No Change	0	0
ESEA composite index score	57.6	Down from 77.0	60.7	81.0

* Length of contract = 185+ days.
** Prior year audited financial data available.

RESIDENTIAL TREATMENT FACILITIES STUDENT PERFORMANCE

	PASS	HSAP	End-of-Course Tests
Passage Rate	N/A	N/A	N/A

CHARTER SCHOOLS IN DISTRICT

School Name	Absolute Rating	Growth Rating	ESEA Grade
There are no charter schools in this district.			

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites.

Printed versions are available from school districts upon request.

REPORT OF SUPERINTENDENT

Florence County School District Three celebrates the many accomplishments of our students, staff, administrators and schools during the 2012-2013 school year.

For the third consecutive year, Lake City High School received a Palmetto Gold Award for its outstanding academic achievement. The school received the award for "general performance," according to the South Carolina Department of Education. Lake City High School earned an Absolute Rating of "Excellent" and a Growth Rating of "Good" on its 2012 state report card.

FCSD3 involved nearly 100 parents, students, community leaders, school board members and educators to brainstorm on the future of education in the district. The strategic planning session was organized by the district to bring together its stakeholders to help create an education road map for the future. Participants at each of the 14 tables were asked to discuss their vision for education in the coming years and to make a list of what the district should be doing now to prepare students for the jobs of tomorrow. A representative of each group then presented their list and recommendations for the district. Recommendations included technology-infused lessons, a stronger focus on reading, strong parental involvement, project-based learning, rigorous math and science curricula and arts-based lessons.

Eight students from Ronald E. McNair Middle School and J. Paul Truluck Middle School have been identified as 2012-2013 South Carolina Junior Scholars. Junior Scholars are selected based on receiving a Preliminary Scholastic Aptitude Test (PSAT) score of 50 or greater on verbal, math or writing.

FCSD3 was awarded a $306,250 competitive grant to help fund programs that will assist 85 at-risk students to graduate from high school and earn early college credits. The grant is funded by the South Carolina Education and Economic Development Act and is awarded through the South Carolina Department of Education. The district-wide program, known as the Lake City Graduation Initiative (LCGI), creates a partnership between the district, regional postsecondary institutions, local civic organizations and businesses to intervene with dual credit coursework, career and college choice guidance, and supplemental strategies.

The Class of 2013 earned $2,100,575 in scholarships, including 55 LIFE, 40 HOPE and three Palmetto Fellows scholarships.

Students and staff were involved in community-wide activities as well, participating in National History Day at the National Bean Market Museum, ArtFields and Lake City's community clean-up day.

We are proud of what we have accomplished in the past year and look forward to building upon those accomplishments to strengthen our schools and communities.
Dr. V. Keith Callicutt, Superintendent

ROA_2675

Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
NI Newly Identified CDI Continuing District Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY District Improvement Status HOLD District Improvement Status

SC Annual School Report Card Summary

Lake City Elementary
Florence 3
Grades: PK-5 **Enrollment: 464**
Principal: Renee Kirby
Superintendent: Dr. V. Keith Callicutt
Board Chair: Dr. Julia Mims

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Below Average	Excellent	TBD	TBD	D	N/A
2012	Below Average	Average	N/A	N/A	C	N/A
2011	At-Risk	Average	Silver	N/A	Not Met	N/A

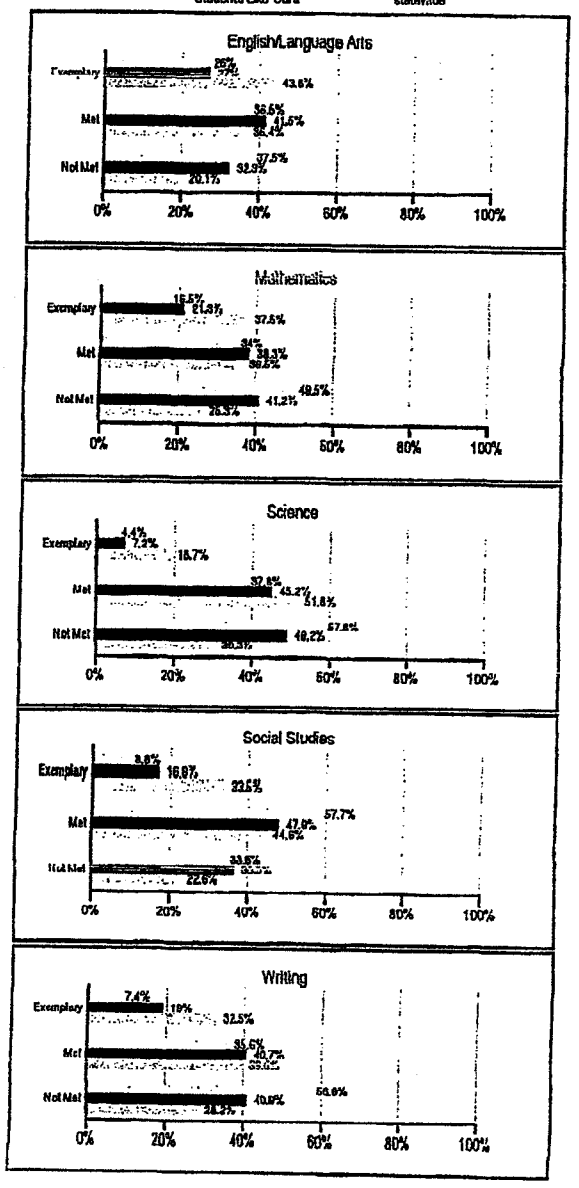
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	9	79	43	15

**Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.*

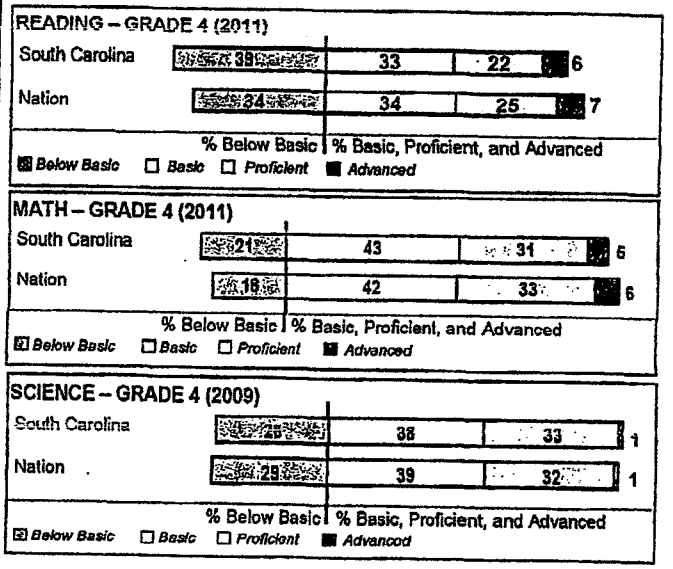
PASS PERFORMANCE

Our School | Elementary Schools with Students Like Ours | Elementary schools statewide



NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*



SC 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.

Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Lake City Elementary [Florence 3]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=[illegible])				
Retention rate	0.2%	Down from 1.1%	1.1%	0.9%
Attendance rate	95.1%	Up from 94.9%	95.9%	96.3%
Served by gifted and talented program	1.8%	N/A	2.5%	7.2%
With disabilities	19.7%	N/A	13.4%	12.4%
Older than usual for grade	1.2%	N/A	2.9%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=[illegible])				
Teachers with advanced degrees	42.9%	Down from 46.9%	60.0%	62.5%
Continuing contract teachers	54.3%	Down from 75.0%	74.3%	83.3%
Teachers returning from previous year	80.0%	Up from 79.7%	84.5%	88.3%
Teacher attendance rate	97.1%	Up from 94.6%	94.9%	95.0%
Average teacher salary*	$40,172	Down 4.9%	$45,979	$48,193
Classes not taught by highly qualified teachers	0.0%	Down from 2.6%	0.0%	0.0%
Professional development days/teacher	31.2 days	Up from 31.0 days	10.2 days	11.0 days
School				
Principal's years at school	5.0	Up from 4.0	3.5	4.0
Student-teacher ratio in core subjects	19.7 to 1	Down from 23.6 to 1	17.7 to 1	20.1 to 1
Prime instructional time	91.8%	Up from 88.9%	89.6%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	$7,680	Down 6.3%	$8,556	$7,364
Percent of expenditures for instruction**	62.0%	Down from 63.0%	66.5%	68.0%
Percent of expenditures for teacher salaries**	50.0%	Down from 59.5%	54.0%	60.0%
ESEA composite index score	60.8	Down from 72.8	66.9	88.0

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	35	52	29
Percent satisfied with learning environment	80%	90.4%	89.6%
Percent satisfied with social and physical environment	94.1%	84.9%	93.8%
Percent satisfied with school-home relations	76.5%	83%	87.5%

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

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on **www.ed.sc.gov** and **www.eoc.sc.gov** as well as school and school district websites.

Printed versions are available from school districts upon request.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2011-12 school year was a year of many accomplishments at Lake City Elementary. Our mission, Building Excellence: Every Child, Every Chance, Every Day set the tone for high expectations. The Lake City community of staff, students, and parents worked together to accomplish our goals. LCE houses 506 students 4K to 5th grade. We are very proud that LCE received a Palmetto silver for three consecutive years of improvement. Other accomplishments this year included receiving a "21st Century Save the Children" and an "ABC Arts" grant. This year, the ABC grant enabled us to bring in two artists-in residence. Students learned to express themselves through sculpting this year. As part of our 21st Century Grant combined with our Arts Grant we were able to begin a steel drum corp. The students were amazed that the Artist in Residence taught them to play so quickly. Our Save the Children grant continues to help us maintain our focus on literacy and fitness. Next year, this grant will expand our in school program to include small group emergent literacy instruction which will build a stronger foundation for our young readers. Our grant will also enable us to provide a full after school program and summer boost camp. We continue to provide our students with nutrition and fitness education through the CHANGE program. Movement is an important part of our program. Our 21st Century grant partners helped us add ZUMBA to our exercise program. LCE's School Improvement Council is also an important part of our team for continuous improvement. Monthly family nights provide parents with an opportunity to see our choral, dance, drama, and artist perform, as well as participate in workshops centered on topics of need from our parent survey. LCE uses standards based curriculum that incorporates technology and the arts to engage our children. Using
The Balanced Literacy model along with a strong emphasis on hands on math lessons, LCE experienced impressive gains on spring MAP scores. The continuation of TAP ensured that our staff had site-based staff development which will help us as we focus on the move to South Carolina Common Core Standards. As a staff, we have used all sources of data to help us implement instruction to meet the needs of each student.
By working together we can create an environment designed for every child. We are indebted to you, our parents and community. With your continued support we strive to fulfill our mission of building excellence for every child every day.

Renee Kirby, Principal
Anna Washington and Renota Washington, SIC co-chairpersons

ROA_2677

Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

SC Annual School Report Card Summary

J C Lynch Elementary School
Florence 3
Grades: PK-5 **Enrollment: 437**
Principal: Katherene Tisdale
Superintendent: Dr. V. Keith Callicutt
Board Chair: Dr. Julia Mims

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Average	Below Average	TBD	TBD	C	N/A
2012	Average	Average	N/A	N/A	B	N/A
2011	Average	Average	Silver	N/A	Not Met	N/A

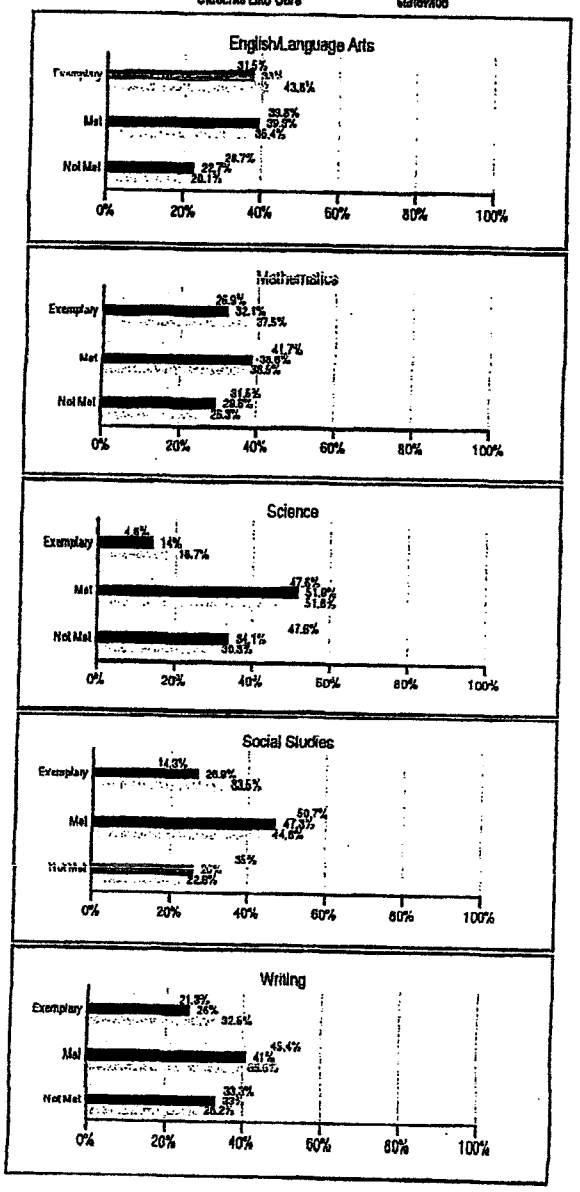
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
12	24	92	8	1

** Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.*

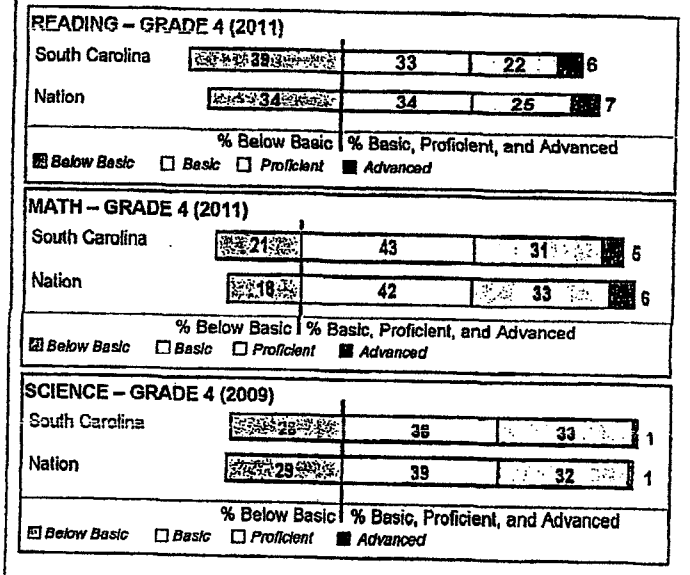
PASS PERFORMANCE

Our School | Elementary Schools with Students Like Ours | Elementary schools statewide



NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*



SC 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.

Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported US Insufficient Sample TBD To be determined

J C Lynch Elementary School [Florence 3]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=457)				
Retention rate	1.8%	Down from 3.6%	1.2%	0.9%
Attendance rate	95.2%	Down from 95.6%	96.0%	96.3%
Served by gifted and talented program	9.0%	N/A	5.6%	7.2%
With disabilities	18.4%	N/A	14.1%	12.4%
Older than usual for grade	3.7%	N/A	2.5%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	46.4%	Up from 32.1%	61.1%	62.5%
Continuing contract teachers	67.9%	Down from 71.4%	83.3%	83.3%
Teachers returning from previous year	86.9%	Down from 88.7%	88.0%	88.3%
Teacher attendance rate	94.2%	Up from 91.2%	94.6%	95.0%
Average teacher salary*	$46,087	Up 3.5%	$47,473	$48,193
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	12.7 days	Up from 7.0 days	11.4 days	11.0 days
School				
Principal's years at school	2.0	Up from 1.0	4.5	4.0
Student-teacher ratio in core subjects	22.7 to 1	Up from 20.9 to 1	20.0 to 1	20.1 to 1
Prime instructional time	88.6%	Up from 86.3%	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	$6,661	Up 0.1%	$7,340	$7,364
Percent of expenditures for instruction**	63.0%	Up from 60.4%	68.0%	68.0%
Percent of expenditures for teacher salaries**	50.0%	Down from 59.2%	65.0%	66.0%
ESEA composite index score	75.6	Down from 82.9	83.8	88.0

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	31	80	43
Percent satisfied with learning environment	93.6%	90.1%	95.4%
Percent satisfied with social and physical environment	100%	90.1%	92.9%
Percent satisfied with school-home relations	93.6%	86.3%	93%

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

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on **www.ed.sc.gov** and **www.eoc.sc.gov** as well as school and school district websites.

Printed versions are available from school districts upon request.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This year's theme, "It Begins with Me!" described all the Busy Bees at J. C. Lynch Elementary School. With the new Common Core State Standards, our teachers received year-long common core training. As a TAP school, our teachers also received in-house training on strategies to meet their students' needs as well as monthly "tech time" to help improve their technology skills. Many more of our students participated in school-wide events such as the Spelling Bee, Mad Minute Math Masters, and Science Expo. This year third, fourth, and fifth grade students entered the National History Day competition and four student groups placed in various categories of the competition! Every Friday was "Enrich" where our students picked the special area class of their choice. Students could explore units of study not typically seen on a daily basis such as kickboxing, zumba, print making, computer dissection, and concert choir. "Enrich" was enjoyed by all!

Opportunities in the fine arts had students performing in the school musical, "A Christmas Story" and the Lake City Community Theater's production of "High School Musical Junior" as well as singing in various concerts with our High Flyers Choir. Third graders received specialized art instruction in batik at the first annual ArtFields art competition in Lake City. Art awards were won by two JCL students in the junior division of the competition. Two artists in residence shared their craft with our students - one giving art instruction using clay and the other sharing the Aboriginal music of Australia via the didgeridoo.

Throughout the year students were recognized and awards were given for academics as well. Twenty-three students scored exemplary on three areas of the PASS tests and were treated to a roller skating party. Celebrations of Learning were held to recognize honor roll, perfect attendance, highest MAP scores, and highest MAP gains. It was with pride that we also recognized one of our students who scored a perfect score on the 2012 PASS ELA test.

Working with parents and the community is important to us. The administration worked closely with the town officials to improve the traffic flow at the school during arrival and dismissal times. Our students and staff made contributions to Susan G. Komen - For the Cure, American Heart Association's Jump Rope for Heart, and donated cans for the food pantry at Bible Temple in Coward.

The JCL "hive" is certainly alive as we continue "Growing the future one mind at a time in order to be 100% college and career ready."

Amanda Jones, SIC Chairperson
Katherene Tisdale, Principal

ROA_2679

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N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

SC Annual School Report Card Summary

Main Street Elementary School
Florence 3
Grades: PK-5 **Enrollment: 340**
Principal: Pamela R. Sims
Superintendent: Dr. V. Keith Callicutt
Board Chair: Dr. Julia Mims

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Below Average	Excellent	TBD	TBD	D	N/A
2012	Below Average	Average	N/A	N/A	C	N/A
2011	At-Risk	Average	N/A	N/A	Not Met	N/A

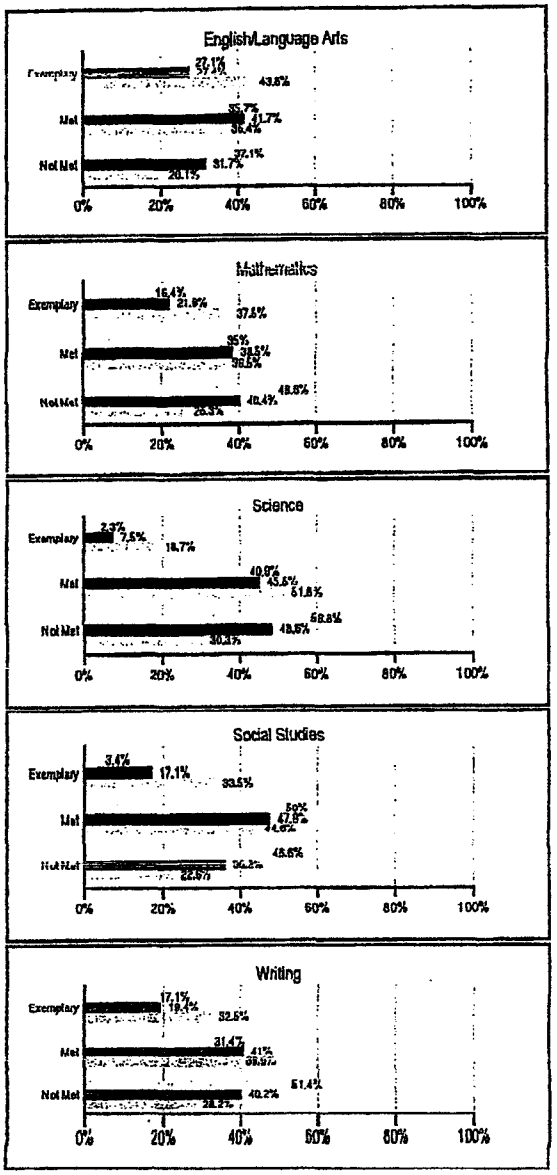
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	10	87	43	15

** Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.*

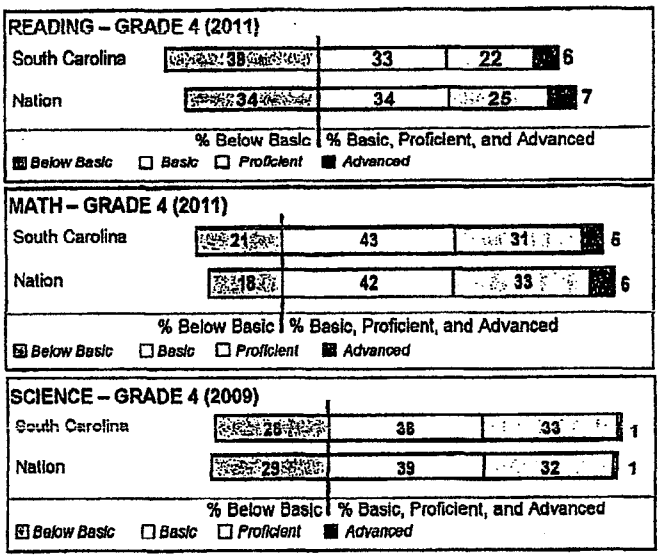
PASS PERFORMANCE

Our School | Elementary Schools with Students Like Ours | Elementary schools statewide



NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*



SC 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.

Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Main Street Elementary School [Florence 3]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (p. 3-10)				
Retention rate	1.1%	Up from 0.9%	1.1%	0.9%
Attendance rate	96.2%	Down from 96.6%	96.0%	96.3%
Served by gifted and talented program	1.5%	N/A	2.6%	7.2%
With disabilities	15.2%	N/A	13.4%	12.4%
Older than usual for grade	1.8%	N/A	3.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (p. 3-18)				
Teachers with advanced degrees	53.6%	Up from 46.4%	59.6%	62.5%
Continuing contract teachers	67.9%	Down from 75.0%	74.3%	83.3%
Teachers returning from previous year	77.9%	Up from 70.0%	84.6%	89.3%
Teacher attendance rate	90.8%	Down from 92.2%	94.9%	95.0%
Average teacher salary*	$42,661	Down 0.4%	$45,979	$46,193
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	1.9 days	Down from 2.9 days	10.4 days	11.0 days
School				
Principal's years at school	1.0	Down from 4.0	3.8	4.0
Student-teacher ratio in core subjects	24.0 to 1	Up from 16.3 to 1	17.8 to 1	20.1 to 1
Prime instructional time	86.2%	Down from 88.0%	89.6%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	$9,591	Up 1.7%	$8,398	$7,364
Percent of expenditures for instruction**	66.0%	Up from 64.8%	66.0%	68.0%
Percent of expenditures for teacher salaries**	57.0%	Up from 56.4%	60.0%	60.0%
ESEA composite index score	60.3	Down from 75.6	69.1	88.0

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	28	49	33
Percent satisfied with learning environment	96.4%	87.8%	90.9%
Percent satisfied with social and physical environment	96.4%	79.6%	90.9%
Percent satisfied with school-home relations	92.9%	79.6%	93.6%

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

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on **www.ed.sc.gov** and **www.eoc.sc.gov** as well as school and school district websites.

Printed versions are available from school districts upon request.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Main Street Elementary Panthers strive to educate children, develop strong home/school relationships, and maintain partnerships with the community. We have made great progress academically as measured by our value-added scores. Main Street Elementary was the proud receiver of a value-added score of 5 for the third consecutive year. A five is the highest score in reaching expected student growth. This is set by the National Institute for Excellence in Teaching. In addition, by providing our students with standards-based curriculum, we are creating a learning environment where students are challenged and encouraged to set and meet their individual and school-wide goals. Our motto and school-wide theme, "MSE Panther PRIDE: Promoting Respect, Intelligence, Discipline, and Excellence motivates us to meet and or go beyond state requirements.

As a part of our school planning process, we will continue to review our test scores and make good decisions for groups of students as well as focus on the test scores of individual students. We will also continue to use MAP (Measures of Academic Progress) data to accommodate the instruction for all students. The use of this data has helped us to make instructional changes to meet the needs of our students. We are truly dedicated to "Gaining and Sustaining Results" by focusing on results, learning, and working together as a team.

Main Street Elementary is also proud of the technology available to our students. The students and teachers in grades 2nd-5th use IPads/Pods, Smartboard/ Promethean Board lessons, eBooks, mobile computer labs, and interactive software and games to improve academic skills. Main Street Elementary would like to express our thanks to the wonderful families and to the school community for your continued support throughout this school year as we continue to strive for excellence!

Pamela R. Sims, Principal
Teresa McFadden, School Improvement Council Chairperson

ROA_2681

Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

SC Annual School Report Card Summary

Olanta Elementary
Florence 3
Grades: PK-5 **Enrollment: 239**
Principal: Rebecca Hobbs
Superintendent: Dr. V. Keith Callicutt
Board Chair: Dr. Julia Mims

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Average	Below Average	TBD	TBD	D	N/A
2012	Average	Average	N/A	N/A	B	Reward
2011	Average	Average	Silver	N/A	Not Met	N/A

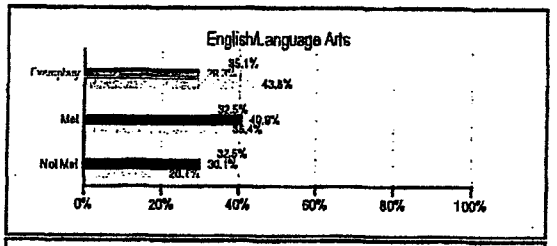
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

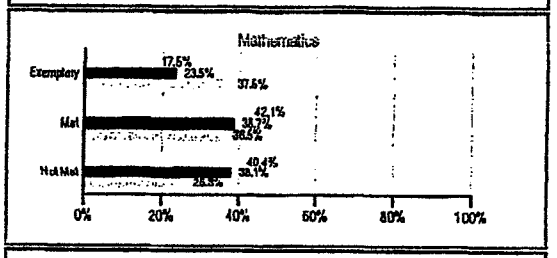
EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
3	15	117	47	14

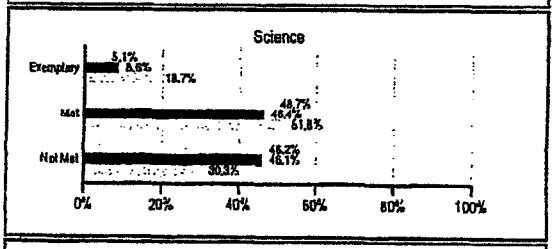
** Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.*

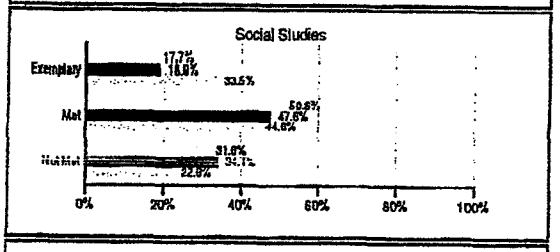
PASS PERFORMANCE

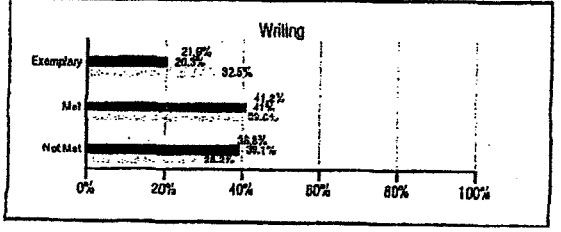
Our School | Elementary Schools with Students Like Ours | Elementary schools statewide





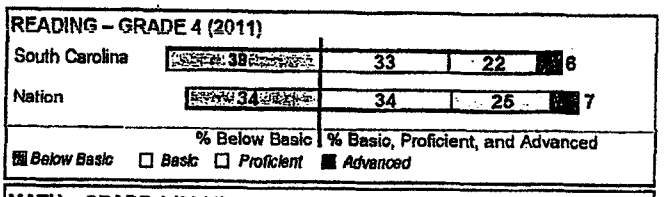


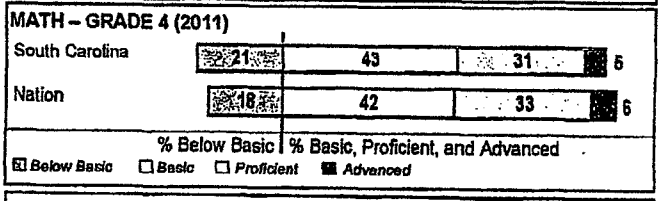


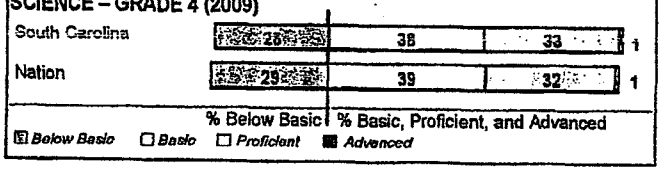


NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC 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.

Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Olanta Elementary [Florence 3]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=29)				
Retention rate	2.1%	Down from 3.0%	1.2%	0.9%
Attendance rate	95.1%	Down from 95.5%	95.9%	96.3%
Served by gifted and talented program	5.4%	N/A	3.0%	7.2%
With disabilities	17.8%	N/A	13.4%	12.4%
Older than usual for grade	5.0%	N/A	2.8%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=16)				
Teachers with advanced degrees	43.8%	Up from 35.3%	60.5%	62.5%
Continuing contract teachers	68.8%	Down from 76.5%	77.2%	83.3%
Teachers returning from previous year	85.1%	Up from 79.0%	84.9%	88.3%
Teacher attendance rate	93.9%	Down from 96.1%	94.9%	95.0%
Average teacher salary*	$42,008	Up 5.7%	$46,225	$48,193
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	9.5 days	Down from 11.0 days	10.4 days	11.0 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 17.2 to 1	18.2 to 1	20.1 to 1
Prime instructional time	88.7%	Down from 91.0%	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	$8,894	Up 6.2%	$8,127	$7,364
Percent of expenditures for instruction**	58.0%	Up from 57.2%	68.0%	68.0%
Percent of expenditures for teacher salaries**	40.0%	Down from 52.0%	64.0%	66.0%
ESEA composite index score	61.7	Down from 88.3	72.9	86.0

* Length of contract = 185+days.
** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	17	29	16
Percent satisfied with learning environment	100%	100%	87.5%
Percent satisfied with social and physical environment	100%	93.1%	93.8%
Percent satisfied with school-home relations	100%	96.6%	93.8%

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

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Olanta Elementary School serves students in grades pre-K through fifth grade. We offer a positive learning environment where our students feel safe, loved, and nurtured as they grow and learn. Our staff works hard to provide the best education possible while addressing the individual needs of each and every child. Through the hard work of our teachers, students, and stakeholders, our test scores continue to hold strong in ELA, Writing, and Social Studies, with continued improvements in Math and Science. Based on the 2012 ESEA Accountability waiver, Olanta Elementary School received a report card rating of "B" with a score of 88.3.

As we work hard to prepare our students for the future, we will continue to implement the TAP program using common core standards as our guide. We will also be focusing on Project Based Learning, High Progress Literacy Classrooms, and hands-on learning in math and science. We will expand our use of MAP testing as well as district benchmark testing as diagnostic tools to enhance our instructional programs.

In addition to our strong focus on academics, our staff also works hard to implement a strong character education program with emphasis on community involvement. Our students and staff have had many opportunities this year to participate and be involved in community activities such as Relay for Life, Lowcountry Food Bank drive, our giving tree for Florence County Disabilities, and Jump Rope for Heart. During the past year, our community partnerships have strengthened with increased collaboration and participation. Our efforts of collaboration include working with the Lion's Club of South Carolina and their mobile health screening in order to screen all of our students, and various programs held throughout the year at the Olanta branch of the Florence County Library.

We encourage our parents to visit the school with numerous scheduled events. This year, our parents and members of the community turned out in full force for activities such as Grits for Grandfriends, Muffins for Mom, Pastries for Pop, Black History Celebration, Mind Your Manners Luncheon, and Homemade Holidays. As always, our Homemade Holidays event was enjoyed by all as parents and students came out to make ornaments, sing carols, and enjoy hot chocolate and cookies.

We are so very thankful for the increased support we continue to receive every year. It truly has been a great year full of love and learning at OES and we look forward to the coming year knowing that our children will continue to learn, thrive, and grow.

Becky Hobbs – Principal
Dianne McKenzie – School Improvement Chair

ROA_2683

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N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

SC Annual School Report Card Summary

Scranton Elementary School
Florence 3
Grades: PK-5 **Enrollment: 391**
Principal: Darlene Matthews
Superintendent: Dr. V. Keith Callicutt
Board Chair: Dr. Julia Mims

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Average	Below Average	TBD	TBD	D	N/A
2012	Average	Average	N/A	N/A	B	N/A
2011	Average	Below Average	N/A	N/A	Not Met	N/A

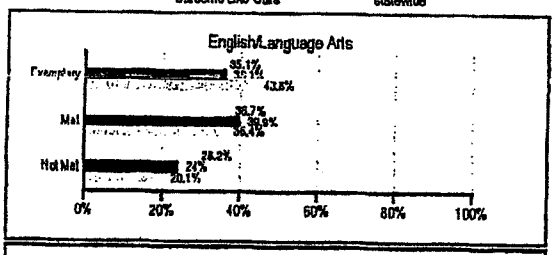
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

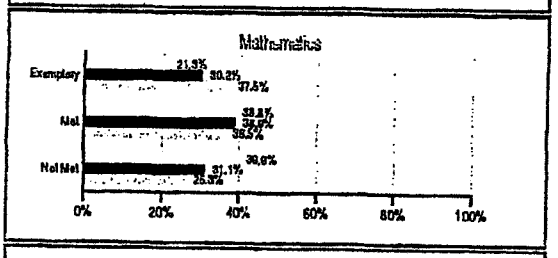
EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
10	19	94	14	1

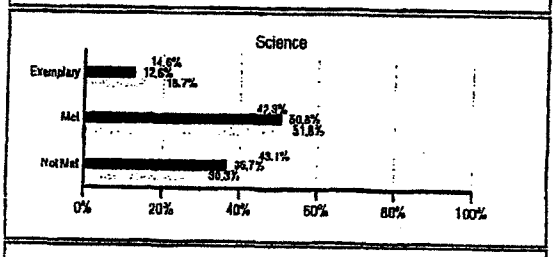
** Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.*

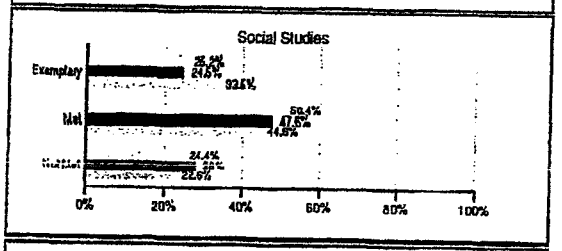
PASS PERFORMANCE

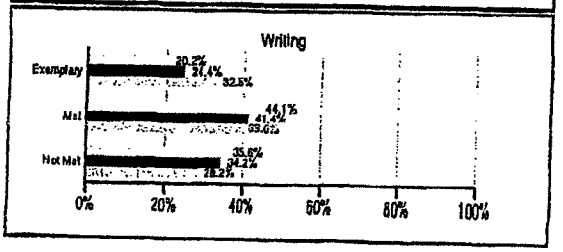
Our School | Elementary Schools with Students Like Ours | Elementary schools statewide





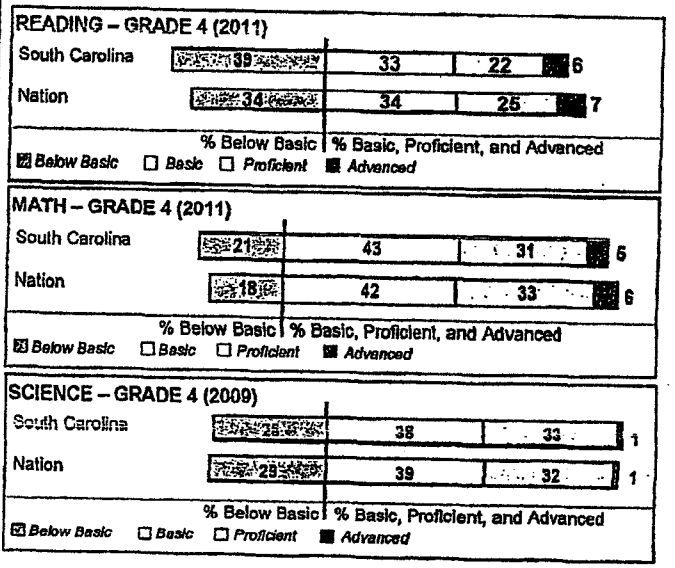






NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*



SC 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.

Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Scranton Elementary School [Florence 3]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (prior year)				
Retention rate	3.9%	Up from 2.7%	1.2%	0.9%
Attendance rate	95.8%	Down from 95.9%	96.0%	96.3%
Served by gifted and talented program	4.9%	N/A	4.9%	7.2%
With disabilities	17.9%	N/A	14.1%	12.4%
Older than usual for grade	4.2%	N/A	2.6%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (prior year)				
Teachers with advanced degrees	32.1%	Down from 34.6%	60.9%	62.5%
Continuing contract teachers	71.4%	Down from 84.6%	83.0%	83.3%
Teachers returning from previous year	91.9%	Down from 92.2%	87.7%	88.3%
Teacher attendance rate	95.0%	Up from 93.1%	94.7%	95.0%
Average teacher salary*	$42,447	Down 3.5%	$47,372	$48,193
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	7.4 days	Down from 14.6 days	10.9 days	11.0 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 22.1 to 1	19.8 to 1	20.1 to 1
Prime instructional time	90.3%	Up from 88.6%	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	$7,096	Down 1.5%	$7,511	$7,364
Percent of expenditures for instruction**	62.0%	Up from 59.6%	68.0%	68.0%
Percent of expenditures for teacher salaries**	58.0%	Up from 55.0%	65.0%	66.0%
ESEA composite index score	62.9	Down from 84.7	80.9	88.0

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	25	50	29
Percent satisfied with learning environment	88%	84%	96.6%
Percent satisfied with social and physical environment	100%	79.6%	96.7%
Percent satisfied with school-home relations	84.6%	76.6%	90%

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

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Scranton Elementary School's students, teachers, staff, and parents had a rewarding school year. Our students were provided educational experiences through full implementation of the Common Core State Standards in K-2, a yearlong reading challenge, Door Buster Morning program, Reading Buddies, READ 180, Systems 44, and the Daily Five structure for literacy to prepare them to be college and career ready. Each individual student's needs were met through researched-based strategies, small group instruction, and benchmark testing to ensure academic growth. Technology was incorporated into lessons to enhance student learning through the use of the Classworks program, ALEX math program, Reading Counts, Fast ForWord, and classroom Promethean boards. A safe learning environment was provided that allowed all students to grow, learn, and achieve academic success.

A variety of instructional strategies were used to foster the academic success of our students. The school leadership team guided teachers as they worked in collaborative grade level and school-wide teams to analyze PASS, MAP, and benchmark data to plan instruction and assessments based on the South Carolina Standards and Common Core standards. Teachers were trained in researched based strategies during cluster meetings through the TAP program. The district Technology Coach worked with teachers once a month to increase their technology proficiency levels. Professional development book studies were held to foster literacy in K-5.

Our students were provided numerous opportunities to develop character traits through the school's character education program, which also included a bullying program lead by a fourth grade classroom of "Bully Busters". The students participated in several community service projects. These projects included Pennies for Patients, March of Dimes, the Florence County Disabilities Helping Hands Project, and Harvest Hope Food Bank. Our students took pride in helping others and were honored throughout the school year.

A strong family and community partnership was maintained throughout the school year through our Open House, Family Nights, Grandparents' Day, Doughnuts for Dads, Muffins for Moms, Fall Festival, Scranton's Celebration Day, Field Day, Author's Tea, Family Days, and the Mileage Walking Club.

Scranton Elementary School continues to work together to make a difference with all our students. As our mission states, "Educate all children by achieving academic excellence", we are partners with our district, teachers, staff, students, parents, and the community to guarantee success for all.

Darlene Matthews, Principal
Julia Rollins, SIC Chairman

ROA_2685

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

SC Annual School Report Card Summary

J. Paul Truluck Middle
Florence 3
Grades: 6-8 **Enrollment: 350**
Principal: Ned Blake
Superintendent: Dr. V. Keith Callicutt
Board Chair: Dr. Julia Mims

PERFORMANCE

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			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Average	Excellent	TBD	TBD	F	N/A
2012	Average	Average	N/A	N/A	C	N/A
2011	Below Average	Average	Silver	N/A	Not Met	N/A

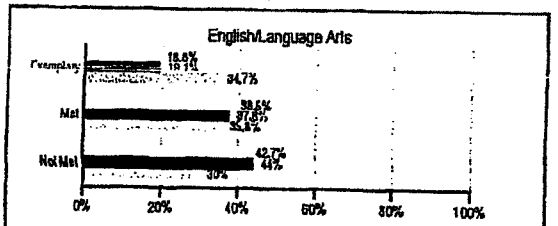
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

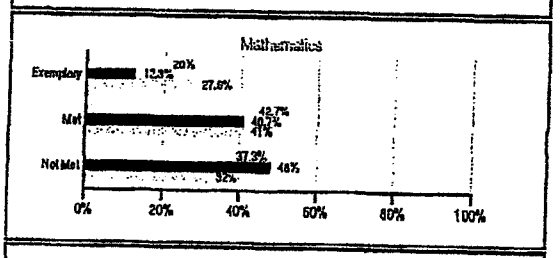
EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	1	32	26	13

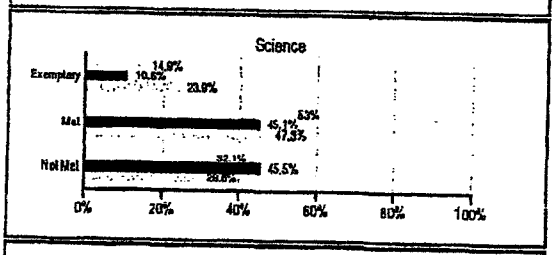
** Ratings are calculated with data available by 01/15/2014. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.*

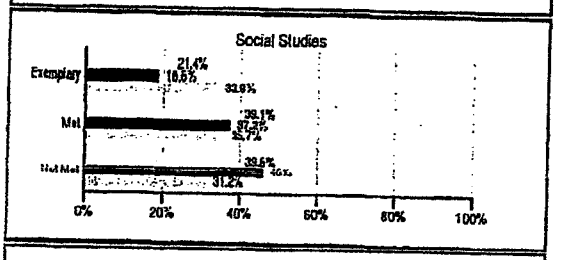
PASS PERFORMANCE

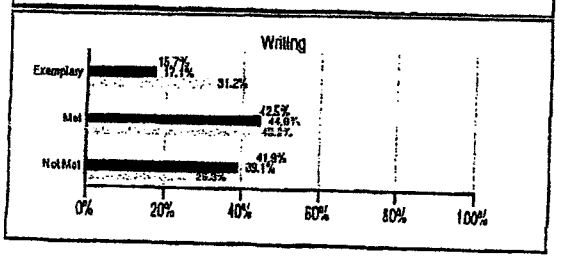
Our School | Middle Schools with Students Like Ours | Middle schools statewide











NAEP PERFORMANCE*

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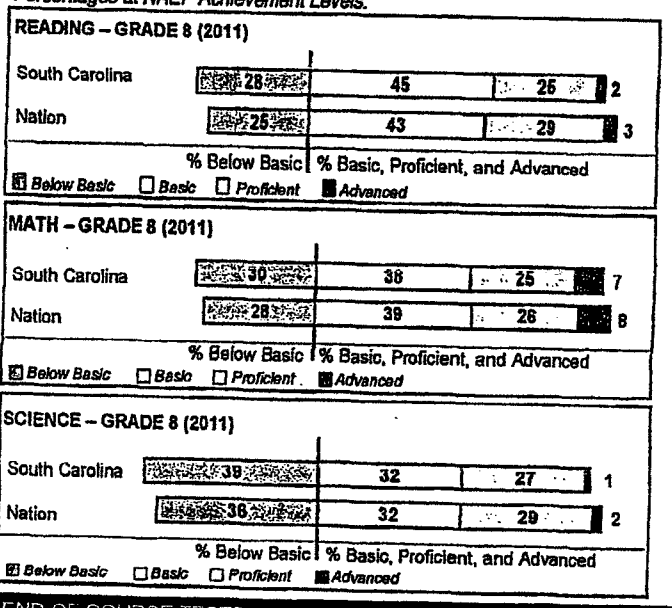

END OF COURSE TESTS - 2013

% of students scoring 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	91.2
English 1	100.0	87.2
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	100.0	91.2

SC 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.

Abbreviations Key
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J. Paul Truluck Middle [Florence 3]

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (grade 8)				
Students enrolled in high school credit courses (grades 7 & 8)	28.9%	Up from 18.7%	14.3%	24.6%
Retention rate	0.0%	Down from 0.3%	0.7%	0.6%
Attendance rate	95.8%	Down from 96.0%	95.3%	95.9%
Served by gifted and talented program	9.6%	N/A	7.7%	10.5%
With disabilities	21.2%	N/A	15.8%	13.0%
Older than usual for grade	7.1%	N/A	7.0%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.5%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (staff)				
Teachers with advanced degrees	52.9%	Up from 50.0%	61.1%	61.5%
Continuing contract teachers	64.7%	Down from 94.4%	71.4%	77.2%
Teachers returning from previous year	83.1%	Up from 76.6%	81.4%	85.9%
Teacher attendance rate	95.2%	Down from 97.0%	95.1%	94.9%
Average teacher salary*	$41,050	Up 3.0%	$45,015	$47,313
Classes not taught by highly qualified teachers	0.0%	No Change	2.4%	2.0%
Professional development days/teacher	2.2 days	Down from 13.7 days	9.6 days	10.1 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	23.8 to 1	Down from 26.6 to 1	18.6 to 1	22.1 to 1
Prime instructional time	89.9%	Down from 92.1%	89.3%	89.6%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.5%	Up from 96.4%	99.2%	99.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	$7,773	Down 11.2%	$8,825	$7,239
Percent of expenditures for instruction**	53.0%	Up from 45.5%	61.5%	63.0%
Percent of expenditures for teacher salaries**	50.0%	Up from 42.2%	56.0%	61.0%
ESEA composite index score	59.6	Down from 79.6	59.8	83.5

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	17	113	63
Percent satisfied with learning environment	100%	75.2%	84.1%
Percent satisfied with social and physical environment	100%	75.9%	84.2%
Percent satisfied with school-home relations	83.3%	87.6%	79.7%

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

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on **www.ed.sc.gov** and **www.eoc.sc.gov** as well as school and school district websites.

Printed versions are available from school districts upon request.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

J. Paul Truluck Middle School, in partnership with its families, students, and the community, began the school year by promoting the theme, "Committed to Excellence." All students, faculty, and staff signed a banner that pledged their commitment to academic excellence. The banner currently resides in the foyer of the school. Students are reminded daily of the mission statement in order to keep them focused on achieving academic success in all endeavors. We dedicated all of our resources, instructional programs, and efforts to upholding this mission.

Throughout the school year, J. Paul Truluck Middle School has placed significance on providing an atmosphere that promotes academic excellence. Twenty-one students were inducted into the J. Paul Truluck Middle School Junior Beta Club. Eighth grade and Gifted and Talented students participated in the National History Day research project. In addition, 100% of Algebra I and English I students passed the End of Course examination this school year. Our school yielded three South Carolina Junior Scholars this year and we look forward to increasing the number of recipients in the future. We continue to conduct quarterly awards programs to recognize our students for outstanding academics and character.

To prepare students to be productive members of society in the twenty-first century a priority was placed on improving literacy during the 2012-2013 school year. An emphasis was placed on developing a "love" for reading by providing a wide variety of books and an allotted time for students to read during the school day. Reading Counts field trips were sponsored each nine weeks to reward those students who met their goals. Over three-hundred seventy children were able to participate in these fun events. Teachers in science and social studies classes emphasized the use of informational text to prepare students for the implementation stages of the Common Core State Standards.

In an effort to educate well-rounded students, we continue to focus on our character education program. Through this program, students and staff participate in Khaki Wednesdays, during which students "dress for success" and Writing Wednesdays, during which teachers send congratulatory postcards home to students who have demonstrated outstanding character and/or academic performance throughout the week. Through community service projects such as the Arbor Day, Breast Cancer Awareness fundraisers, "adopting" senior citizens at Christmas, Hoops for Hearts, and the March of Dimes, students were taught the importance of giving to others and being involved in our community.

Through the commitment of our students and the will of our faculty/staff, J. Paul Truluck Middle was the proud recipient of a value-added score of 5 for the first time. A five is the highest score in reaching expected student growth that a school can receive as set forth by the National Institute for Excellence in Teaching. The achievement is large in part to the continued implementation of the TAP System for Teacher and Student Advancement. Through on-site professional development, tracking individual student growth on our data wall, and differentiating instruction for individual learners through single-gender intervention blocks, student achievement continues to increase. Moreover, we will continue to collaborate with parents, community members, district staff, and other stakeholders in order to promote a safe and rigorous learning environment where students strive to maintain a high level of academic excellence.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improve

SC Annual School Report Card Summary

Ronald E. McNair Middle School
Florence 3
Grades: 6-8 **Enrollment: 492**
Principal: Margie Myers
Superintendent: Dr. V. Keith Callicutt
Board Chair: Dr. Julia Mims

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Average	Average	TBD	TBD	D	N/A
2012	Average	Average	N/A	N/A	B	Reward
2011	Average	Average	N/A	N/A	Not Met	N/A

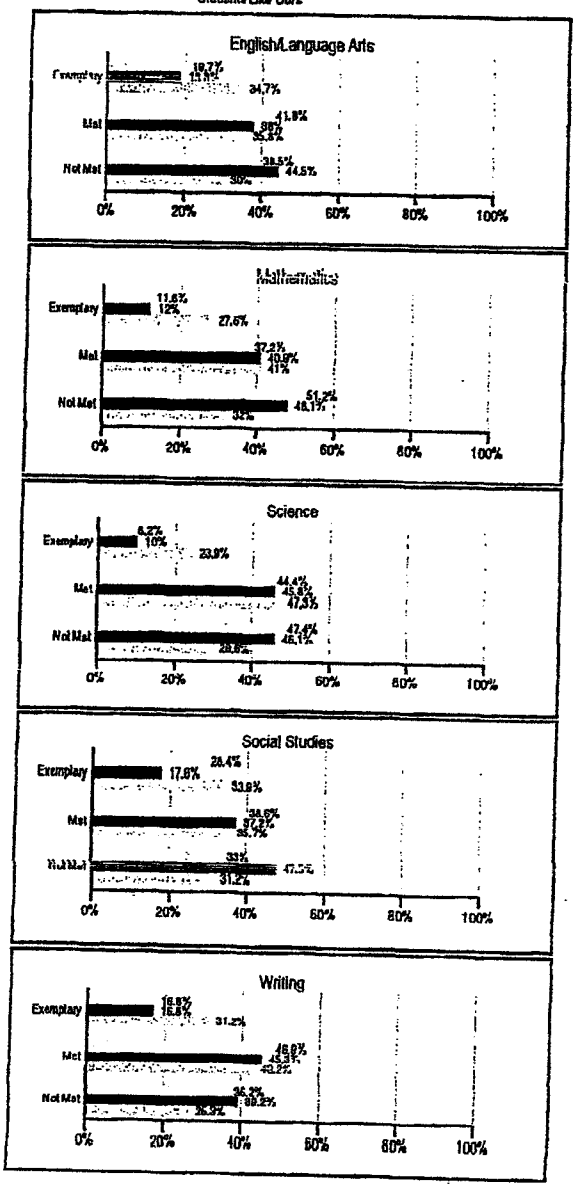
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	32	29	15

** Ratings are calculated with data available by 01/15/2014. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.*

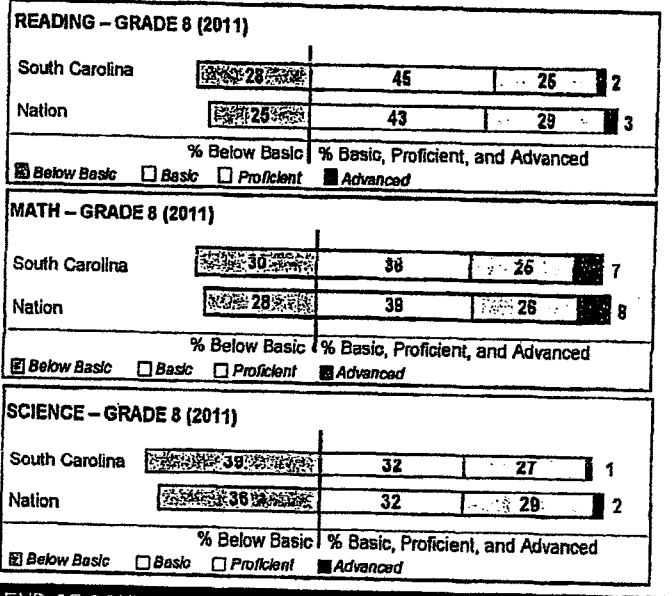
PASS PERFORMANCE

Our School | Middle Schools with Students Like Ours | Middle schools statewide



NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*



END OF COURSE TESTS - 2013

% of students scoring 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	89.4
English 1	100.0	86.0
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	100.0	89.8

SC 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.

Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Ronald E. McNair Middle School [Florence 3]

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (p.-12)				
Students enrolled in high school credit courses (grades 7 & 8)	25.9%	Up from 20.4%	14.3%	24.6%
Retention rate	0.2%	Up from 0.0%	1.1%	0.6%
Attendance rate	95.5%	Up from 95.2%	95.3%	95.9%
Served by gifted and talented program	11.5%	N/A	7.0%	16.5%
With disabilities	25.2%	N/A	15.6%	13.0%
Older than usual for grade	7.0%	N/A	7.3%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.5%	0.6%
Annual dropout rate	0.0%	Down from 0.7%	0.0%	0.0%
Teachers (p.-12)				
Teachers with advanced degrees	35.7%	Down from 42.3%	60.3%	61.5%
Continuing contract teachers	71.4%	Down from 84.6%	69.7%	77.2%
Teachers returning from previous year	80.0%	Up from 71.0%	80.0%	85.9%
Teacher attendance rate	93.3%	Down from 95.3%	95.2%	94.9%
Average teacher salary*	$42,683	Up 4.1%	$44,990	$47,313
Classes not taught by highly qualified teachers	0.0%	No Change	2.7%	2.0%
Professional development days/teacher	3.1 days	Down from 10.3 days	9.3 days	10.1 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	26.5 to 1	Down from 27.2 to 1	18.7 to 1	22.1 to 1
Prime instructional time	87.0%	Down from 89.6%	89.1%	89.6%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	88.3%	Up from 84.2%	98.9%	99.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	$7,811	Down 13.1%	$9,326	$7,239
Percent of expenditures for instruction**	57.0%	Up from 48.4%	61.0%	63.0%
Percent of expenditures for teacher salaries**	53.0%	Up from 45.7%	55.0%	61.0%
ESEA composite index score	63.1	Down from 80.4	59.6	83.5

* Length of contract = 185+ days.
** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	25	85	28
Percent satisfied with learning environment	100%	68.2%	78.6%
Percent satisfied with social and physical environment	100%	69%	65.5%
Percent satisfied with school-home relations	96%	81.2%	82.7%

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

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on **www.ed.sc.gov** and **www.eoc.sc.gov** as well as school and school district websites.

Printed versions are available from school districts upon request.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Ronald E. McNair Middle School's motto, "Ronald E. McNair students are respectful, responsible, trustworthy, and college-bound," helped to drive the 2012-2013 school year. Ronald E. McNair Middle School is committed to academic excellence and to the education of the whole student. The school's motto reflects the expectations and the vision of all who are involved in the daily operations of school. REMMS implemented a character education program in order to develop exemplary citizens within the community. Character education classes and a behavior incentive system contributed to the success of the program. Furthermore, the school enlisted various speakers from the community-at-large to address the students about the importance of displaying positive character traits.

The primary focus at Ronald E. McNair was academic rigor. The school continued to offer numerous high school courses – English I, Algebra I, and Computer Applications – as well as advanced English and math courses. Ronald E. McNair Middle School used a challenging district-based curriculum for Talented and Gifted classes. Additionally, the Academic Challenge Team, Matheletes, book clubs, and National History Day were implemented in order to create a school-wide focus on rigor. Great attention was devoted to the school-wide reading program, Reading Counts. REMMS students were recognized for the number of books read and tests passed during the academic year. Accelerated Push to PASS classes offered students additional support and practice on PASS-like testing activities. The ALEKS and Academy of Reading programs were implemented to help close the achievement gap for special needs students.

Professional development continued through the school's Teacher Advancement Program (TAP), with instructional strategies for single-gender classrooms serving as a focus for the weekly cluster sessions.

As the school prepares for the next school year, Ronald E. McNair Middle School will continue to strive for academic excellence and to focus on building productive citizens for our community, our state, and our nation.

Margie B. Myers, Principal, Anna Washington, SIC Chairperson

Abbreviations Key
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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

01/15/14-210302a

SC Annual School Report Card Summary

Lake City High School
Florence 3
Grades: 9-12 **Enrollment: 874**
Principal: Kasey Miles Feagin
Superintendent: Dr. V. Keith Callicutt
Board Chair: Dr. Julia Mims

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Average	At-Risk	TBD	TBD	D	N/A
2012	Excellent	Good	Gold	N/A	D	N/A
2011	Excellent	Below Average	N/A	Gold	Met	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
8	5	16	6	4

** Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Passed 2 subtests (%)	76.8%	75.4%	65.5%	68.9%
Passed 1 subtest (%)	11.9%	16.4%	18.8%	17.5%
Passed no subtests (%)	11.3%	8.2%	18.2%	16.6%

HSAP PASSAGE RATE (%) BY SPRING 2013

	Our High School	High Schools with Students Like Ours
Passage Rate	92.6%	84.3%

ON-TIME GRADUATION RATE

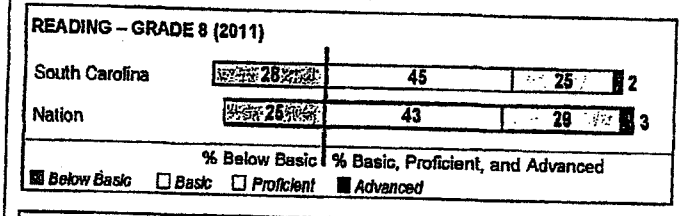
	Our High School	High Schools with Students Like Ours
Number of students	242	138
Number of Diplomas	178	102
Rate (%)	73.6%	70.8%

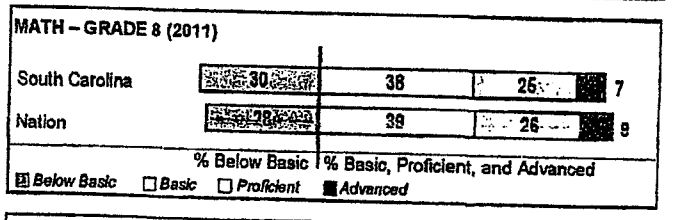
END OF COURSE TESTS - 2013

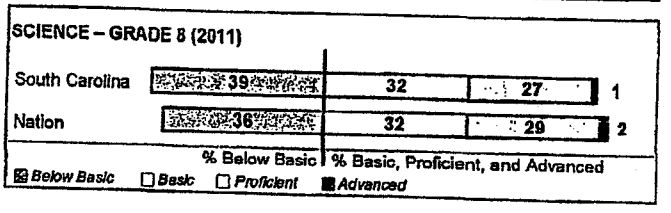
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	61.2	63.9
English 1	52.1	53.4
Biology 1/Applied Biology 2	68.0	59.7
US History and the Constitution	35.7	35.6
All Tests	55.0	53.0

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC 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.

Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Lake City High School [Florence 3]

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n 874)				
Retention rate	3.9%	Down from 4.5%	4.3%	2.9%
Attendance rate	99.0%	Up from 98.9%	93.2%	95.1%
Served by gifted and talented program	17.5%	N/A	10.4%	17.5%
With disabilities	17.3%	N/A	14.9%	11.9%
Older than usual for grade	10.9%	N/A	11.1%	7.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.6%	1.3%	1.1%
Enrolled in AP/IB programs	4.3%	Down from 6.4%	5.6%	15.1%
Successful on AP/IB exams	38.0%	Up from 34.8%	22.0%	51.5%
Eligible for LIFE Scholarship	28.1%	Down from 29.7%	28.4%	30.6%
Annual dropout rate	0.5%	Down from 0.8%	1.5%	2.3%
Career/technology students in co-curricular organizations	N/A	N/A	N/A	N/A
Enrollment in career/technology courses	N/A	N/A	N/A	N/A
Career/technology students attaining technical skills	N/A	N/A	N/A	N/A
Teachers (n 42)				
Teachers with advanced degrees	58.1%	Down from 63.1%	58.6%	63.4%
Continuing contract teachers	72.6%	Down from 86.2%	71.4%	78.8%
Teachers returning from previous year	82.6%	Down from 84.2%	79.2%	86.2%
Teacher attendance rate	93.0%	Down from 94.9%	95.4%	95.2%
Average teacher salary*	$45,588	Up 4.5%	$46,041	$48,699
Classes not taught by highly qualified teachers	0.0%	No Change	3.1%	2.5%
Professional development days/teacher	21.4 days	Up from 18.6 days	11.3 days	9.8 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	3.0
Student-teacher ratio in core subjects	27.6 to 1	Down from 27.7 to 1	21.6 to 1	26.9 to 1
Prime instructional time	90.2%	Down from 92.9%	87.1%	89.0%
Dollars spent per pupil**	$9,321	Down 2.0%	$9,731	$7,919
Percent of expenditures for teacher salaries**	56.0%	Down from 57.6%	55.0%	57.0%
Percent of expenditures for instruction**	59.0%	Down from 60.0%	59.0%	60.0%
Opportunities in the arts	Good	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.5%	Down from 98.9%	98.5%	97.7%
Character development program	Good	No Change	Good	Good
ESEA composite index score	67.0	Up from 66.0	52.5	77.4

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	43	136	87
Percent satisfied with learning environment	86.1%	59.6%	69%
Percent satisfied with social and physical environment	88.4%	60%	68.9%
Percent satisfied with school-home relations	53.5%	76.3%	71.3%

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

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on **www.ed.sc.gov** and **www.eoc.sc.gov** as well as school and school district websites.

Printed versions are available from school districts upon request.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2012-2013 school year at Lake City High School (LCHS) was an outstanding year. We celebrated our Excellent school report card rating, our Palmetto Gold Award for Achievement and our Bronze Award from US News and World Report for Best High Schools 2013. We continued to implement TAP (The System for Teacher and Student Advancement) which allows us to serve as role models for our students as we show we too are life-long learners. Additionally we continued our Single Gender Program in our core 9th grade classes. This program continues to be successful with improvements in our scores and a decrease in our ninth grade discipline. Our Evening High School program served over 250 students. This credit recovery program continues to benefit students in all grade levels. Saturday School and Extended School Year programs also provide assistance to students who need additional help. Literacy is emphasized on a school-wide basis through the Silent Sustained Reading and through our staff development. Double blocked classes are offered for identified ninth graders to increase their skills in math and English. Our Advisory Program emphasizes Character Education and is a focus for the entire school.

The Lake City High School Career Center met all 8 of the Perkins Accountability Indicators. Our Work-Based Learning Program continues to place students in internships including masonry, culinary arts, health science, building construction, accounting and automotive technology. This year we provided additional shadowing experiences in our CATE programs. The career center students continue our school's history of excellence in the Skills USA competitions. We also excelled in our CATE testing. Ninety-six percent of our Health Science completers passed the National Health Science EOC Test. It was an honor to have our Masonry Teacher selected as the state CTE Teacher of Year.

LCHS students continued to excel in the arts, athletics and ROTC. Many individuals and teams competed at the regional, district and state level. LCHS students participated in the first annual Artfields in Lake City which allowed our students to showcase all of their artistic talents. Our students also attended the Biology Merit Exam at Clemson University. Since educating the whole child is important, LCHS students continued to give back to the community through our can food drive, blood drives for the American Red Cross, Breast Cancer Awareness Program, Toys-for-Tots, Sock Drive, March of Dimes, Mentoring Program and Veterans Appreciation.

On May 24, 2013, a total of 196 seniors graduated from Lake City High School. These graduates received $2,100,575 in scholarships including $1,100,000 in Life scholarships and $112,000 in Hope scholarships. Fifty-five students qualified by the Life scholarships and forty students qualified for the Hope scholarships. We also have three students who were Palmetto Fellows.

At LCHS, we will continue to strive for excellence. While we celebrate our successes, we look forward to the challenges of a new school year and always strive to improve all aspects of LCHS.

Kasey Miles Feagin, Principal

Mike Pickett, SIC Chairperson

Abbreviations Key

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EXHIBIT _____

SOUTH CAROLINA CHARTER SCHOOL DISTRICT
SCHOOL CLOSING

2009 YEVA Young Entrepreneur Vocational Academy

Year	School	County	Leadership
2009	YEVA Young Entrepreneur Vocational Academy	Summerton (Rural-African American Students)	African American Female
2013	MLD Higher Learning Academy	Lee County (Rural-African American Students)	African American Female
2014	Lake City College Preparatory Charter School	Lake City (Rural-African American Students)	African American Female

South Carolina Public Charter School District

AYP

Name of School	2009	2010	2011	2012	2013
District	Not Met	Not Met	Not Met	D	C
SC Connections Academy	Not Met	Not Met	Not Met	C	C
SC Calvert Academy		Not Met	Not Met	F	F
SC Virtual Charter School	Not Met	Not Met	Not Met	C	D
Spartanburg Charter School		Met	Not Met	A	A
[redacted]					
Calhoun Falls Charter	Not Met	Not Met	Not Met	A	A
Provost Academy			Not Met	F	C
Fox Creek Charter High					D
Palmetto E Academy	Not Met	Not Met	Not Met	F	F

Only the ones in red, which are also Rural, Minority (AFRICAN American) Poverty Based Students were recommended for revocation or revoked.

SC Annual School District Report Card Summary

SC Charter School District School District
Grades: PK-12 Enrollment: 6,243
Superintendent: Wayne Brazell
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2010	Below Average	Average	N/A	N/A	Not Met	N/A
2009	N/A	N/A	N/A	N/A	Not Met	N/A
2008	N/A	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	5	16	1	0

** Ratings are calculated with data available by 03/24/2011. Districts with Students Like Ours are Districts with Poverty Indices of no more than 5% above or below the index for this district.*

PASS

PASS	2010 Reading	2010 Math	2010 Science	2010 Social Studies	2010 Writing
	% Met or above	% Met or above	% Met or above	% Met or above	% Met or above
District	73.4%	58.5%	60.0%	59.0%	64.6%
Districts with Students Like Ours**	75.4%	71.6%	68.2%	71.5%	72.9%
Average District	74.0%	70.6%	67.4%	71.0%	72.0%

PASS	2010 Reading	2010 Math	2010 Science	2010 Social Studies	2010 Writing
	%Exemplary	%Exemplary	%Exemplary	%Exemplary	%Exemplary
District	41.8%	20.6%	14.9%	18.4%	24.2%
Districts with Students Like Ours**	40.7%	32.4%	21.8%	29.2%	34.3%
Average District	39.7%	32.1%	21.9%	29.4%	33.4%

HSAP

HSAP: 2nd Year Students	Passed 2 Subtests (%)	Passed 1 Subtest (%)	Passed No Subtests (%)
District	69.7%	18.9%	11.5%
Districts with Students Like Ours**	79.9%	10.6%	9.5%

HSAP Passage Rate by Spring 2010 (%)

District	N/A
Districts with Students Like Ours**	90.9%

End of Course Test Passage Rate (%)

District	56.9%
Districts with Students Like Ours**	65.4%

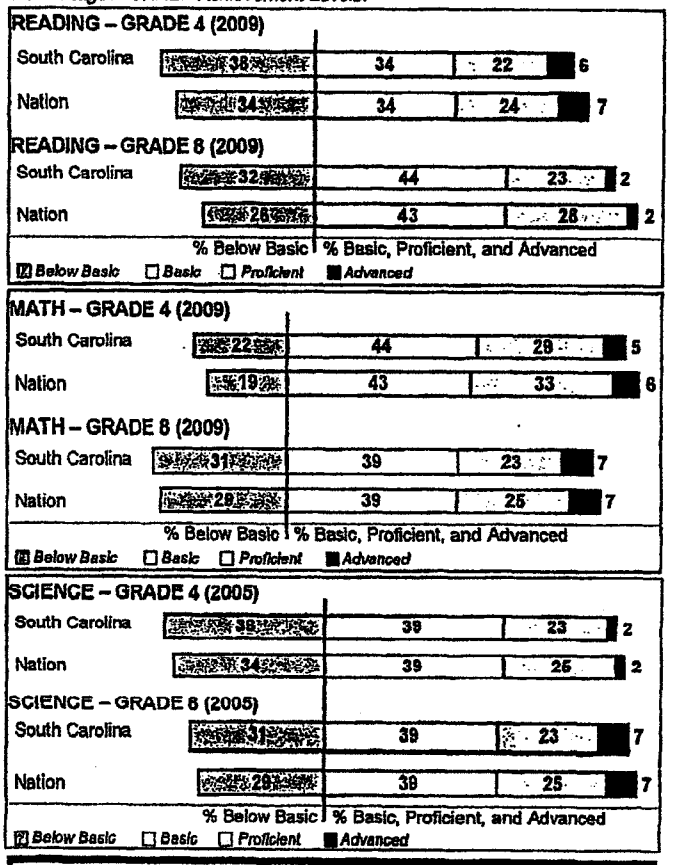
On-Time Graduation Rate (%)

District	25.4%
Districts with Students Like Ours**	71.8%

*** Districts with Students Like Ours are districts with Poverty Indices of no more than 5% above or below the index for this district.*

NAEP*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*



SC PERFORMANCE GOAL

2010 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.

2020 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.

Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
NI Newly Identified CDI Continuing District Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY District Improvement Status HOLD Distr

SC Charter School District School District

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=5,349)				
Retention rate	1.3%	Down from 5.6%	1.7%	2.3%
Attendance rate	89.0%	Down from 94.1%	95.9%	95.8%
Eligible for gifted and talented	3.7%	Down from 4.0%	17.4%	14.3%
With disabilities other than speech	8.4%	Down from 9.3%	10.1%	10.5%
Older than usual for grade	16.5%	Up from 11.2%	3.6%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.7%	0.7%
Enrolled in AP/IB programs	3.5%	Down from 4.7%	16.3%	12.1%
Successful on AP/IB exams	N/A	N/A	49.7%	50.0%
Eligible for LIFE Scholarship	N/R	N/R	36.9%	31.4%
Enrolled in adult education GED or diploma programs	0	N/A	45	47
Completions in adult education GED or diploma programs	0	N/A	35	29
Annual dropout rate	10.1%	Up from 0.0%	3.4%	3.1%
Teachers (n=192)				
Teachers with advanced degrees	53.1%	Down from 57.8%	59.9%	58.8%
Continuing contract teachers	16.7%	Down from 39.1%	84.6%	81.5%
Teachers with emergency or provisional certificates	5.3%	Down from 11.8%	2.9%	4.0%
Teachers returning from previous year	N/A	N/A	91.3%	89.3%
Teacher attendance rate	98.0%	Down from 98.1%	95.6%	95.3%
Average teacher salary*	$37,461	Up 2.8%	$47,617	$46,618
Vacancies for more than nine weeks	1.2%	Down from 10.9%	0.1%	0.2%
Classes not taught by highly qualified teachers	20.7%	Down from 23.1%	1.2%	2.0%
Professional development days/teacher	11.0 days	Up from 10.0 days	12.3 days	12.6 days
District				
Superintendent's years at district	1.0	No Change	3.0	3.0
Student-teacher ratio in core subjects	N/R	N/R	21.5 to 1	20.9 to 1
Prime instructional time	86.4%	Down from 91.1%	90.8%	89.9%
Dollars spent per pupil**	N/A	N/A	$8,825	$9,364
Percent of expenditures for teacher salaries**	N/A	N/A	56.0%	53.3%
Percent of expenditures for instruction**	N/A	N/A	58.4%	56.3%
Opportunities in the arts	Poor	Down from Fair	Excellent	Excellent
Number of schools	7	Up from 5	13	9
Portable classrooms	0.0%	No Change	3.5%	2.4%
Average age in years of school facilities	N/A	N/A	25 Years	27 Years
Number of schools with SACS accreditation	3.0	Up from 0.0	13.0	8.0
Parents attending conferences	100.0%	Up from 54.2%	97.1%	97.1%
Average administrator salary	$89,719	No Change	$81,014	$79,261
Number of charter schools	N/A	N/A	0	0
% of AYP objectives met	N/A		N/A	N/A

* Length of contract = 185+ days.
** Prior year audited financial data available.

RESIDENTIAL TREATMENT FACILITIES STUDENT PERFORMANCE

	PASS	HSAP	End-of-Course Tests
Passage Rate	I/S	N/A	N/A

CHARTER SCHOOLS IN DISTRICT

School Name	Absolute Rating	Growth Rating	Adequate Yearly Progress
There are no charter schools in this district.			

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites.

Printed versions are available from school districts upon request.

REPORT OF SUPERINTENDENT

The S.C. Public Charter School District (SCPCSD) was created through the South Carolina Charter School Act, passed by the S.C. General Assembly in 2005. The legislation created a legitimate avenue for parents, teachers, and community members to take responsible risks and create new, innovative, and more flexible ways of educating children within the public school system. The goal of charter schools is to encourage academic excellence, educational improvement, and cultural diversity in South Carolina.

SCPCSD's mission is to improve student learning and increase learning opportunities in South Carolina through the creation of innovative, high-quality charter schools. Ultimately, we strive to assist South Carolina in achieving academic excellence.

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SC Annual School Report Card Summary

SC Connections Academy
SC Public Charter
Grades: K-12 **Enrollment: 2,885**
Principal: Allison R. Reaves
Superintendent: Wayne Brazell, Ph. D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Average	At-Risk	TBD	TBD	C	N/A
2012	Average	Average	N/A	Silver	C	N/A
2011	Average	Below Average	N/A	N/A	Not Met	CSI

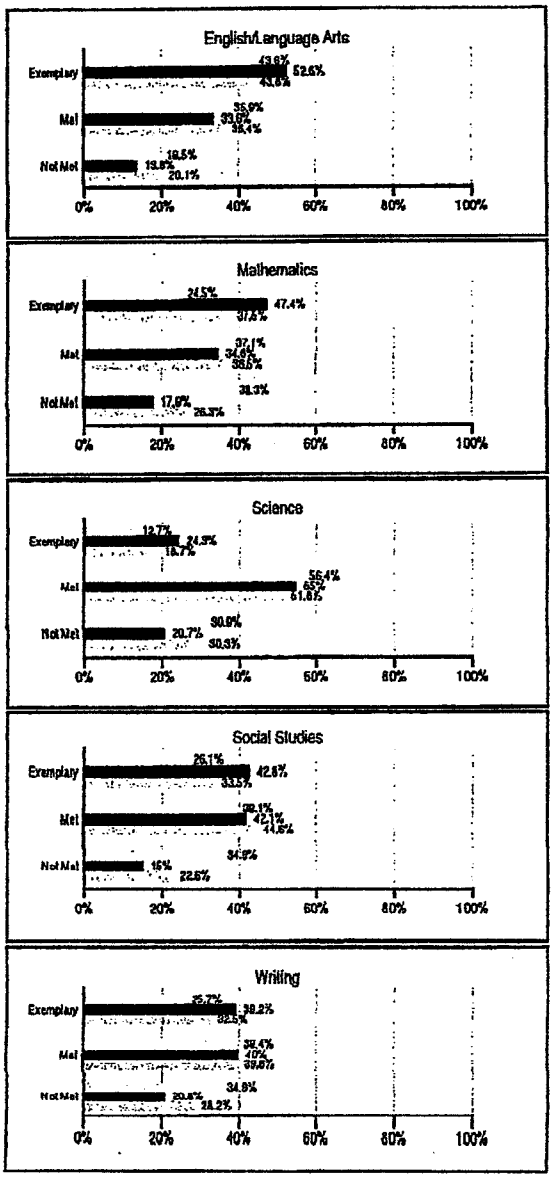
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
40	29	5	0	0

** Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.*

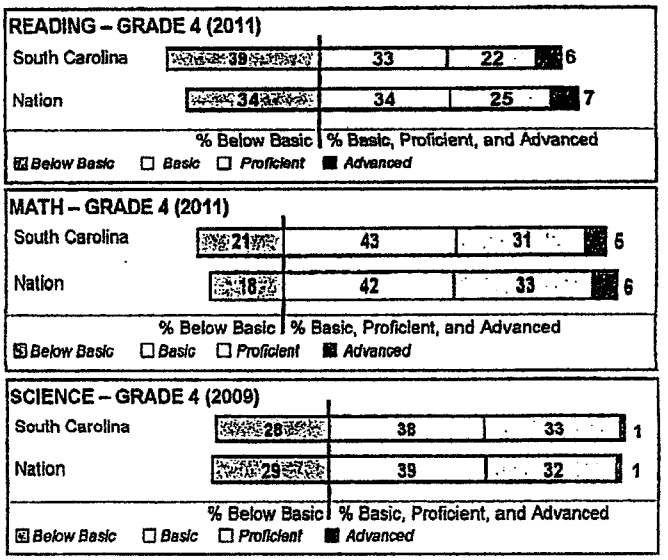
PASS PERFORMANCE

Our School | Elementary Schools with Students Like Ours | Elementary schools statewide



NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*



SC 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.

Abbreviations Key
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SC Connections Academy [SC Public Charter]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=7,916)				
Retention rate	3.4%	Up from 2.9%	0.8%	0.9%
Attendance rate	96.7%	Down from 98.3%	96.6%	96.3%
Served by gifted and talented program	7.5%	N/A	10.2%	7.2%
With disabilities	9.2%	N/A	11.4%	12.4%
Older than usual for grade	7.6%	N/A	1.4%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=78)				
Teachers with advanced degrees	57.7%	Up from 51.4%	64.2%	62.5%
Continuing contract teachers	87.2%	Up from 73.0%	84.3%	83.3%
Teachers returning from previous year	87.2%	Up from 81.6%	89.7%	88.3%
Teacher attendance rate	94.4%	Down from 96.0%	95.4%	95.0%
Average teacher salary*	$36,017	Up 1.2%	$49,248	$48,193
Classes not taught by highly qualified teachers	3.2%	Down from 10.9%	0.0%	0.0%
Professional development days/teacher	14.2 days	Up from 12.4 days	10.9 days	11.0 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	20.6 to 1	20.1 to 1
Prime instructional time	90.5%	Down from 94.0%	90.6%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	$5,730	Up 11.6%	$6,917	$7,364
Percent of expenditures for instruction**	88.0%	Up from 83.0%	69.0%	68.0%
Percent of expenditures for teacher salaries**	43.0%	Down from 52.6%	67.0%	66.0%
ESEA composite index score	77.9	Up from 74.0	91.3	88.0

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	21	32	124
Percent satisfied with learning environment	100%	93.8%	95.1%
Percent satisfied with social and physical environment	86.3%	96.4%	79.5%
Percent satisfied with school-home relations	95.4%	96.9%	92.1%

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

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on **www.ed.sc.gov** and **www.eoc.sc.gov** as well as school and school district websites.

Printed versions are available from school districts upon request.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

South Carolina Connections Academy (SCCA) is an AdvancED accredited, pioneering, public virtual charter school that opened during the 2008-2009 school year as a member of the SC Public Charter School District. SCCA offers a premier online education to students in grades K-12 regardless of where they reside in the state. Our curriculum is aligned to common core standards and meets national and state standards while simultaneously meeting the personal needs of all of our students. Students progress through the program under the guidance of their Learning Coach (typically a parent or guardian) in conjunction with their highly qualified SC certified teachers. Regular interaction occurs via phone, e-mail, Field Trips, and live web conferences. Student work is then submitted online for teacher review. Our user friendly Education Management System (EMS) includes: coursework, a daily planner, a grade book, attendance recorder, communication tools, a virtual library, message boards, and supplemental learning programs. The EMS provides all the necessary information, at your fingertips, to successfully learn anywhere there is an Internet connection. This unique system sets us apart from all other virtual charter schools.

SCCA offers advanced curriculum to Gifted and Talented students in grades 3 through 8 Science, Math, and Language Arts. These students participate in a Literature Study course using the Junior Great Books series.

Teachers in our Special Education Department serve students according to Individualized Education Plans or 504 plans. Students requiring speech services participate in Virtual Speech sessions. Occupational Therapy, Physical Therapy, and Speech Services are also provided through contracted, certified providers.

Our high school program includes approximately 1,161 students across the state. The selection of courses we offer is varied and challenging. Students are able to study Foreign Languages such as Mandarin Chinese, Latin, French, and Spanish. We also offer 20 Advanced Placement courses and a variety of college preparatory electives. Our graduation requirements are more rigorous than the state mandates. SCCA requires all students to successfully complete two years of foreign languages or humanities. In addition, a full year of health and a full year of American Government are required.

In an effort to create a sense of community, various Field Trips and teacher created face-to-face learning experiences were planned statewide. These opportunities allowed students, parents, and teachers to interact and socialize. Over 100 opportunities were held during the 2012-2013 school year including museum, zoo and aquarium tours; environmental awareness activities; an arts festival featuring student work; academic hands on activities; a Field Day; and Graduation.

Allison R. Reavis
SCCA Executive Director

Tracey Williams
SIC Chair

Abbreviations Key

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SC Annual School Report Card Summary

Spartanburg Charter School
SC Public Charter
Grades: K-8 **Enrollment: 353**
Principal: Dr. John von Rohr
Superintendent: Wayne Brazell, Ph. D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Excellent	Excellent	TBD	TBD	A	N/A
2012	Good	Excellent	Gold	Silver	A	N/A
2011	Good	Good	Silver	Silver	Not Met	N/A

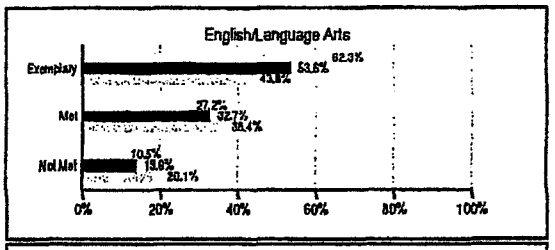
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

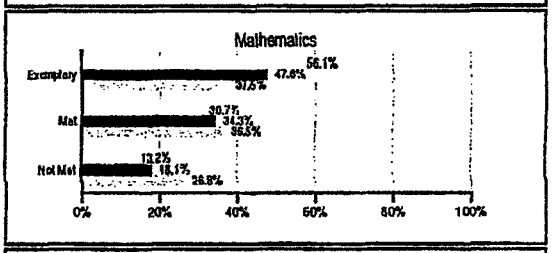
EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
40	26	4	0	0

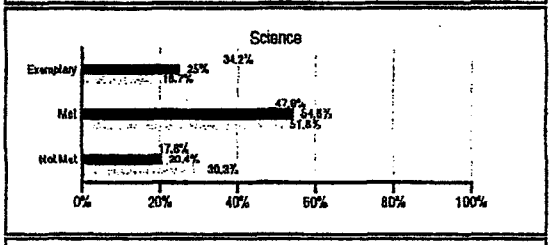
** Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.*

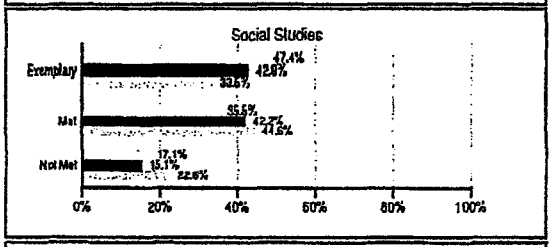
PASS PERFORMANCE

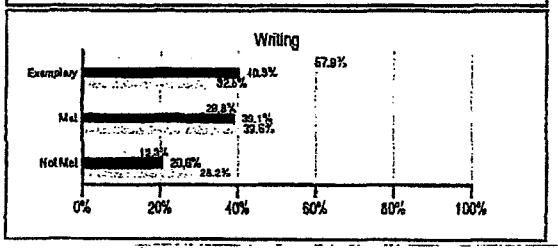
Our School | Elementary Schools with Students Like Ours | Elementary schools statewide





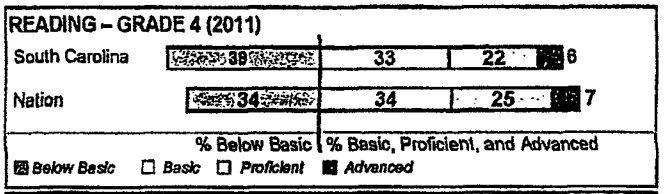


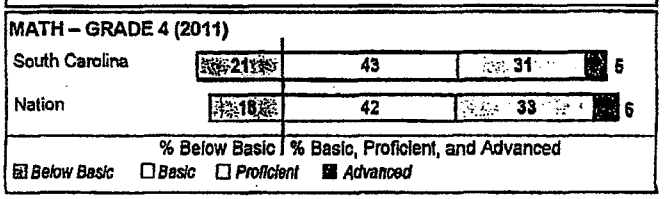


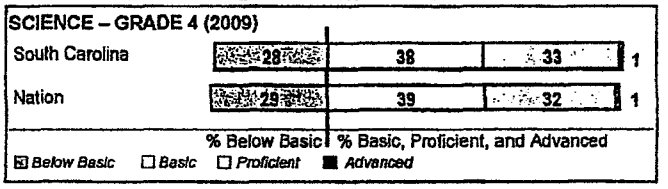


NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC 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.

Abbreviations Key
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Spartanburg Charter School [SC Public Charter]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=368)				
Retention rate	2.4%	Down from 2.6%	0.6%	0.9%
Attendance rate	96.5%	No Change	96.7%	96.3%
Served by gifted and talented program	11.1%	N/A	10.2%	7.2%
With disabilities	11.7%	N/A	11.3%	12.4%
Older than usual for grade	4.2%	N/A	1.4%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	55.2%	Down from 62.5%	64.7%	62.5%
Continuing contract teachers	51.7%	Up from 41.7%	82.4%	83.3%
Teachers returning from previous year	79.4%	N/A	89.7%	88.3%
Teacher attendance rate	98.9%	Up from 98.2%	95.3%	95.0%
Average teacher salary*	$39,777	Up 11.6%	$49,190	$48,193
Classes not taught by highly qualified teachers	15.6%	Down from 22.6%	0.0%	0.0%
Professional development days/teacher	7.6 days	Down from 8.3 days	11.0 days	11.0 days
Other				
Principal's years at school	4.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 17.8 to 1	20.9 to 1	20.1 to 1
Prime instructional time	94.6%	Up from 93.7%	90.7%	90.0%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	$7,543	Up 11.7%	$6,871	$7,364
Percent of expenditures for instruction**	58.0%	Up from 55.0%	69.0%	68.0%
Percent of expenditures for teacher salaries**	52.0%	Up from 49.8%	67.0%	66.0%
ESEA composite index score	97.8	Up from 94.6	91.3	88.0

* Length of contract = 185+ days.
** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	32	38	21
Percent satisfied with learning environment	100%	84.2%	95.2%
Percent satisfied with social and physical environment	100.1%	68.4%	85.8%
Percent satisfied with school-home relations	100%	86.5%	90.4%

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Spartanburg Charter School is a tuition free public school located in the downtown area of Spartanburg, South Carolina. The school received an "A" rating on the 2011-2012 State Report Card and won Palmetto Gold Awards for academic achievement at both the elementary and middle school grade levels. Spartanburg Charter School also won Palmetto Silver Awards for "Closing the Achievement Gap" at both the elementary and middle school levels. As of July 1, 2013, the school's new name will be "Spartanburg Preparatory School," chosen to better define the school's mission of producing high achieving scholars.

The school's Principal is Dr. John von Rohr, the Chair of the Board of Directors, Mr. Kevin Sloan.

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on **www.ed.sc.gov** and **www.eoc.sc.gov** as well as school and school district websites.

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SC Annual School Report Card Summary

SPARTANBURG CHARTER SCHOOL
SC Public Charter
Grades: K-5 Enrollment: 237
Principal: Dr. John von Rohr
Superintendent: Wayne Brazell
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2010	Good	Average	TBD	TBD	Met	N/A
2009	N/A	N/A	N/A	N/A	N/A	N/A
2008	N/A	N/A	N/A	N/A	N/A	N/A

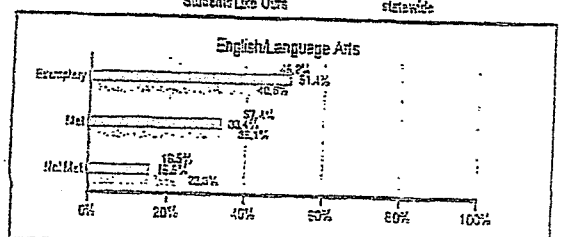
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

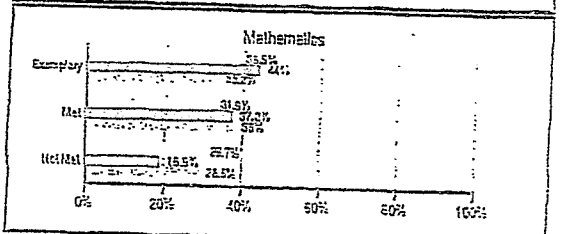
EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
25	27	8	0	0

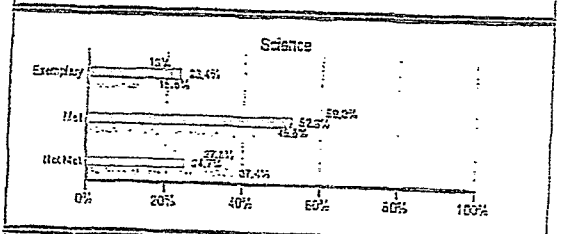
*Ratings are calculated with data available by 03/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

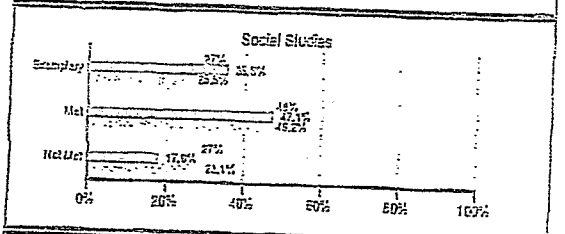
PASS PERFORMANCE

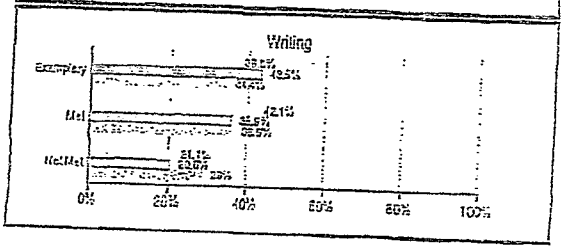
Our School | Elementary Schools with Students Like Ours | Elementary schools statewide





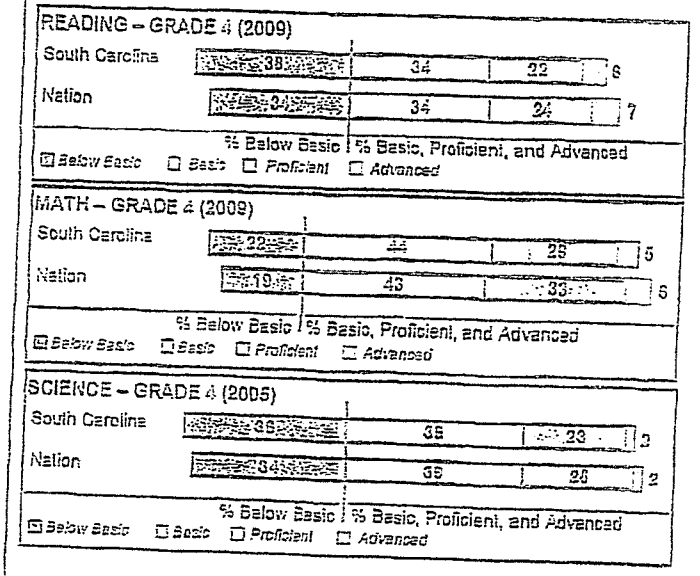






NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 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.

2020 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.

Abbreviations Key
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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvemer

SPARTANBURG CHARTER SCHOOL [SC Public Charter]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=237)				
Retention rate	0.0%	N/A	0.3%	1.2%
Attendance rate	95.2%	N/A	95.5%	95.1%
Eligible for gifted and talented	0.0%	N/A	18.7%	11.7%
With disabilities other than speech	4.9%	N/A	7.0%	8.0%
Older than usual for grade	0.0%	N/A	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
Staff (n=16)				
Teachers with advanced degrees	50.0%	N/A	62.9%	60.5%
Continuing contract teachers	5.6%	N/A	69.7%	64.6%
Teachers with emergency or provisional certificates	0.0%	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	93.1%	87.0%
Teacher attendance rate	N/R	N/R	96.0%	95.4%
Average teacher salary*	$35,934	I/S	$45,123	$47,288
Classes not taught by highly qualified teachers	8.3%	N/A	0.0%	0.0%
Professional development days/teacher	7.0 days	N/R	10.5 days	10.5 days
School				
Principal's years at school	0.5	N/R	3.8	4.0
Student-teacher ratio in core subjects	9.4 to 1	N/R	20.1 to 1	19.2 to 1
Prime instructional time	N/R	N/R	92.3%	93.5%
Opportunities in the arts	Fair	N/R	Good	Good
SACS accreditation	No	N/R	Yes	Yes
Parents attending conferences	84.2%	N/R	100.0%	100.0%
Character development program	Excellent	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	$7,072	$7,548
Percent of expenditures for instruction**	N/A	N/A	70.6%	69.7%
Percent of expenditures for teacher salaries**	N/A	N/A	59.1%	55.1%
% of AYP objectives met	100.0%		100.0%	100.0%

* Length of contract = 185+days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	16	35	27
Percent satisfied with learning environment	92.9%	85.7%	88.0%
Percent satisfied with social and physical environment	100.0%	82.9%	81.5%
Percent satisfied with school-home relations	100.0%	85.7%	96.3%

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

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites.

Printed versions are available from school districts upon request.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Spartanburg Charter School is a progressive, innovative charter school located in downtown Spartanburg, SC. With a K-5 student population of 235 students, due to grow to 320 for the 2010-2011 school year, the school emphasizes a highly personalized, inquiry-based learning environment that incorporates character education into its daily instruction. The school's student population emulates local population demographics, with about 50% of its student population eligible for either free or reduced lunch. For the 2010-2011 school year, a USDA-approved school lunch program will be in place. The school's longterm objectives include expanding to a grade K-8 configuration while increasing student achievement level each year, to go along with a high degree of stakeholder satisfaction.

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SC CONNECTIONS ACADEMY [SC Public Charter]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (on 1.02.09)				
Retention rate	1.9%	Down from 6.2%	1.2%	1.2%
Attendance rate	96.0%	Down from 96.8%	96.2%	96.1%
Eligible for gifted and talented	12.6%	Down from 15.6%	16.1%	11.7%
With disabilities other than speech	9.1%	Up from 8.0%	7.5%	8.0%
Older than usual for grade	8.3%	Up from 7.4%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (on 1.02.09)				
Teachers with advanced degrees	45.7%	Down from 46.2%	62.4%	60.5%
Continuing contract teachers	8.7%	Down from 30.8%	86.8%	84.6%
Teachers with emergency or provisional certificates	4.5%	Down from 14.3%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	89.7%	87.0%
Teacher attendance rate	96.8%	N/R	95.5%	95.4%
Average teacher salary*	$33,611	Down 10.2%	$48,105	$47,288
Classes not taught by highly qualified teachers	29.9%	Down from 35.8%	0.0%	0.0%
Professional development days/teacher	17.3 days	Up from 11.4 days	10.8 days	10.6 days
School				
Principal's years at school	1.0	No Change	5.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	19.9 to 1	19.2 to 1
Prime instructional time	92.2%	N/R	90.9%	90.8%
Opportunities in the arts	Poor	Down from Fair	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Below Average	No Change	Excellent	Excellent
Dollars spent per pupil**	$5,330	N/A	$6,958	$7,548
Percent of expenditures for instruction**	54.0%	N/A	69.2%	68.7%
Percent of expenditures for teacher salaries**	17.1%	N/A	66.3%	65.1%
% of AYP objectives met	90.5%	Up from 89.5%	100.0%	100.0%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	29	19	52
Percent satisfied with learning environment	100.0%	100.0%	94.2%
Percent satisfied with social and physical environment	89.7%	100.0%	79.2%
Percent satisfied with school-home relations	100.0%	94.4%	92.3%

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

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

South Carolina Connections Academy (SCCA) is a pioneering, public virtual charter school that opened during the 2008-2009 school year as a member of the South Carolina Public Charter School District. SCCA offers a premier online education to children in grades K-12 regardless of where they reside in the state. Our curriculum meets national and state standards while simultaneously meeting the personal needs of all of our students. Students progress through the program under the guidance of their Learning Coach (typically a parent or guardian) in conjunction with their highly qualified South Carolina certified teachers. Regular interaction occurs via phone, email, Field Trips and live web conferences. Student work is then submitted online for teacher review. Our user-friendly Learning Management System (LMS) includes coursework, a daily planner, a grade book, attendance recorder, communication tools, a virtual library, messages boards, and supplemental learning programs. The LMS provides all the necessary information, at your fingertips, to successfully learn anywhere there is an Internet connection. This unique system sets us apart from all other virtual charter schools.

SCCA offers advanced curriculum to Gifted and Talented students in grades 3 through 8 Science, Math, and Language Arts. These students participate in a Literature Study course using the Junior Great Books series. Teachers in our Special Education Department serve their students using the inclusion model to meet their needs in the least restrictive environment. Students required to receive speech services participate in Virtual Speech sessions. Occupational Therapy, Physical Therapy, and Speech services are also provided through contracted, certified providers.

Our high school program includes approximately 545 students across the state. The selection of courses we offer is varied and challenging. Students are able to study Foreign Languages such as Mandarin Chinese, Latin, French and Spanish. We also offer 20 Advanced Placement courses and a variety of college preparatory electives. Our graduation requirements are more rigorous than the state mandates. SCCA requires all students to successfully complete two years of foreign languages or humanities. In addition, a full year of health and a full year of American Government are required.

In an effort to create a sense of community, various field trips were planned statewide. This allowed students, parents, and teachers to interact face-to-face. Over thirty opportunities were held during the 2009-2010 school year, including museum, zoo, and aquarium tours; environmental awareness activities; an Arts Festival featuring student work; Charter Day at the Capitol; a Field Day; and Graduation.

Allison Reaves, SCCA Principal

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SC Annual School Report Card Summary

SC VIRTUAL CHARTER SCHOOL
SC Public Charter
Grades: K-12 **Enrollment: 1,865**
Principal: Dr. Cherry Daniel
Superintendent: Wayne Brazell
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2010	Average	Average	TBD	TBD	Not Met	NI
2009	Average	Average	N/A	N/A	Not Met	N/A
2008	N/A	N/A	N/A	N/A	N/A	N/A

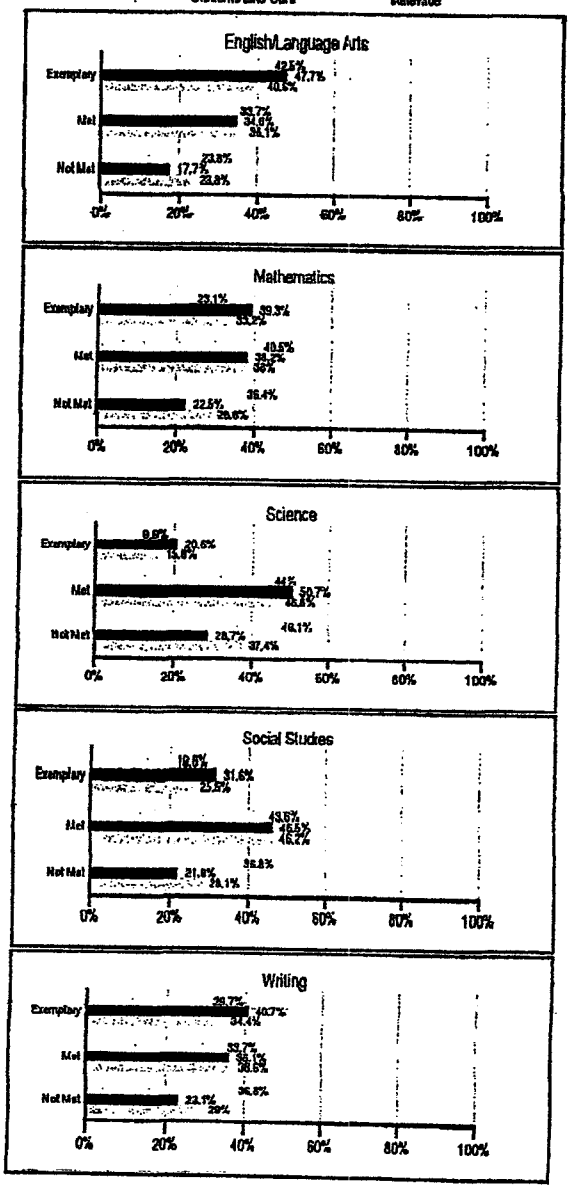
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
24	36	32	0	0

** Ratings are calculated with data available by 03/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.*

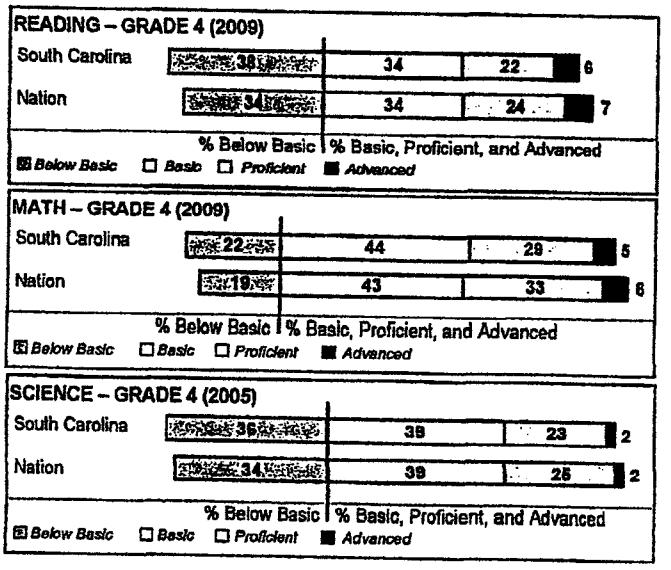
PASS PERFORMANCE

Our School | Elementary Schools with Students Like Ours | Elementary schools statewide



NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*



SC PERFORMANCE GOAL

2010 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.

2020 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.

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SOUTH CAROLINA CALVERT ACADEMY [SC Public

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=271)				
Retention rate	0.0%	N/R	0.9%	1.2%
Attendance rate	96.9%	N/A	96.4%	96.1%
Eligible for gifted and talented	0.0%	N/A	20.8%	11.7%
With disabilities other than speech	6.9%	N/A	6.9%	8.0%
Older than usual for grade	3.1%	N/A	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers				
Teachers with advanced degrees	42.9%	N/A	63.4%	60.5%
Continuing contract teachers	14.3%	N/A	89.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.6%	87.0%
Teacher attendance rate	N/R	N/R	95.9%	95.4%
Average teacher salary*	N/A	I/S	$46,568	$47,288
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Professional development days/teacher	2.0 days	N/R	3.2 days	10.5 days
School				
Principal's years at school	1.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	27.6 to 1	N/R	20.9 to 1	19.2 to 1
Prime instructional time	N/R	N/R	92.2%	90.8%
Opportunities in the arts	Poor	N/R	Good	Good
SACS accreditation	No	N/R	Yes	Yes
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Character development program	Good	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	$6,897	$7,548
Percent of expenditures for instruction**	N/A	N/A	70.6%	68.7%
Percent of expenditures for teacher salaries**	N/A	N/A	67.2%	65.1%
% of AYP objectives met	55.6%		100.0%	100.0%

* Length of contract = 185+ days.

** Prior year audit of financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	5	22	29
Percent satisfied with learning environment	100.0%	95.2%	89.3%
Percent satisfied with social and physical environment	100.0%	95.2%	64.0%
Percent satisfied with school-home relations	100.0%	90.5%	89.7%

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

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

South Carolina Calvert Academy, a k-8 virtual school, successfully completed its inaugural year on Friday, June 4, 2010. South Carolina Calvert Academy offers the best of traditional education resources and 21st Century learning strategies to deliver superior academic experiences for children. At South Carolina Calvert Academy, students are educated at home under the virtual supervision of our highly-qualified, state-certified teachers.

The Calvert program of study is based on a balance of subject matter that includes cultural literacy, integration, a balance of new and review, a strong foundation of basic skills and application of higher order thinking skills, oral and written expressions of the highest quality of work possible, development of character, curiosity, and commitment.

South Carolina Calvert Academy is affiliated with the South Carolina Public Charter School District. Our research-based [illegible] rigorous program that promotes academic achievement.

What an exciting first year we experienced, and we are looking forward to serving even more families in the future. We are confident that every child will receive the best possible education when they enroll in South Carolina Calvert Academy.

Secalia D. Howell, Ph.D., Head Master

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SC Annual School Report Card Summary

SOUTH CAROLINA CALVERT ACADEMY
SC Public Charter
Grades: K-8 **Enrollment: 277**
Principal: Dr. Secaida D. Howell
Superintendent: Wayne Brazell
Board Chair: Don McLaurin

PERFORMANCE

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YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2010	Average	At-Risk	TBD	TBD	Not Met	N/A
2009	N/A	N/A	N/A	N/A	N/A	N/A
2008	N/A	N/A	N/A	N/A	N/A	N/A

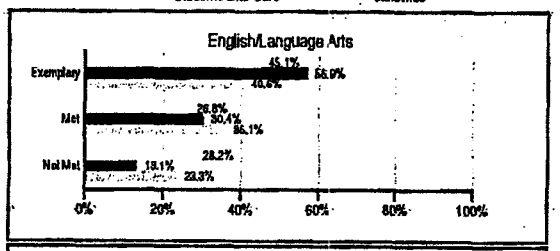
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

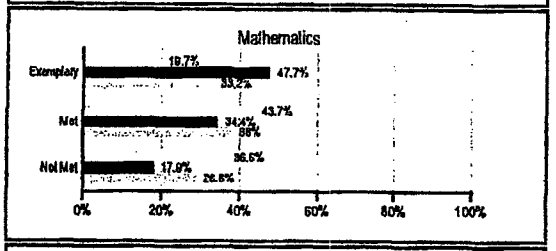
EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
26	10	2	1	0

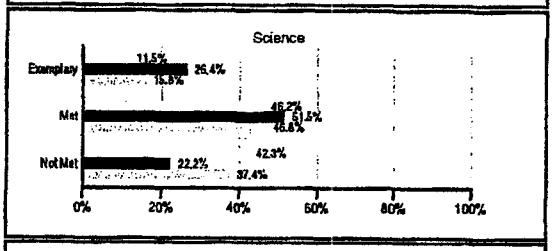
** Ratings are calculated with data available by 03/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty indices of no more than 5% above or below the index for this school.*

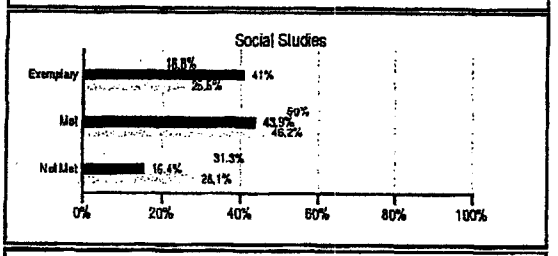
PASS PERFORMANCE

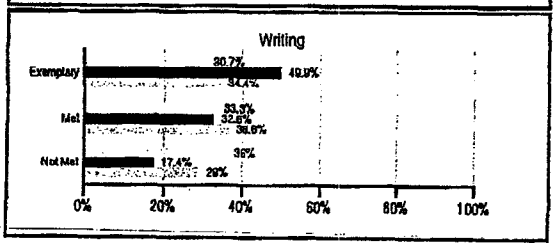
Our School | Elementary Schools with Students Like Ours | Elementary schools statewide











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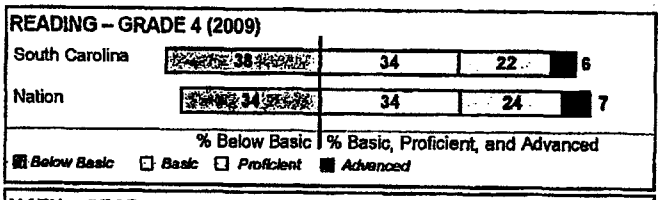

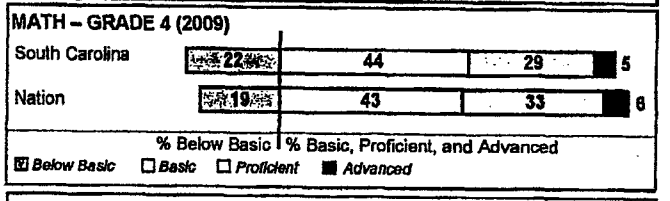

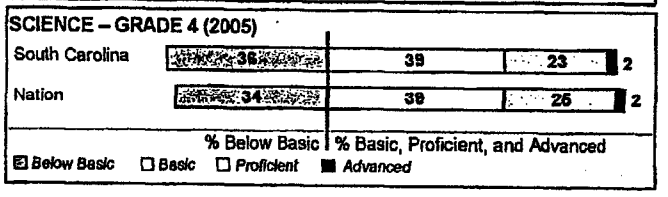

SC PERFORMANCE GOAL

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SC VIRTUAL CHARTER SCHOOL [SC Public Charter]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=1,800)				
Retention rate	1.2%	Down from 2.2%	1.2%	1.2%
Attendance rate	99.3%	Up from 98.9%	96.2%	96.1%
Eligible for gifted and talented	0.0%	No Change	15.9%	11.7%
With disabilities other than speech	6.3%	Down from 9.8%	7.7%	8.0%
Older than usual for grade	8.9%	Up from 4.2%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	70.0%	Up from 63.0%	59.4%	60.5%
Continuing contract teachers	32.5%	Down from 44.4%	86.5%	84.6%
Teachers with emergency or provisional certificates	2.6%	Down from 3.8%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	89.0%	87.0%
Teacher attendance rate	N/R	N/R	95.5%	95.4%
Average teacher salary*	$38,919	N/A	$47,870	$47,288
Classes not taught by highly qualified teachers	10.9%	Down from 24.2%	0.0%	0.0%
Professional development days/teacher	10.0 days	N/R	10.9 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	19.8 to 1	19.2 to 1
Prime instructional time	N/R	N/R	90.8%	90.8%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	N/R	100.0%	100.0%
Character development program	Average	N/R	Excellent	Excellent
Dollars spent per pupil**	$3,645	N/A	$7,019	$7,546
Percent of expenditures for instruction**	82.0%	N/A	68.6%	68.7%
Percent of expenditures for teacher salaries**	36.6%	N/A	65.6%	65.1%
% of AYP objectives met	81.0%	Up from 71.4%	100.0%	100.0%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on **www.ed.sc.gov** and **www.eoc.sc.gov** as well as school and school district websites.

Printed versions are available from school districts upon request.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

South Carolina Virtual Charter School (SCVCS) is a public virtual charter school serving students in grades K-12. SCVCS opened in 2008-2009 and has successfully completed its second year of operation. SCVCS offers a robust and challenging curriculum to K-12 students throughout the state. All courses meet state and national standards while providing a degree of flexibility to meet the individual students learning style.

SCVCS provides online course and class work. All classes are taught online by fully-certified, highly-qualified, experienced educators. Approximately 2,000 students were enrolled with SCVCS in 2009-2010. Learning Coaches, parents, and students conference regularly via Elluminate, telephone calls, e-mail, and our secure internal messaging system. Students are able to enjoy social outings, field trips, and book buddies throughout the year.

Over 600 students were enrolled in SCVCS high school in 2009-2010. Courses are offered on a traditional year-long, 180 days, schedule as well as a semester block schedule. Students are able to choose from a variety of foreign language, advanced-placement, and honors courses. The vast majority of our high school students were enrolled in grades 9-11. The first graduation was held in June 2010, with 14 seniors receiving diplomas. Five graduates are going to 4-year colleges, six to 2-year colleges, one to the Marines, and two are undecided. The class had over $350,000 in scholarship offers, with two students being eligible for Palmetto Fellows.

All students participate in the state testing, taking PASS, HSAP, and End of Course Assessment. SCVCS students have performed well on all state testing. PSAT is also offered to qualifying students.

More information about SCVCS can be obtained by contacting our school office.

Our focus is to provide a high quality educational opportunity to ensure the academic success of our young people.

L. Cherry Daniel

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improve

SC Annual School Report Card Summary

SOUTH CAROLINA CALVERT ACADEMY
SC Public Charter
Grades: K-8 **Enrollment: 277**
Principal: Dr. Secalda D. Howell
Superintendent: Wayne Brazell
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2010	Average	At-Risk	TBD	TBD	Not Met	N/A
2009	N/A	N/A	N/A	N/A	N/A	N/A
2008	N/A	N/A	N/A	N/A	N/A	N/A

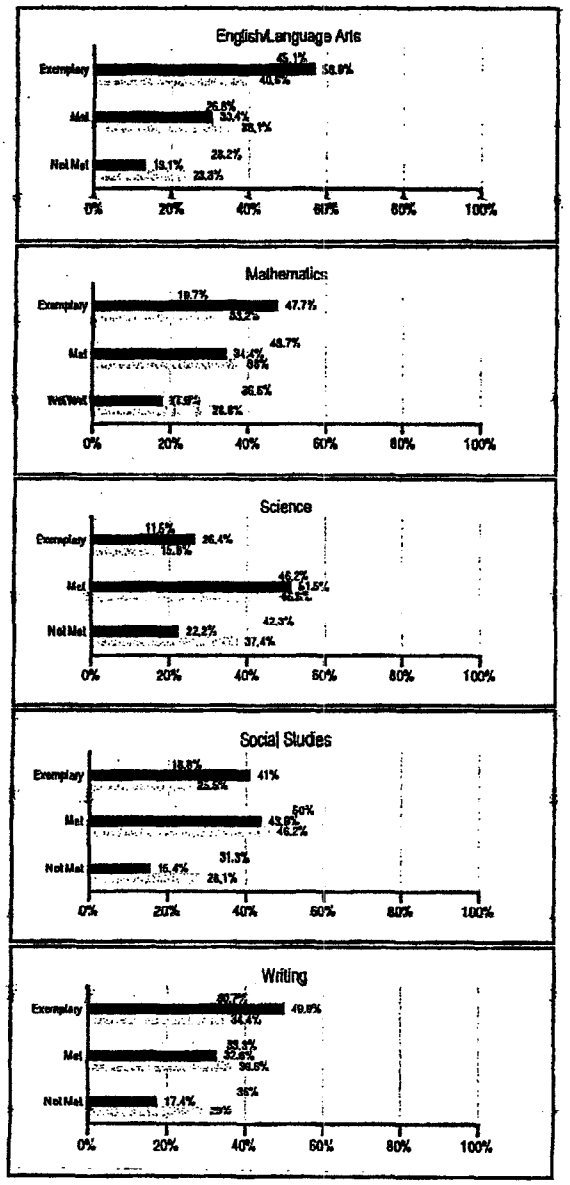
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
26	10	2	1	0

** Ratings are calculated with data available by 03/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.*

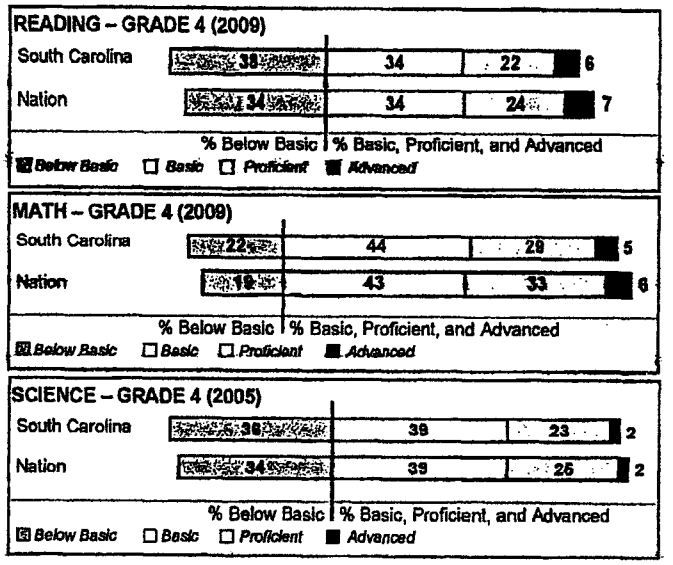
PASS PERFORMANCE

Our School | Elementary Schools with Students Like Ours | Elementary schools statewide



NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*



SC PERFORMANCE GOAL

2010 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.

2020 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.

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SC Annual School Report Card Summary

SC CONNECTIONS ACADEMY
SC Public Charter
Grades: K-12 **Enrollment: 1,639**
Principal: Allison R. Reaves
Superintendent: Wayne Brazell
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2010	Average	Good	TBD	TBD	Not Met	NI
2009	Average	Average	N/A	N/A	Not Met	N/A
2008	N/A	N/A	N/A	N/A	N/A	N/A

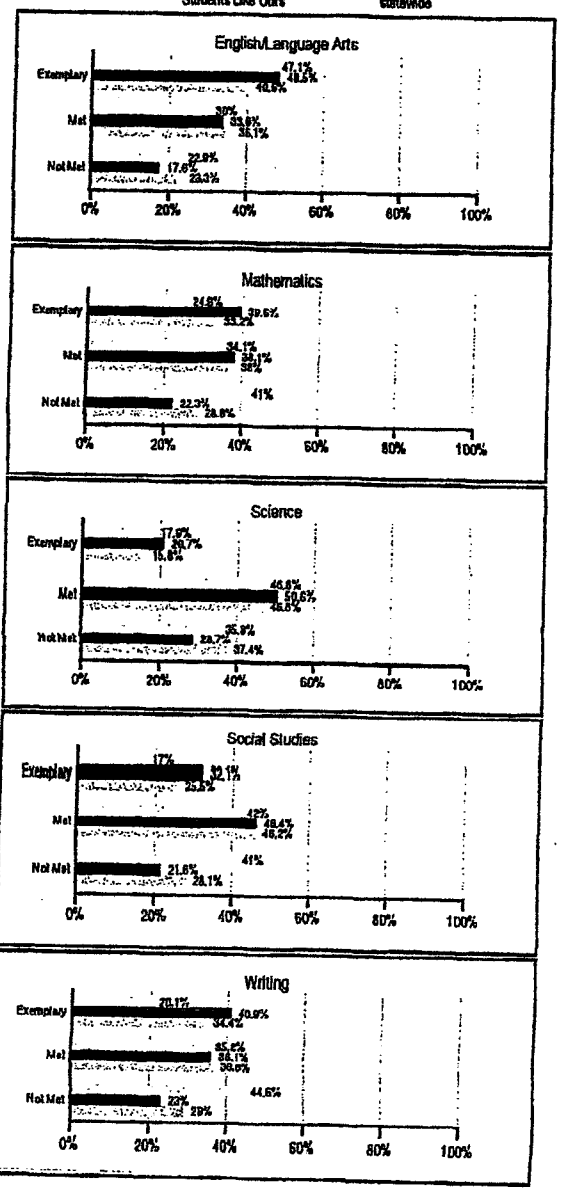
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
24	38	30	0	0

** Ratings are calculated with data available by 03/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.*

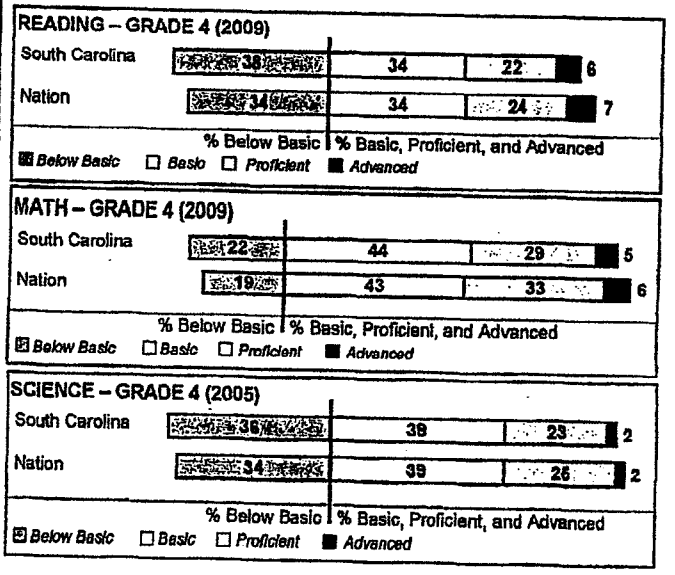
PASS PERFORMANCE

Our School | Elementary Schools with Students Like Ours | Elementary schools statewide



NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*



SC PERFORMANCE GOAL

2010 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.

2020 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.

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SOUTH CAROLINA CALVERT ACADEMY [SC Public

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=277)				
Retention rate	0.0%	N/A	0.9%	1.2%
Attendance rate	96.5%	N/A	96.4%	96.1%
Eligible for gifted and talented	0.0%	N/A	20.8%	11.7%
With disabilities other than speech	6.9%	N/A	6.9%	8.0%
Older than usual for grade	3.1%	N/A	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=7)				
Teachers with advanced degrees	42.9%	N/A	63.4%	60.5%
Continuing contract teachers	14.3%	N/A	89.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.6%	87.0%
Teacher attendance rate	N/R	N/R	95.9%	95.4%
Average teacher salary*	N/A	I/S	$48,568	$47,288
Classes not taught by highly qualified teachers	25.0%	N/A	0.0%	0.0%
Professional development days/teacher	2.0 days	N/R	8.2 days	10.5 days
School				
Principal's years at school	1.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	27.6 to 1	N/R	20.9 to 1	19.2 to 1
Prime instructional time	N/R	N/R	92.2%	90.8%
Opportunities in the arts	Poor	N/R	Good	Good
SACS accreditation	No	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	100.0%	100.0%
Character development program	Good	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	$6,897	$7,548
Percent of expenditures for instruction**	N/A	N/A	70.6%	68.7%
Percent of expenditures for teacher salaries**	N/A	N/A	67.2%	65.1%
% of AYP objectives met	55.6%		100.0%	100.0%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	5	22	29
Percent satisfied with learning environment	100.0%	95.2%	89.3%
Percent satisfied with social and physical environment	100.0%	95.2%	64.0%
Percent satisfied with school-home relations	100.0%	90.5%	89.7%

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

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on **www.ed.sc.gov** and **www.eoc.sc.gov** as well as school and school district websites.

Printed versions are available from school districts upon request.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

South Carolina Calvert Academy, a K-8 virtual school, successfully completed its inaugural year on Friday, June 4, 2010. South Carolina Calvert Academy offers the best of traditional education resources and 21st Century learning strategies to deliver superior academic experiences for children. At South Carolina Calvert Academy, students are educated at home under the virtual supervision of our highly-qualified, state-certified teachers.

The Calvert program of study is based on a balance of subject matter that includes cultural literacy, integration and application across content areas, content mastery with a balance of new and review, a strong foundation of basic skills and application of higher order thinking skills, oral and written expressions of the highest quality of work possible, development of character, curiosity, and commitment.

South Carolina Calvert Academy is affiliated with the South Carolina Public Charter School District. Our research-based and standards-aligned curriculum provides a rigorous program that promotes academic achievement.

What an exciting first year we experienced, and we are looking forward to serving even more families in the future. We are confident that every child will receive the best possible education when they enroll in South Carolina Calvert Academy.

Sacaida D. Howell, Ph.D, Head Master

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03'09/11-1701007

SC Annual School Report Card Summary

CALHOUN FALLS CHARTER
SC Charter School District
Grades: 6-12 **Enrollment: 227**
Principal: Deirdre McCullough
Superintendent: Wayne Brazell
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2010	N/A	N/A	TBD	TBD	Not Met	NI
2009	N/A	N/A	N/A	N/A	Not Met	N/A
2008	N/A	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	0	0	0

** Ratings are calculated with data available by 03/24/2011. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2009	2010	2009	2010
Passed 2 subtests (%)	70.4%	65.4%	N/A	N/A
Passed 1 subtest (%)	25.9%	11.5%	N/A	N/A
Passed no subtests (%)	3.7%	23.1%	N/A	N/A

HSAP PASSAGE RATE (%) BY SPRING 2010

	Our High School	High Schools with Students Like Ours
Passage Rate	N/A	N/A

ON-TIME GRADUATION RATE

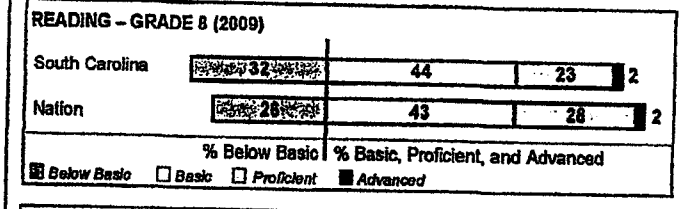
	Our High School	High Schools with Students Like Ours
Number of students	45	N/A
Number of Diplomas	34	N/A
Rate (%)	75.6%	N/A

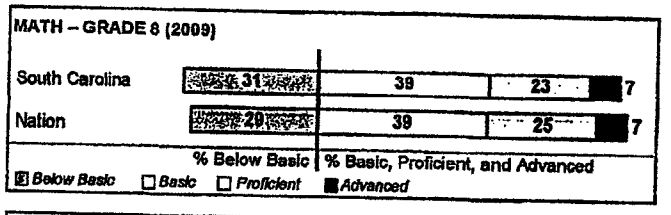
END OF COURSE TESTS - 2010

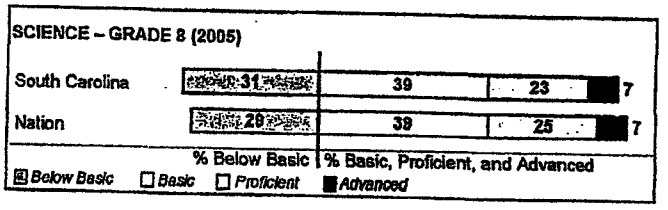
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	47.4	.
English 1	59.3	.
Physical Science	25.0	.
US History and the Constitution	19.4	.
All Tests	38.4	.

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC PERFORMANCE GOAL

2010 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.

2020 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.

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CALHOUN FALLS CHARTER [SC Charter School

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
[illegible]				
Retention rate	1.4%	Down from 2.3%	4.5%	3.7%
Attendance rate	94.7%	Down from 96.8%	94.1%	95.4%
Eligible for gifted and talented	0.0%	No Change	7.0%	12.4%
With disabilities other than speech	9.7%	Up from 9.4%	14.1%	12.8%
Older than usual for grade	7.5%	Up from 6.5%	12.3%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 1.3%	0.7%	1.1%
Enrolled in AP/IB programs	0.0%	No Change	7.6%	13.1%
Successful on AP/IB exams	N/A	N/A	24.9%	60.4%
Eligible for LIFE Scholarship	N/R	N/R	27.4%	30.4%
Annual dropout rate	3.6%	N/A	2.8%	3.1%
Career/technology students in co-curricular organizations	0.0%	No Change	5.0%	2.2%
Enrollment in career/technology courses	87	Down from 92	359	424
Career/technology students attaining technical skills	92.0%	Down from 98.9%	72.2%	78.7%
[illegible]				
Teachers with advanced degrees	31.8%	Up from 18.2%	57.4%	60.4%
Continuing contract teachers	9.1%	Down from 27.3%	69.7%	76.6%
Teachers with emergency or provisional certificates	20.0%	Down from 28.6%	11.9%	6.5%
Teachers returning from previous year	N/A	N/A	83.7%	86.8%
Teacher attendance rate	99.5%	Up from 97.8%	96.2%	95.8%
Average teacher salary*	$34,445	Down 5.3%	$46,099	$47,390
Classes not taught by highly qualified teachers	14.9%	Down from 34.1%	3.9%	2.8%
Professional development days/teacher	9.1 days	Up from 8.7 days	9.9 days	10.0 days
[illegible]				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 19.5 to 1	22.7 to 1	25.8 to 1
Prime instructional time	93.3%	Down from 93.6%	88.5%	90.1%
Dollars spent per pupil**	$5,862	N/A	$8,879	$7,974
Percent of expenditures for teacher salaries**	56.4%	N/A	53.7%	55.4%
Percent of expenditures for instruction**	70.0%	N/A	59.1%	60.4%
Opportunities in the arts	Poor	No Change	Excellent	Excellent
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	80.5%	Up from 39.2%	96.0%	96.0%
Character development program	Average	Up from Below Average	Good	Good
% of AYP objectives met	94.1%	Up from 40.0%	61.5%	69.2%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	16	47	13
Percent satisfied with learning environment	93.8%	73.9%	92.3%
Percent satisfied with social and physical environment	100.0%	78.7%	100.0%
Percent satisfied with school-home relations	93.8%	84.8%	91.7%

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

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on **www.ed.sc.gov** and **www.eoc.sc.gov** as well as school and school district websites.

Printed versions are available from school districts upon request.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The students of Calhoun Falls Charter School continue the pursuit of excellence in academics, athletics, and citizenship.

Two additional dual enrollment courses were added to our course schedule, allowing students to graduate with up to 18 college credit hours in math, English, and health occupations. Eleven additional classes were added to the master schedule for the 2009-2010 school year. Driver's Ed, Career Study Skills, HOSA II, Chorus, Anatomy and Physiology, Math Fusion, SAT Prep, Current Events, Strength and Conditioning, Speech, and African American Literature. Intervention specialists were also hired to address student academic, behavioral, and attendance concerns.

The senior class of 36 graduates earned 246 hours of dual-enrollment credit and was awarded over $900,000 in scholarship money.

Students exhibited excellence in extracurricular activities, earning two team All-Region Sportsmanship Awards and nine All-Region individual awards. CFCS also boasts its first FFA state officer, who will serve the 2010-2011 school year as Vice President.

CFCS students continue to develop citizenship skills through the school's Service Learning Program. Students logged over 8,200 hours of volunteer hours, exceeding last year's total of 4,700 hours. SGA sponsored two successful food drives for the town's food pantry, while other clubs raised money for Relay for Life and the March of Dimes.

At CFCS, we are proud of our accomplishments and excited about the future. With the continued support of parents and community, we will become the "School of Excellence" we all envision.

Principal Deirdre McCullough
SIC Chairperson, Karen Ashley

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SC Annual School Report Card Summary

Calhoun Falls Charter School
SC Public Charter
Grades: 6-12 **Enrollment: 186**
Principal: Deirdre McCullough
Superintendent: Wayne Brazell, Ph. D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Excellent	Excellent	TBD	TBD	A	Reward
2012	Average	Below Average	Gold	N/A	A	N/A
2011	Average	N/A	N/A	N/A	Not Met	CSI-AYP

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
8	5	15	6	4

** Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the Index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Passed 2 subtests (%)	80.0%	93.1%	65.1%	69.2%
Passed 1 subtest (%)	8.0%	3.4%	19.0%	17.1%
Passed no subtests (%)	12.0%	3.4%	18.6%	16.7%

HSAP PASSAGE RATE (%) BY SPRING 2013

	Our High School	High Schools with Students Like Ours
Passage Rate	95.7%	84.2%

ON-TIME GRADUATION RATE

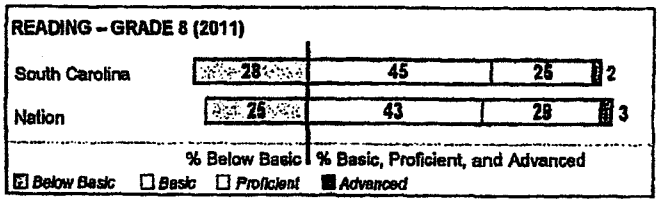
	Our High School	High Schools with Students Like Ours
Number of students	25	139
Number of Diplomas	21	103
Rate (%)	84.0%	70.8%

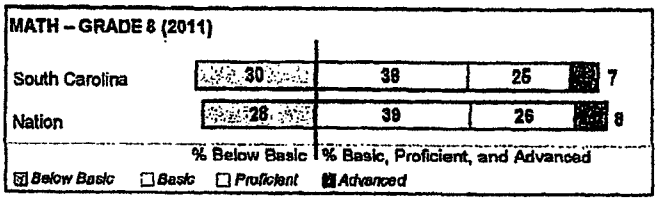
END OF COURSE TESTS - 2013

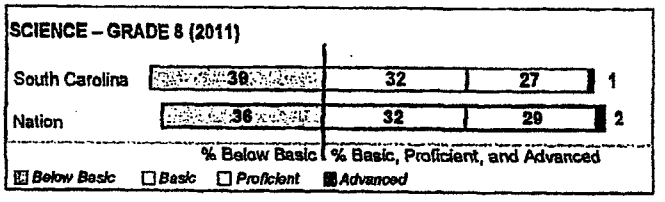
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	84.2	63.7
English 1	78.6	53.6
Biology 1/Applied Biology 2	85.7	59.8
US History and the Constitution	53.8	35.4
All Tests	75.2	52.9

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC 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.

Abbreviations Key
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Calhoun Falls Charter School [SC Public Charter]

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
[illegible]				
Retention rate	0.0%	Down from 2.7%	4.3%	2.9%
Attendance rate	95.8%	Down from 96.4%	93.3%	95.1%
Served by gifted and talented program	0.0%	N/A	10.3%	17.5%
With disabilities	5.3%	N/A	14.8%	11.9%
Older than usual for grade	8.0%	N/A	11.0%	7.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.0%	1.1%	1.1%
Enrolled in AP/IB programs	0.0%	No Change	5.3%	15.1%
Successful on AP/IB exams	N/A	N/A	22.0%	51.5%
Eligible for LIFE Scholarship	68.0%	Up from 47.4%	28.5%	30.6%
Annual dropout rate	0.0%	Down from 2.0%	1.4%	2.3%
Career/technology students in co-curricular organizations	N/A	N/A	N/A	N/A
Enrollment in career/technology courses	N/A	N/A	N/A	N/A
Career/technology students attaining technical skills	N/A	N/A	N/A	N/A
[illegible]				
Teachers with advanced degrees	30.4%	Up from 30.0%	58.8%	63.4%
Continuing contract teachers	65.2%	Up from 60.0%	71.4%	78.8%
Teachers returning from previous year	88.7%	Up from 81.3%	78.4%	86.2%
Teacher attendance rate	99.8%	Down from 100.0%	95.3%	95.2%
Average teacher salary*	$36,050	Up 6.6%	$45,114	$48,699
Classes not taught by highly qualified teachers	3.1%	Up from 1.0%	3.1%	2.5%
Professional development days/teacher	8.7 days	Up from 8.4 days	11.4 days	9.8 days
[illegible]				
Principal's years at school	5.0	Up from 4.0	3.0	3.0
Student-teacher ratio in core subjects	17.1 to 1	No Change	22.0 to 1	26.9 to 1
Prime instructional time	95.4%	Down from 96.1%	87.3%	89.0%
Dollars spent per pupil**	$9,671	Up 34.8%	$9,671	$7,919
Percent of expenditures for teacher salaries**	52.0%	Up from 48.2%	55.0%	57.0%
Percent of expenditures for instruction**	62.0%	Up from 50.1%	59.0%	60.0%
Opportunities in the arts	Fair	No Change	Good	Excellent
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	96.1%	Down from 99.9%	98.5%	97.7%
Character development program	Excellent	Up from Good	Good	Good
ESEA composite index score	94.9	Down from 97.6	52.4	77.4

* Length of contract = 185+ days.
** Prior year audited financial data available.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The students of Calhoun Falls Charter School continue the pursuit of excellence in academics, athletics, and citizenship. This year CFCS was named a Palmetto Gold School and the top middle school in the Lakelands area, earning a Federal Accountability Score of 97.6 (A). Dual enrollment courses continue to be offered on the campus of CFCS for math, English, and Teacher Cadet. Class offerings were expanded through the South Carolina Virtual School program. New English and math remediation and enrichment programs were implemented for both high school and middle school students. All instruction throughout the school was data-driven and research-based. A school-wide mentoring program was expanded to assist at-risk students in the areas of behavior, academics, and attendance. For the fourth consecutive year, a CFCS student was named the "South Carolina Public Charter School Student of the Year." Four athletic teams advanced to the first/second rounds of the state play-offs. Over 100 students logged 4,893 hours of volunteer service within the school, community, and surrounding areas through the school's service learning program. Student organizations such as the FFA, Beta Club, and Service Learning Club sponsored several successful food and clothes drives, while other groups/individuals participated in fundraising events for Relay for Life and March of Dimes. At CFCS, we are proud of our accomplishments and excited about the future. With the continued support of parents and community, we will continue to be a "School of Excellence."

Principal, Deirdre McCullough
SIC Chairperson, Karen Ashley

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	15	18	11
Percent satisfied with learning environment	100%	88.9%	100%
Percent satisfied with social and physical environment	100%	77.8%	81.8%
Percent satisfied with school-home relations	75%	94.5%	63.7%

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

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites.

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SC Annual School Report Card Summary

Palmetto State E-cademy
SC Public Charter
Grades: 9-12 **Enrollment: 253**
Principal: Dr. Barbara Stoops
Superintendent: Wayne Brazell, Ph. D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	At-Risk	Excellent	TBD	TBD	F	N/A
2012	At-Risk	At-Risk	N/A	N/A	F	N/A
2011	At-Risk	N/A	N/A	N/A	Not Met	CSI-AYP

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
27	7	0	0	3

** Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Passed 2 subtests (%)	55.7%	70.3%	78.2%	83.1%
Passed 1 subtest (%)	31.4%	23.0%	13.5%	11.5%
Passed no subtests (%)	12.9%	6.8%	8.4%	5.9%

HSAP PASSAGE RATE (%) BY SPRING 2013

	Our High School	High Schools with Students Like Ours
Passage Rate	71.2%	91.7%

ON-TIME GRADUATION RATE

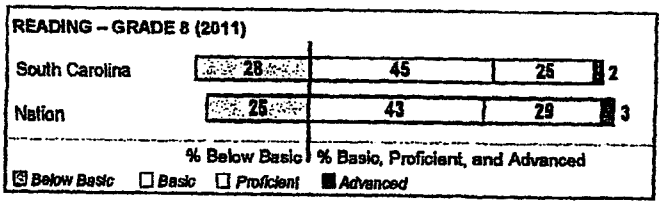
	Our High School	High Schools with Students Like Ours
Number of students	187	297
Number of Diplomas	31	227
Rate (%)	16.6%	77.1%

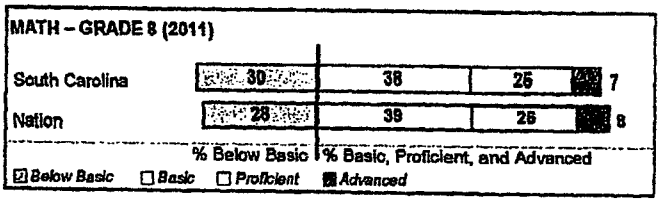
END OF COURSE TESTS - 2013

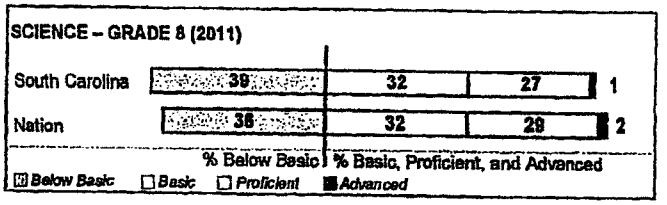
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	92.9	77.5
English 1	81.8	74.5
Biology 1/Applied Biology 2	86.7	80.3
US History and the Constitution	46.3	63.7
All Tests	72.5	73.7

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC 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.

Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Palmetto State E-cademy [SC Public Charter]

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
[illegible]				
Retention rate	15.2%	Up from 11.6%	2.4%	2.9%
Attendance rate	86.3%	No Change	95.1%	95.1%
Served by gifted and talented program	0.3%	N/A	20.5%	17.5%
With disabilities	10.4%	N/A	11.9%	11.9%
Older than usual for grade	27.0%	N/A	6.5%	7.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	1.3%	1.1%
Enrolled in AP/IB programs	1.5%	Down from 4.5%	19.7%	15.1%
Successful on AP/IB exams	N/A	N/A	53.9%	51.5%
Eligible for LIFE Scholarship	16.4%	Down from 36.1%	33.2%	30.6%
Annual dropout rate	25.4%	Up from 14.4%	2.9%	2.3%
Career/technology students in co-curricular organizations	N/A	N/A	N/A	N/A
Enrollment in career/technology courses	N/A	N/A	N/A	N/A
Career/technology students attaining technical skills	N/A	N/A	N/A	N/A
[illegible]				
Teachers with advanced degrees	82.4%	Up from 77.3%	65.2%	63.4%
Continuing contract teachers	88.2%	Up from 86.4%	85.6%	78.8%
Teachers returning from previous year	81.7%	Down from 88.8%	88.0%	86.2%
Teacher attendance rate	99.9%	Up from 99.5%	94.9%	95.2%
Average teacher salary*	$41,820	Up 3.3%	$50,381	$48,699
Classes not taught by highly qualified teachers	2.9%	Up from 0.0%	1.6%	2.5%
Professional development days/teacher	9.0 days	Down from 9.4 days	11.5 days	9.8 days
[illegible]				
Principal's years at school	5.0	Up from 4.0	4.0	3.0
Student-teacher ratio in core subjects	26.8 to 1	Up from 16.8 to 1	28.3 to 1	26.9 to 1
Prime instructional time	86.0%	Up from 85.6%	87.9%	89.0%
Dollars spent per pupil**	$6,752	Up 28.8%	$7,422	$7,919
Percent of expenditures for teacher salaries**	60.0%	Down from 71.9%	56.0%	57.0%
Percent of expenditures for instruction**	62.0%	Down from 73.0%	59.0%	60.0%
Opportunities in the arts	Poor	No Change	Excellent	Excellent
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	92.0%	Up from 64.8%	96.4%	97.7%
Character development program	Excellent	No Change	Good	Good
ESEA composite index score	15.9	Down from 47.6	83.2	77.4

* Length of contract = 185+ days.
** Prior year audited financial data available.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Palmetto State E-cademy (PSE) is a public virtual charter school founded in 2008 to serve students in grades 9-12 through the state. School offices are located in Columbia and our student body of 345 students demonstrates the same blend of diversity as found in the state. PSE is one of only two virtual schools in the state to achieve the prestigious AdvancEd accreditation. Our excellent teachers work from their homes in various locations throughout the state and they along with the PSE staff are dedicated to the success of our students. This year's EOC scores are an excellent demonstration of the quality instruction that our students receive. Particularly in Algebra 1 where 93% of our students passed the EOC and 84% passed the Biology exam.

Teachers facilitate homerooms of students located in the same geographic region allowing all students the opportunity to participate in social school gatherings, service projects, and to garner additional academic support. Palmetto State E-cademy's curriculum is rigorous and learning coaches are provided to support students in the more difficult subjects such as math and English. A Graduation Coach guides seniors and jumping-juniors through their last high school courses to assist them in their goal of earning a diploma. Homerooms, learning coaches, and the Graduation Coach all demonstrate PSE's commitment to support our students and to aid them in accomplishing the important goal of high school graduation.

The mission of Palmetto State E-cademy is to significantly reduce the dropout rate in South Carolina by retaining and returning high school age students into the public school system, helping them achieve success and reach their individual potential while in school, and ensuring they graduate. To that end, the staff and Board of Directors have implemented a rigorous curriculum that is AdvancEd accredited and aligned to Common Core objectives. Quality professional development for staff, regular interaction with students and parents, and engaging delivery of instruction through live teaching and coaching have led to the continued success of Palmetto State E-cademy.

Mickey Stokes, Board Chair
Dr. Barbara Stoops, Principal/Executive Director

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	17	14	8
Percent satisfied with learning environment	100%	85.7%	N/A
Percent satisfied with social and physical environment	82.4%	92.3%	N/A
Percent satisfied with school-home relations	94.1%	76.9%	N/A

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

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on **www.ed.sc.gov** and **www.eoc.sc.gov** as well as school and school district websites.

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11/07/13-1701ac5

SC Annual School Report Card Summary

SC Whitmore School
SC Public Charter
Grades: 9-12 **Enrollment: 243**
Principal: Ellen R Ray
Superintendent: Wayne Brazell, Ph. D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	N/A	N/A	TBD	TBD	I	N/A
2012	N/A	N/A	N/A	N/A	N/A	N/A
2011	N/A	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
21	16	7	0	3

**Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Passed 2 subtests (%)	41.2%	58.2%	75.4%	78.6%
Passed 1 subtest (%)	37.3%	30.9%	14.9%	13.6%
Passed no subtests (%)	21.6%	10.9%	10.5%	8.2%

HSAP PASSAGE RATE (%) BY SPRING 2013

	Our High School	High Schools with Students Like Ours
Passage Rate	N/A	90.9%

ON-TIME GRADUATION RATE

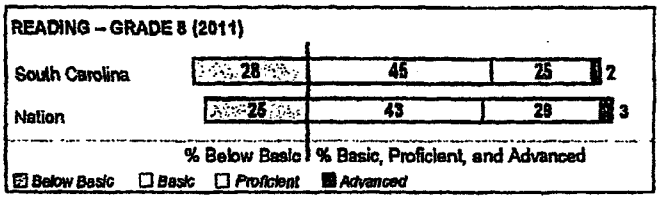
	Our High School	High Schools with Students Like Ours
Number of students	82	247
Number of Diplomas	20	178
Rate (%)	24.4%	75.2%

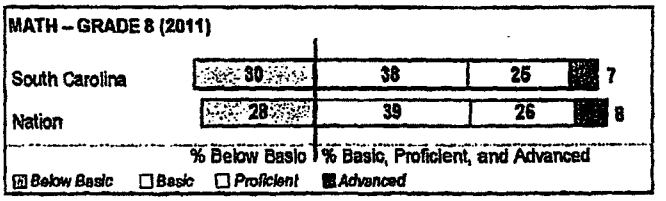
END OF COURSE TESTS - 2013

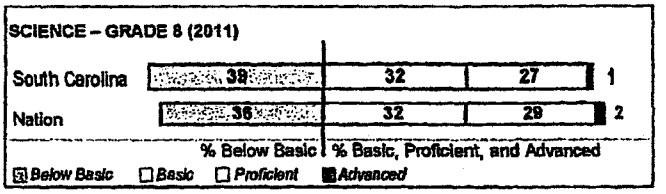
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	50.0	73.4
English 1	72.7	67.0
Biology 1/Applied Biology 2	90.0	75.7
US History and the Constitution	31.8	54.8
All Tests	58.3	67.4

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC 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.

Abbreviations Key
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SC Whitmore School [SC Public Charter]

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
[redacted]				
Retention rate	13.6%	Up from 0.0%	3.7%	2.9%
Attendance rate	87.0%	Down from 96.3%	95.5%	95.1%
Served by gifted and talented program	0.0%	N/A	17.7%	17.5%
With disabilities	10.7%	N/A	12.7%	11.9%
Older than usual for grade	35.4%	N/A	9.3%	7.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	1.0%	1.1%
Enrolled in AP/IB programs	0.0%	No Change	11.4%	15.1%
Successful on AP/IB exams	N/A	N/A	53.0%	51.5%
Eligible for LIFE Scholarship	55.6%	Up from 0.0%	31.6%	30.6%
Annual dropout rate	17.3%	Up from 0.0%	2.6%	2.3%
Career/technology students in co-curricular organizations	N/A	N/A	N/A	N/A
Enrollment in career/technology courses	N/A	N/A	N/A	N/A
Career/technology students attaining technical skills	N/A	N/A	N/A	N/A
[redacted]				
Teachers with advanced degrees	66.7%	Down from 100.0%	62.4%	63.4%
Continuing contract teachers	33.3%	Down from 42.9%	80.4%	78.8%
Teachers returning from previous year	N/A	N/A	87.3%	86.2%
Teacher attendance rate	100.0%	No Change	95.2%	95.2%
Average teacher salary*	N/A	N/A	$48,262	$48,699
Classes not taught by highly qualified teachers	11.5%	Up from 0.0%	3.5%	2.5%
Professional development days/teacher	1.6 days	Down from 6.0 days	10.2 days	9.8 days
[redacted]				
Principal's years at school	2.0	Up from 1.0	5.0	3.0
Student-teacher ratio in core subjects	N/R	N/R	27.3 to 1	26.9 to 1
Prime instructional time	87.0%	Down from 96.3%	89.2%	89.0%
Dollars spent per pupil**	$6,192	N/A	$7,594	$7,919
Percent of expenditures for teacher salaries**	27.0%	N/A	57.0%	57.0%
Percent of expenditures for instruction**	32.0%	N/A	60.0%	60.0%
Opportunities in the arts	Poor	No Change	Good	Excellent
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	26.5%	Down from 52.6%	98.3%	97.7%
Character development program	Below Average	No Change	Good	Good
ESEA composite index score	N/A	N/A	73.9	77.4

* Length of contract = 185+ days.
** Prior year audited financial data available.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

SC Whitmore School (SCWS) is a public virtual charter high school serving over 300 students from every county in the state. SCWS opened in 2011-12 authorized by the SC Public Charter School District.

The challenging mastery-based curriculum meets all SC academic standards and 100% of our teachers are certified and highly qualified. Working one-to-one with caring and supportive teachers, students revise each lesson until they achieve mastery. The individually-paced system allows a student to begin a new course at any time during the calendar year and progress at the pace he or she finds most comfortable. We offer 230 instructional days for students who need more time to complete their courses.

As a result of our unique approach, our school has been able to help students achieve academic success, who had previously struggled in a traditional learning environment. Additionally, students who wish to accelerate their learning have the opportunity to earn college credit through Seward College as well as complete their graduation requirements ahead of their scheduled graduation. Several students in the class of 2013 graduated early.

SCWS hosts educational field trips and social gatherings across the state where students have face-to-face time with faculty, staff and fellow students.

Ellen R. Ray, Principal
Richard Morrison, Chairman Board of Directors

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	5	2	4
Percent satisfied with learning environment	100%	N/A	N/A
Percent satisfied with social and physical environment	100%	N/A	N/A
Percent satisfied with school-home relations	100%	N/A	N/A

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

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on **www.ed.sc.gov** and **www.eoc.sc.gov** as well as school and school district websites.

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11/07/13-4701814

SC Annual School Report Card Summary

PALMETTO STATE E-CADEMY
SC Public Charter School
Grades: 9-12 **Enrollment: 428**
Principal: Dr. Barbara Stoops
Superintendent: Dr. Wayne Brazell
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	At-Risk	N/A	TBD	TBD	Not Met	CSI
2010	N/A	N/A	N/A	N/A	Not Met	NI
2009	N/A	N/A	N/A	N/A	Not Met	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
11	10	17	1	1

** Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the Index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Passed 2 subtests (%)	63.3%	68.8%	N/A	77.7%
Passed 1 subtest (%)	23.3%	19.8%	N/A	12.8%
Passed no subtests (%)	13.3%	11.5%	N/A	9.5%

HSAP PASSAGE RATE (%) BY SPRING 2011

	Our High School	High Schools with Students Like Ours
Passage Rate	75.4%	91.4%

ON-TIME GRADUATION RATE

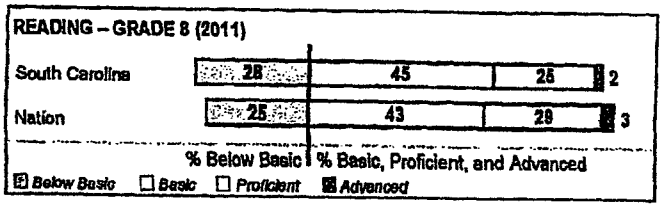
	Our High School	High Schools with Students Like Ours
Number of students	293	292
Number of Diplomas	55	211
Rate (%)	18.8%	72.6%

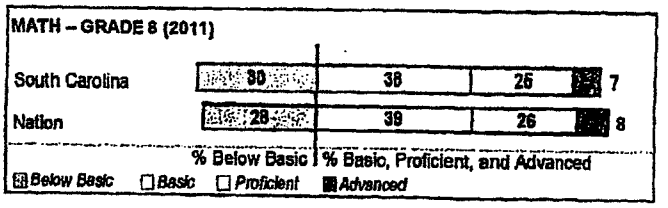
END OF COURSE TESTS - 2011

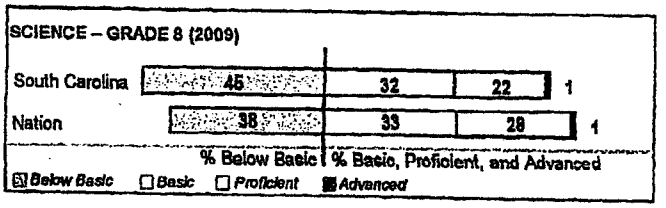
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	39.5	76.5
English 1	64.2	65.9
Biology 1/Applied Biology 2	50.0	68.3
Physical Science	43.2	56.6
US History and the Constitution	25.8	47.9
All Tests	42.0	62.7

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC 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.

Abbreviations Key
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PALMETTO STATE E-CADEMY [SC Public Charter

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
[redacted]				
Retention rate	11.7%	Up from 4.5%	4.0%	3.4%
Attendance rate	85.9%	Up from 68.3%	94.6%	95.0%
Served by gifted and talented program	0.0%	No Change	16.1%	12.4%
With disabilities other than speech	7.3%	Down from 12.2%	11.1%	9.9%
Older than usual for grade	23.5%	Down from 29.6%	7.2%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.8%	0.9%
Enrolled in AP/IB programs	2.2%	Down from 4.9%	13.9%	13.0%
Successful on AP/IB exams	N/A	N/A	50.9%	51.7%
Eligible for LIFE Scholarship	7.9%	N/R	31.1%	30.1%
Annual dropout rate	10.3%	Up from 6.6%	3.0%	2.5%
Career/technology students in co-curricular organizations	0.0%	No Change	2.0%	2.9%
Enrollment in career/technology courses	1	Down from 136	474	419
Career/technology students attaining technical skills	N/A	N/A	81.7%	83.0%
[redacted]				
Teachers with advanced degrees	86.7%	Up from 70.6%	61.6%	61.1%
Continuing contract teachers	86.7%	Up from 29.4%	85.6%	80.6%
Teachers returning from previous year	N/A	N/A	87.7%	86.5%
Teacher attendance rate	96.5%	Up from 94.7%	95.6%	95.5%
Average teacher salary*	$42,500	Down 1.8%	$47,128	$46,884
Classes not taught by highly qualified teachers	10.5%	Down from 12.1%	1.5%	2.2%
Professional development days/teacher	9.5 days	No Change	10.9 days	10.0 days
[redacted]				
Principal's years at school	1.0	Down from 1.4	3.8	4.0
Student-teacher ratio in core subjects	N/R	N/R	28.2 to 1	26.5 to 1
Prime instructional time	81.6%	N/R	89.2%	89.3%
Dollars spent per pupil**	$5,728	Up 99.4%	$7,285	$7,804
Percent of expenditures for teacher salaries**	39.0%	Down from 41.7%	56.8%	58.0%
Percent of expenditures for instruction**	57.0%	Down from 59.0%	59.7%	60.6%
Opportunities in the arts	Poor	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Up from 58.1%	97.2%	97.3%
Character development program	Good	Up from At-Risk	Good	Good
% of AYP objectives met	66.7%	Up from 0.0%	66.0%	65.2%

* Length of contract = 185+ days.

** Prior year audited financial data available.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Palmetto State E-cademy is a public virtual charter school, founded three years ago to serve students in grades 9-12 across the state.

Our school family is constantly seeking meaningful opportunities to improve the world class education we provide. Students are able to tailor their education to their schedule, ability, and pace of learning. Our curriculum is rigorous and includes both traditional courses as well as Advanced Placement courses.

Students are grouped in homerooms based on their location in the state. This small group setting provides social support, service opportunities, and academic support. The school offers extracurricular activities as well. Our committed and passionate faculty and staff are in regular contact with our students and their parents. These highly qualified faculty members are content experts, technologically proficient and our core instructors teach fulltime for PSE. Professional development is an on-going priority for our faculty and staff.

PSE graduated 71 students in May 2011. Of the graduates, ten were juniors who accelerated their work in high school. We had ten Life Scholars and 2 Palmetto Fellows among the graduates and there were numerous other scholarships awarded to members of the Class of 2011.

Careful planning for instruction, regular interaction with students and parents, and engaging delivery of instruction have been critical factors in PSE achieving six of the nine objectives for AYP for this school year.

Dr. Tammie Powell
Principal Curriculum and Instruction

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	0	0	0
Percent satisfied with learning environment	N/R	N/R	N/R
Percent satisfied with social and physical environment	N/R	N/R	N/R
Percent satisfied with school-home relations	N/R	N/R	N/R

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

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on **www.ed.sc.gov** and **www.eoc.sc.gov** as well as school and school district websites.

Printed versions are available from school districts upon request.

ROA_2717

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11-00/11-1701b05

South Carolina Public Charter School District
Graduation Rate

Name of School	2009	2010	2011	2012	2013	Projected 2014
District	16.60%	25.40%	15.50%	19.20%	28.10%	
SC Connections Academy	43.30%	31.60%	38.10%	34.50%	30.90%	
SC Virtual Charter School	1.20%	23.20%	7.40%	17.80%	24.00%	
[redacted]						
Calhoun Falls Charter	80.00%	75.60%	79.20%	77.30%	84.00%	
Provost Academy	N/A	38.60%	8.10%	13.20%	23.30%	
Fox Creek Charter High	N/A	N/A	N/A	N/A	76.00%	
Palmetto E Academy	N/A	8.30%	18.80%	16.60%	16.60%	
SC Whitmore	N/A	N/A	N/A	10.90%	24.40%	
Insight School of SC	6.70%	N/A	N/A	N/A	N/A	N/A

Only the ones in red, which are also Rural, Minority (AFRICAN American) Poverty Based Students were recommend
ed for revocation or revoked.

SC Annual School District Report Card Summary

SC Public Charter School District
Grades: PK-12 **Enrollment: 11,399**
Superintendent: Wayne Brazell, Ph. D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	At-Risk	Good	N/A	N/A	C	N/A
2012	At-Risk	Good	N/A	N/A	D	N/A
2011	At-Risk	Below Average	N/A	N/A	Not Met	NI

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
8	5	0	0	1

** Ratings are calculated with data available by 01/16/2014. Districts with Students Like Ours are Districts with Poverty Indices of no more than 5% above or below the index for this district.*

PASS

PASS	2013 Reading	2013 Math	2013 Science	2013 Social Studies	2013 Writing
	% Met or above	% Met or above	% Met or above	% Met or above	% Met or above
District	76.2%	64.6%	65.0%	65.7%	71.1%
Districts with Students Like Ours**	79.0%	75.9%	75.6%	78.1%	77.0%
Average District	76.9%	73.4%	73.0%	75.7%	74.5%

PASS	2013 Reading	2013 Math	2013 Science	2013 Social Studies	2013 Writing
	%Exemplary	%Exemplary	%Exemplary	%Exemplary	%Exemplary
District	41.6%	25.0%	15.4%	27.2%	32.3%
Districts with Students Like Ours**	44.4%	38.1%	25.9%	39.5%	37.1%
Average District	41.7%	35.6%	23.9%	36.9%	33.8%

HSAP

HSAP: 2nd Year Students	Passed 2 Subtests (%)	Passed 1 Subtest (%)	Passed No Subtests (%)
District	72.6%	19.8%	7.6%
Districts with Students Like Ours**	84.6%	10.1%	5.3%

HSAP Passage Rate by Spring 2013 (%)	
District	76.9%
Districts with Students Like Ours**	92.4%

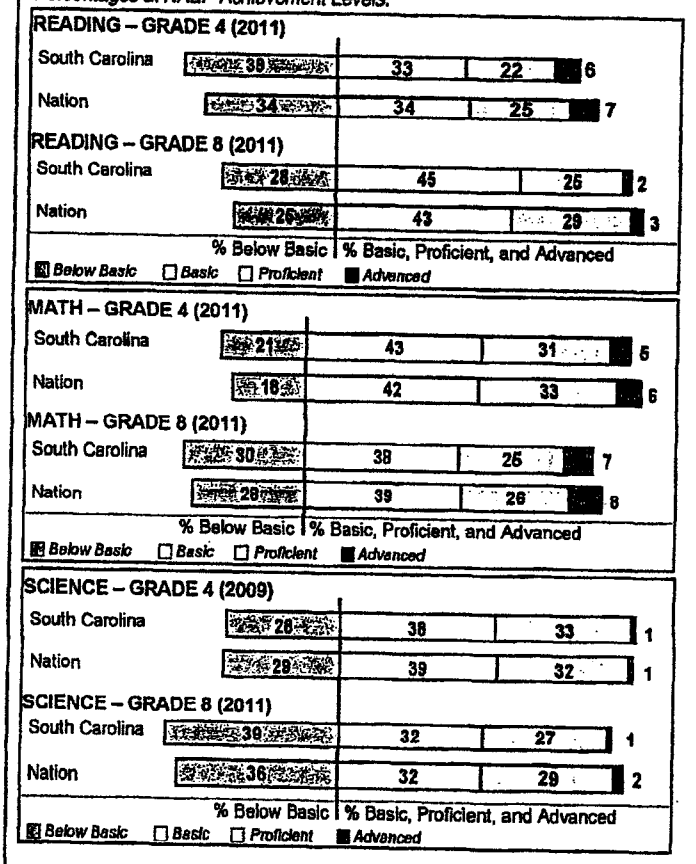
End of Course Test Passage Rate (%)	
District	70.0%
Districts with Students Like Ours**	75.9%

On-Time Graduation Rate (%)	
District	28.1%
Districts with Students Like Ours**	76.8%

*** Districts with Students Like Ours are districts with Poverty Indices of no more than 5% above or below the index for this district.*

NAEP*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*



SC 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.

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SC Annual School Report Card Summary

Calhoun Falls Charter School
SC Public Charter
Grades: 6-12 **Enrollment: 186**
Principal: Deirdre McCullough
Superintendent: Wayne Brazell, Ph. D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Excellent	Excellent	TBD	TBD	A	Reward
2012	Average	Below Average	Gold	N/A	A	N/A
2011	Average	N/A	N/A	N/A	Not Met	CSI-AYP

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
8	5	15	6	4

**Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Passed 2 subtests (%)	80.0%	93.1%	65.1%	69.2%
Passed 1 subtest (%)	8.0%	3.4%	19.0%	17.1%
Passed no subtests (%)	12.0%	3.4%	16.6%	16.7%

HSAP PASSAGE RATE (%) BY SPRING 2013

	Our High School	High Schools with Students Like Ours
Passage Rate	95.7%	84.2%

ON-TIME GRADUATION RATE

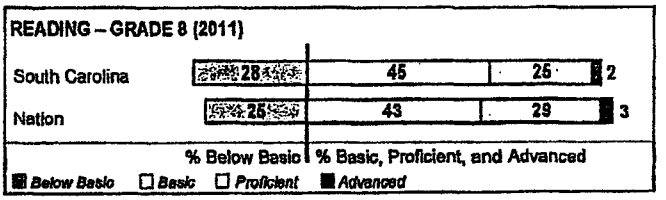
	Our High School	High Schools with Students Like Ours
Number of students	25	139
Number of Diplomas	21	103
Rate (%)	84.0%	70.8%

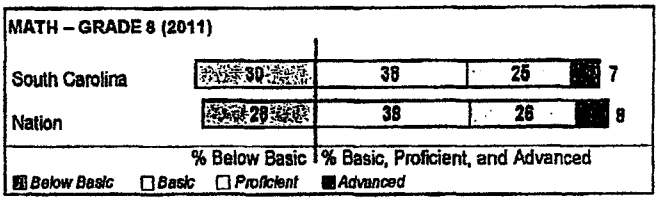
END OF COURSE TESTS - 2013

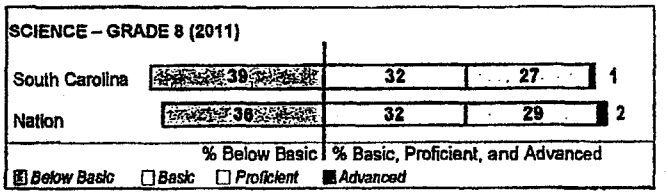
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	84.2	63.7
English 1	78.6	53.6
Biology 1/Applied Biology 2	85.7	59.8
US History and the Constitution	53.8	35.4
All Tests	75.2	52.9

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC PERFORMANCE VISION

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SC Annual School Report Card Summary

SC Virtual Charter School
SC Public Charter
Grades: K-12 **Enrollment: 3,342**
Principal: Dr. Cherry Daniel
Superintendent: Wayne Brazell, Ph. D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	At-Risk	Below Average	TBD	TBD	D	N/A
2012	At-Risk	Below Average	N/A	N/A	C	N/A
2011	At-Risk	N/A	N/A	N/A	Not Met	CSI-AYP

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
20	15	9	0	2

**Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Passed 2 subtests (%)	70.2%	65.6%	75.8%	79.0%
Passed 1 subtest (%)	20.3%	24.7%	14.7%	12.9%
Passed no subtests (%)	9.5%	9.7%	11.7%	8.5%

HSAP PASSAGE RATE (%) BY SPRING 2013

	Our High School	High Schools with Students Like Ours
Passage Rate	76.9%	91.3%

ON-TIME GRADUATION RATE

	Our High School	High Schools with Students Like Ours
Number of students	496	246
Number of Diplomas	119	178
Rate (%)	24.0%	75.2%

END OF COURSE TESTS - 2013

% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	65.0	73.7
English 1	72.4	66.9
Biology 1/Applied Biology 2	80.5	74.5
US History and the Constitution	42.9	53.3
All Tests	64.6	66.8

NAEP PERFORMANCE*

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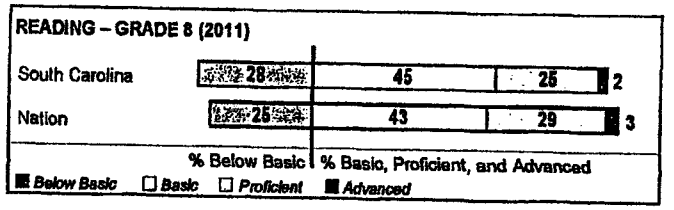

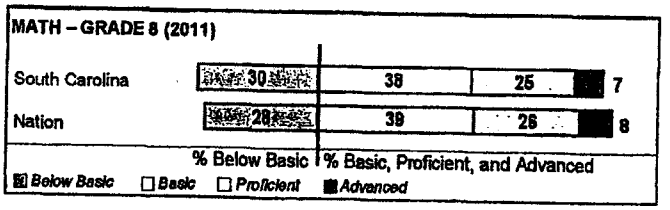

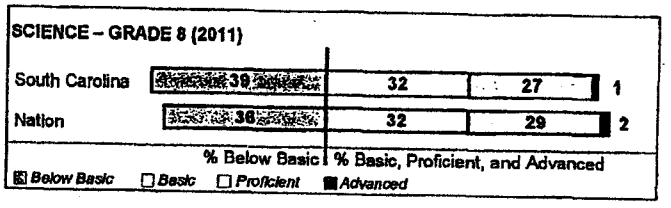

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SC Annual School Report Card Summary

Fox Creek Charter High
SC Public Charter
Grades: 9-12 **Enrollment: 431**
Principal: Timothy L. Murph
Superintendent: Wayne Brazell, Ph. D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Excellent	Good	TBD	TBD	D	N/A
2012	Excellent	Good	N/A	N/A	N/A	N/A
2011	Excellent	Good	N/A	N/A	N/A	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
27	2	0	0	0

*Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Passed 2 subtests (%)	91.5%	85.5%	85.9%	85.6%
Passed 1 subtest (%)	7.3%	7.7%	8.9%	9.4%
Passed no subtests (%)	1.2%	6.8%	5.2%	5.0%

HSAP PASSAGE RATE (%) BY SPRING 2013

	Our High School	High Schools with Students Like Ours
Passage Rate	98.4%	95.0%

ON-TIME GRADUATION RATE

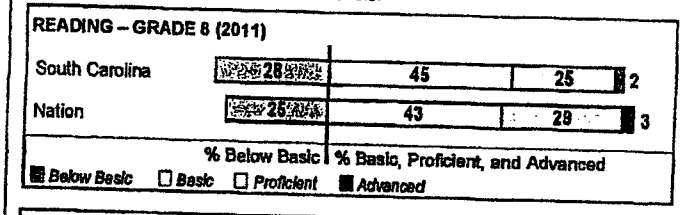
	Our High School	High Schools with Students Like Ours
Number of students	100	348
Number of Diplomas	76	284
Rate (%)	76.0%	81.2%

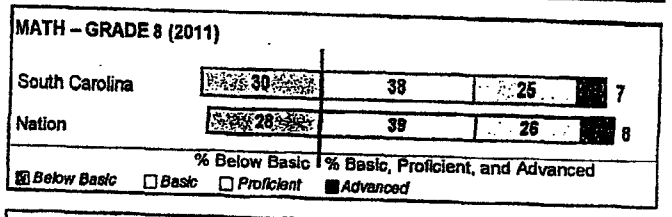
END OF COURSE TESTS - 2013

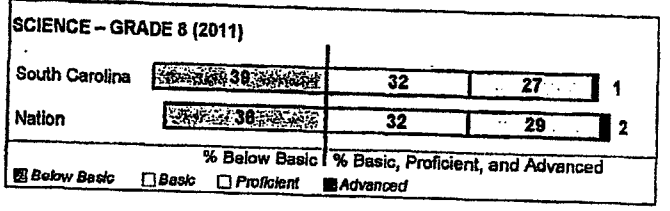
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	65.9	79.2
English 1	65.8	75.9
Biology 1/Applied Biology 2	80.7	82.5
US History and the Constitution	57.0	67.3
All Tests	69.9	76.3

NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.







SC PERFORMANCE VISION

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SC Annual School Report Card Summary

Provost Academy South Carolina
SC Public Charter
Grades: 9-12 **Enrollment: 872**
Principal: Stephanie Cagle - Interim
Superintendent: Wayne Brazell, Ph. D.
Board Chair: Don McLaurin

PERFORMANCE

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YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	At-Risk	Below Average	TBD	TBD	C	N/A
2012	At-Risk	N/A	N/A	N/A	F	N/A
2011	N/A	N/A	N/A	N/A	Not Met	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
17	13	10	0	2

** Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the Index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Passed 2 subtests (%)	54.6%	65.8%	77.3%	77.8%
Passed 1 subtest (%)	27.8%	21.9%	13.8%	13.6%
Passed no subtests (%)	17.6%	12.3%	11.1%	9.3%

HSAP PASSAGE RATE (%) BY SPRING 2013

	Our High School	High Schools with Students Like Ours
Passage Rate	68.6%	90.7%

ON-TIME GRADUATION RATE

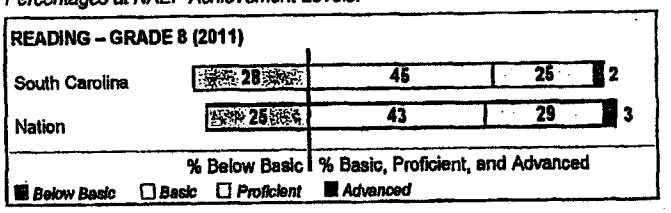
	Our High School	High Schools with Students Like Ours
Number of students	587	236
Number of Diplomas	137	169
Rate (%)	23.3%	74.2%

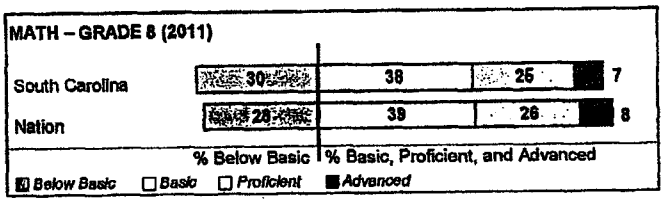
END OF COURSE TESTS - 2013

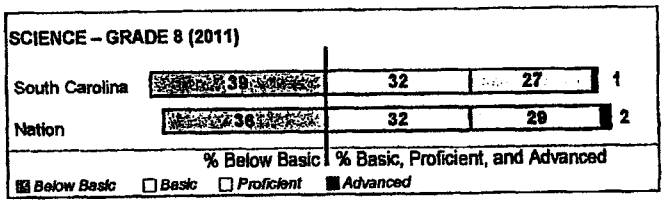
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	65.2	73.4
English 1	65.9	66.9
Biology 1/Applied Biology 2	75.9	74.0
US History and the Constitution	45.1	49.2
All Tests	60.3	63.6

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC 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.

Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

SC Annual School Report Card Summary

Palmetto State E-cademy
SC Public Charter
Grades: 9-12 **Enrollment: 253**
Principal: Dr. Barbara Stoops
Superintendent: Wayne Brazell, Ph. D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	At-Risk	Excellent	TBD	TBD	F	N/A
2012	At-Risk	At-Risk	N/A	N/A	F	N/A
2011	At-Risk	N/A	N/A	N/A	Not Met	CSI-AYP

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
27	7	0	0	3

Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the Index for this school.

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Passed 2 subtests (%)	55.7%	70.3%	78.2%	83.1%
Passed 1 subtest (%)	31.4%	23.0%	13.5%	11.5%
Passed no subtests (%)	12.9%	6.8%	8.4%	5.9%

HSAP PASSAGE RATE (%) BY SPRING 2013

	Our High School	High Schools with Students Like Ours
Passage Rate	71.2%	91.7%

ON-TIME GRADUATION RATE

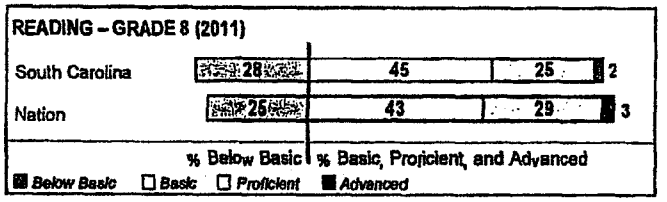
	Our High School	High Schools with Students Like Ours
Number of students	187	297
Number of Diplomas	31	227
Rate (%)	16.6%	77.1%

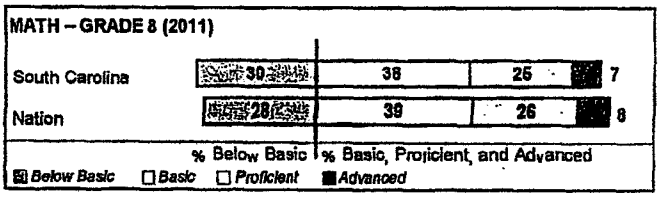
END OF COURSE TESTS - 2013

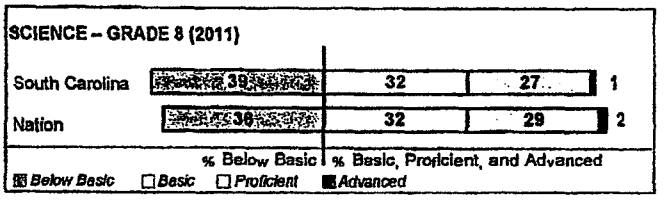
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	92.9	77.5
English 1	81.8	74.5
Biology 1/Applied Biology 2	86.7	80.3
US History and the Constitution	48.3	63.7
All Tests	72.5	73.7

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC 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.

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SC Annual School Report Card Summary

SC Connections Academy
SC Public Charter
Grades: K-12 **Enrollment: 2,885**
Principal: Allison R. Reaves
Superintendent: Wayne Brazell, Ph. D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	At-Risk	Below Average	TBD	TBD	C	N/A
2012	At-Risk	At-Risk	N/A	Silver	C	N/A
2011	Below Average	N/A	N/A	N/A	Not Met	CSI-AYP

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
26	6	0	0	2

** Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Passed 2 subtests (%)	65.4%	77.5%	78.2%	84.8%
Passed 1 subtest (%)	26.9%	18.9%	13.5%	10.0%
Passed no subtests (%)	7.8%	3.6%	8.4%	5.6%

HSAP PASSAGE RATE (%) BY SPRING 2013

	Our High School	High Schools with Students Like Ours
Passage Rate	75.0%	92.1%

ON-TIME GRADUATION RATE

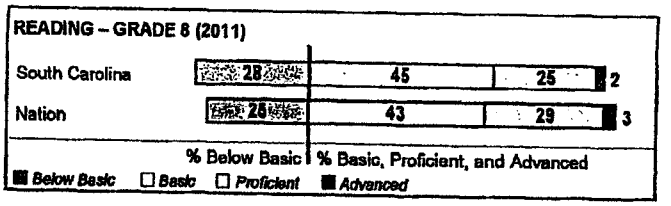
	Our High School	High Schools with Students Like Ours
Number of students	440	327
Number of Diplomas	136	249
Rate (%)	30.9%	76.8%

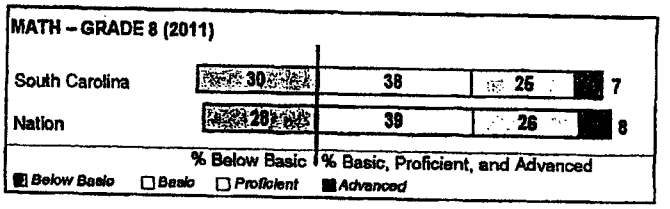
END OF COURSE TESTS - 2013

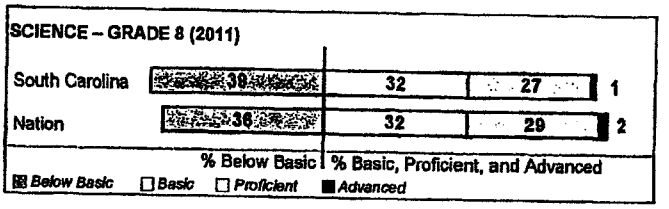
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	67.0	79.5
English 1	79.7	76.1
Biology 1/Applied Biology 2	78.8	81.1
US History and the Constitution	48.3	65.8
All Tests	67.7	75.3

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC PERFORMANCE VISION

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SC Annual School Report Card Summary

SC Whitmore School
SC Public Charter
Grades: 9-12 **Enrollment: 243**
Principal: Ellen R Ray
Superintendent: Wayne Brazell, Ph. D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	N/A	N/A	TBD	TBD	I	N/A
2012	N/A	N/A	N/A	N/A	N/A	N/A
2011	N/A	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
21	16	7	0	3

** Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Passed 2 subtests (%)	41.2%	58.2%	75.4%	78.6%
Passed 1 subtest (%)	37.3%	30.9%	14.9%	13.6%
Passed no subtests (%)	21.6%	10.9%	10.5%	8.2%

HSAP PASSAGE RATE (%) BY SPRING 2013

	Our High School	High Schools with Students Like Ours
Passage Rate	N/A	90.9%

ON-TIME GRADUATION RATE

	Our High School	High Schools with Students Like Ours
Number of students	82	247
Number of Diplomas	20	178
Rate (%)	24.4%	75.2%

END OF COURSE TESTS - 2013

% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	50.0	73.4
English 1	72.7	67.0
Biology 1/Applied Biology 2	90.0	75.7
US History and the Constitution	31.8	54.8
All Tests	58.3	67.4

NAEP PERFORMANCE*

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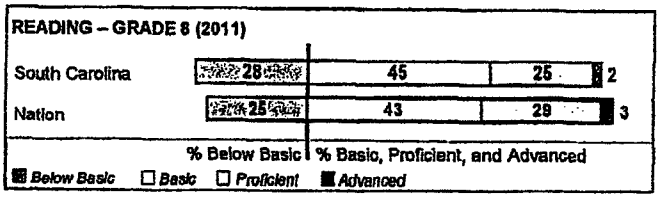

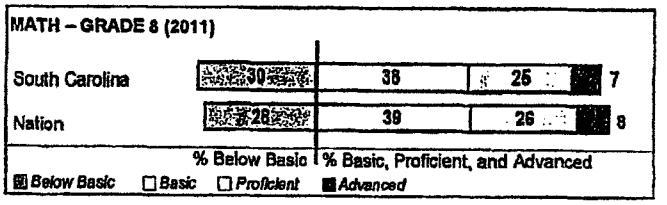

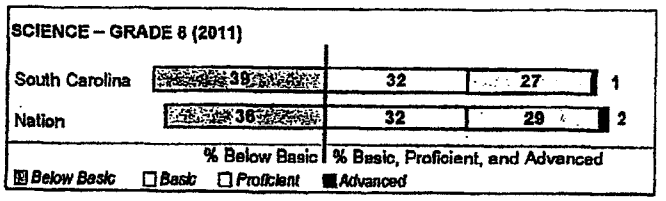

SC PERFORMANCE VISION

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Abbreviations Key
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SC Annual School District Report Card Summary

SC Public Charter District School District
Grades: PK-12 **Enrollment: 2,446**
Superintendent: Dr. Wayne Brazell
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	N/A	N/A	N/A	N/A	Not Met	N/A
2008	N/A	N/A	N/A	N/A	N/A	N/A
2007	N/A	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	0	0	0

** Ratings are calculated with data available by 08/01/2010. Districts with Students Like Ours are Districts with Poverty Indices of no more than 5% above or below the index for this district.*

PASS

PASS	2009 Reading	2009 Math	2009 Science	2009 Social Studies	2009 Writing
	% Met or above	% Met or above	% Met or above	% Met or above	% Met or above
District	72.5%	58.0%	58.0%	61.0%	65.8%
Districts with Students Like Ours**	N/A	N/A	N/A	N/A	N/A
Average District	73.6%	70.5%	67.4%	72.2%	70.2%

PASS	2009 Reading	2009 Math	2009 Science	2009 Social Studies	2009 Writing
	%Exemplary	%Exemplary	%Exemplary	%Exemplary	%Exemplary
District	35.6%	19.5%	12.3%	22.2%	27.1%
Districts with Students Like Ours**	N/A	N/A	N/A	N/A	N/A
Average District	35.2%	28.8%	18.8%	28.5%	29.8%

HSAP

HSAP: 2nd Year Students	Passed 2 Subtests (%)	Passed 1 Subtest (%)	Passed No Subtests (%)
District	72.7%	20.1%	7.2%
Districts with Students Like Ours**	N/A	N/A	N/A

HSAP Passage Rate by Spring 2009 (%)

District	N/A
Districts with Students Like Ours**	N/A

End of Course Test Passage Rate (%)

District	60.2
Districts with Students Like Ours**	N/A

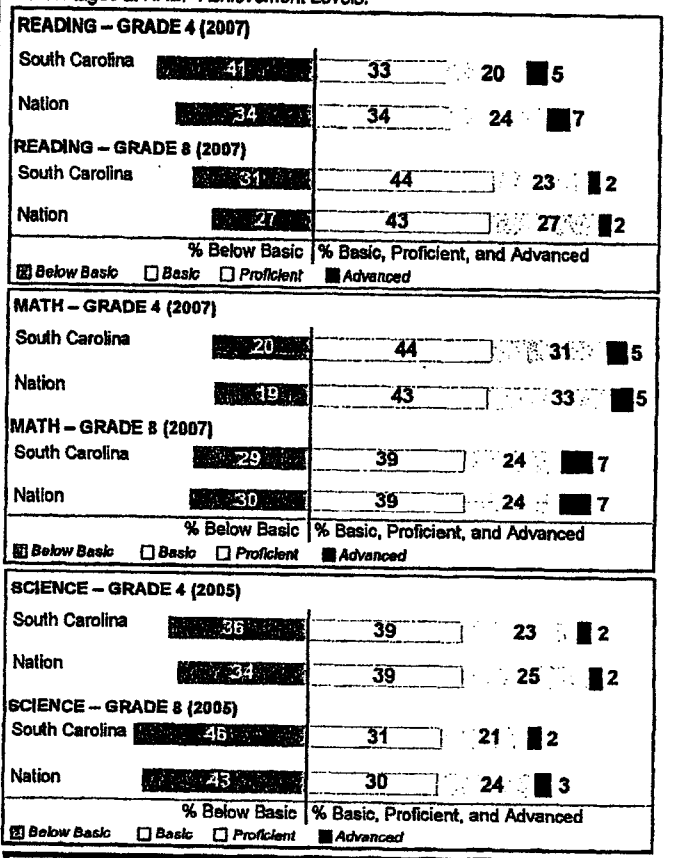
On-Time Graduation Rate (%)

District	16.6%
Districts with Students Like Ours**	N/A

*** Districts with Students Like Ours are districts with Poverty Indices of no more than 5% above or below the Index for this district.*

NAEP*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*



SC PERFORMANCE GOAL

2010 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.

2020 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.

Abbreviations Key
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NI Newly Identified CDI Continuing District Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY District Improvement Status HOLD District Impr

SC Annual School Report Card Summary

Insight School Of SC
SC Public Charter District
Grades: 9-12 **Enrollment: 578**
Principal: Dr. Michael Stagliano
Superintendent: Dr. Wayne Brazell
Board Chair: Don McLaurin

PERFORMANCE

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YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	N/A	N/A	TBD	TBD	Not Met	N/A
2008	N/A	N/A	N/A	N/A	N/A	N/A
2007	N/A	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	0	0	0

*Ratings are calculated with data available by 04/05/2010. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2008	2009	2008	2009
Passed 2 subtests (%)	N/A	69.9%	N/A	N/A
Passed 1 subtest (%)	N/A	21.4%	N/A	N/A
Passed no subtests (%)	N/A	8.7%	N/A	N/A

HSAP PASSAGE RATE (%) BY SPRING 2009

	Our High School	High Schools with Students Like Ours
Passage Rate	N/A	N/A

ON-TIME GRADUATION RATE

	Our High School	High Schools with Students Like Ours
Number of students	179	N/A
Number of Diplomas	12	N/A
Rate (%)	6.7%	N/A

END OF COURSE TESTS - 2009

% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	46.7%	N/A
English 1	72.5%	N/A
Physical Science	41.5%	N/A
US History and the Constitution	43.6%	N/A
All Tests	53.6%	N/A

NAEP PERFORMANCE*

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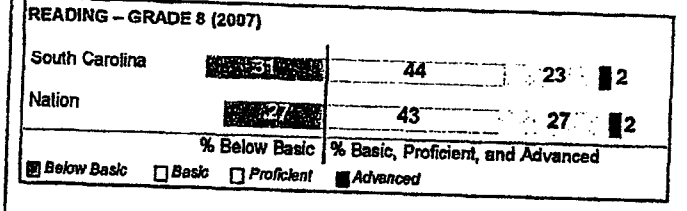

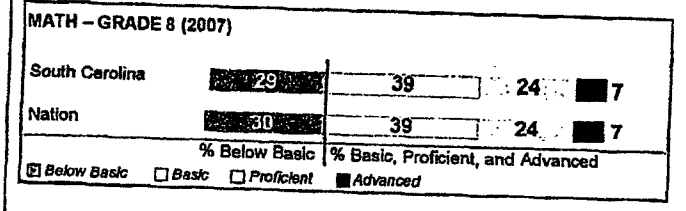

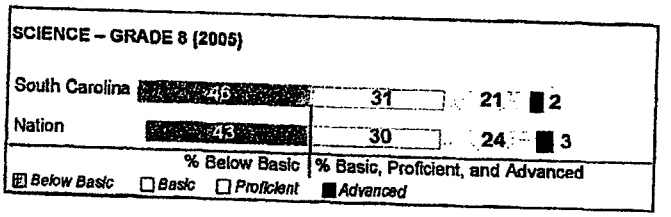

SC PERFORMANCE GOAL

2010 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.

2020 Vision:
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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improveme

SC Annual School Report Card Summary

2009

SC Virtual Charter School
SC Public Charter District
Grades: K-12 **Enrollment: 1,022**
Principal: Dr. Cherry Daniel
Superintendent: Dr. Wayne Brazell
Board Chair: Don McLaurin

PERFORMANCE

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YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	N/A	N/A	TBD	TBD	Not Met	N/A
2008	N/A	N/A	N/A	N/A	N/A	N/A
2007	N/A	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	0	0	0

** Ratings are calculated with data available by 03/23/2010. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2008	2009	2008	2009
Passed 2 subtests (%)	N/A	81.1%	N/A	N/A
Passed 1 subtest (%)	N/A	18.9%	N/A	N/A
Passed no subtests (%)	N/A	N/A	N/A	N/A

HSAP PASSAGE RATE (%) BY SPRING 2009

	Our High School	High Schools with Students Like Ours
Passage Rate	N/A	N/A

ON-TIME GRADUATION RATE

	Our High School	High Schools with Students Like Ours
Number of students	81	N/A
Number of Diplomas	1	N/A
Rate (%)	1.2%	N/A

END OF COURSE TESTS - 2009

% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	80.6%	N/A
English 1	88.9%	N/A
Physical Science	55.6%	N/A
US History and the Constitution	62.5%	N/A
All Tests	76.7%	N/A

NAEP PERFORMANCE*

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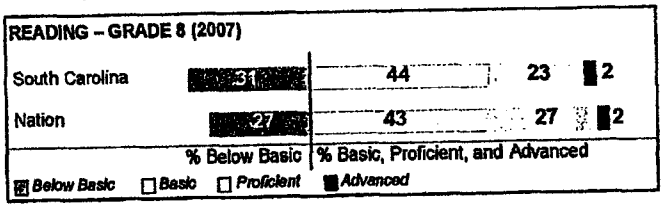

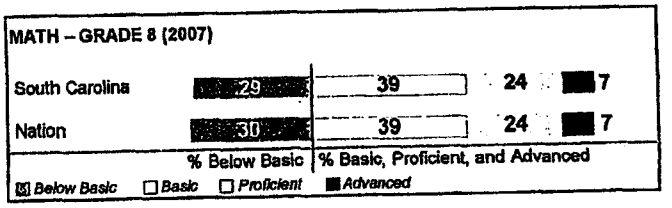

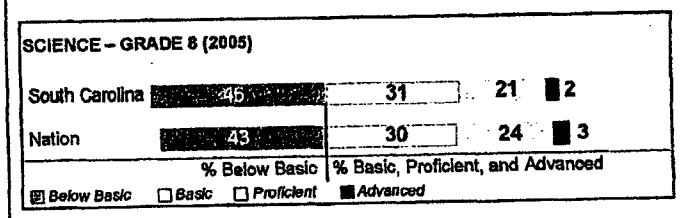

SC PERFORMANCE GOAL

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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.

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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.

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SC Annual School Report Card Summary

SC Connections Academy
SC Public Charter District
Grades: K-12 **Enrollment: 590**
Principal: Allison Reaves
Superintendent: Dr. Wayne Brazell
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	N/A	N/A	TBD	TBD	Not Met	N/A
2008	N/A	N/A	N/A	N/A	N/A	N/A
2007	N/A	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	0	0	0

** Ratings are calculated with data available by 04/05/2010. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2008	2009	2008	2009
Passed 2 subtests (%)	N/A	73.8%	N/A	N/A
Passed 1 subtest (%)	N/A	14.3%	N/A	N/A
Passed no subtests (%)	N/A	11.9%	N/A	N/A

HSAP PASSAGE RATE (%) BY SPRING 2009

	Our High School	High Schools with Students Like Ours
Passage Rate	N/A	N/A

ON-TIME GRADUATION RATE

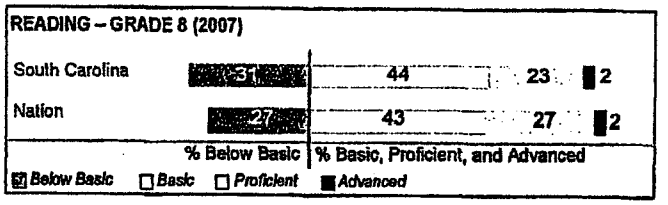
	Our High School	High Schools with Students Like Ours
Number of students	30	N/A
Number of Diplomas	13	N/A
Rate (%)	43.3%	N/A

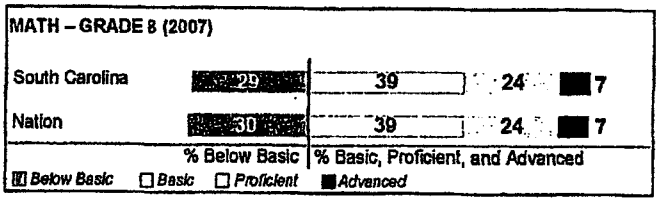
END OF COURSE TESTS - 2009

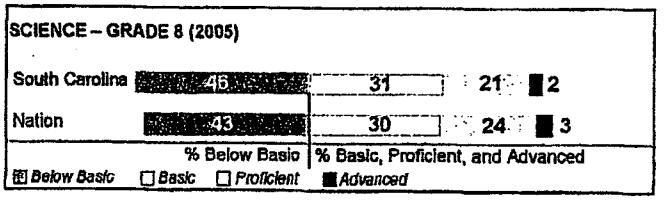
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	59.0%	N/A
English 1	76.6%	N/A
Physical Science	46.2%	N/A
US History and the Constitution	55.3%	N/A
All Tests	64.3%	N/A

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC PERFORMANCE GOAL

2010 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.

2020 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.

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SC Annual School Report Card Summary

Calhoun Falls Charter
SC Public Charter District
Grades: 6-12 **Enrollment: 229**
Principal: Deirdre McCullough
Superintendent: Dr. Wayne Brazell
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	N/A	N/A	TBD	TBD	Not Met	N/A
2008	N/A	N/A	N/A	N/A	N/A	N/A
2007	N/A	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	0	0	0

** Ratings are calculated with data available by 04/05/2010. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2008	2009	2008	2009
Passed 2 subtests (%)	N/A	70.4%	N/A	N/A
Passed 1 subtest (%)	N/A	25.9%	N/A	N/A
Passed no subtests (%)	N/A	3.7%	N/A	N/A

HSAP PASSAGE RATE (%) BY SPRING 2009

	Our High School	High Schools with Students Like Ours
Passage Rate	N/A	N/A

ON-TIME GRADUATION RATE

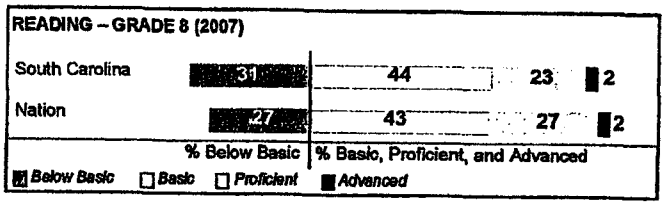
	Our High School	High Schools with Students Like Ours
Number of students	35	N/A
Number of Diplomas	28	N/A
Rate (%)	80.0%	N/A

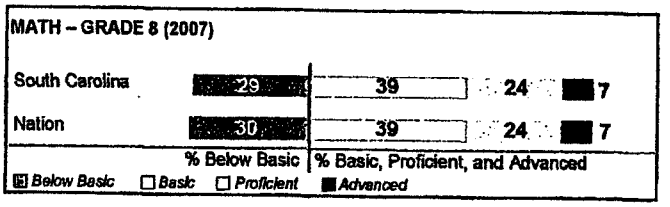
END OF COURSE TESTS - 2009

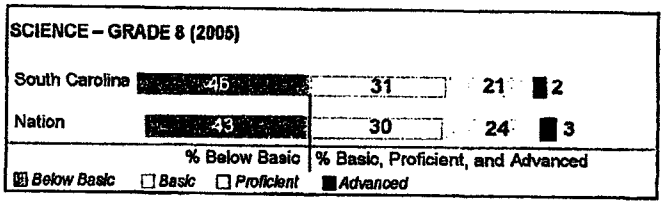
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	73.3%	N/A
English 1	45.5%	N/A
Physical Science	25.0%	N/A
US History and the Constitution	26.9%	N/A
All Tests	42.7%	N/A

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC PERFORMANCE GOAL

2010 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.

2020 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.

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SC Annual School District Report Card Summary

SC Charter School District School District
Grades: PK-12 **Enrollment: 6,243**
Superintendent: Wayne Brazell
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2010	Below Average	Average	N/A	N/A	Not Met	N/A
2009	N/A	N/A	N/A	N/A	Not Met	N/A
2008	N/A	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	5	16	1	0

** Ratings are calculated with data available by 03/24/2011. Districts with Students Like Ours are Districts with Poverty Indices of no more than 5% above or below the index for this district.*

PASS

PASS	2010 Reading	2010 Math	2010 Science	2010 Social Studies	2010 Writing
	% Met or above	% Met or above	% Met or above	% Met or above	% Met or above
District	73.4%	58.5%	60.0%	59.0%	64.6%
Districts with Students Like Ours**	75.4%	71.6%	68.2%	71.5%	72.9%
Average District	74.0%	70.6%	67.4%	71.0%	72.0%

PASS	2010 Reading	2010 Math	2010 Science	2010 Social Studies	2010 Writing
	%Exemplary	%Exemplary	%Exemplary	%Exemplary	%Exemplary
District	41.8%	20.6%	14.9%	18.4%	24.2%
Districts with Students Like Ours**	40.7%	32.4%	21.8%	29.2%	34.3%
Average District	39.7%	32.1%	21.9%	29.4%	33.4%

HSAP

HSAP: 2nd Year Students	Passed 2 Subtests (%)	Passed 1 Subtest (%)	Passed No Subtests (%)
District	69.7%	18.9%	11.5%
Districts with Students Like Ours**	79.9%	10.6%	9.5%

HSAP Passage Rate by Spring 2010 (%)

District	N/A
Districts with Students Like Ours**	90.9%

End of Course Test Passage Rate (%)

District	56.9%
Districts with Students Like Ours**	65.4%

On-Time Graduation Rate (%)

District	25.4%
Districts with Students Like Ours**	71.8%

*** Districts with Students Like Ours are districts with Poverty Indices of no more than 5% above or below the index for this district.*

NAEP*

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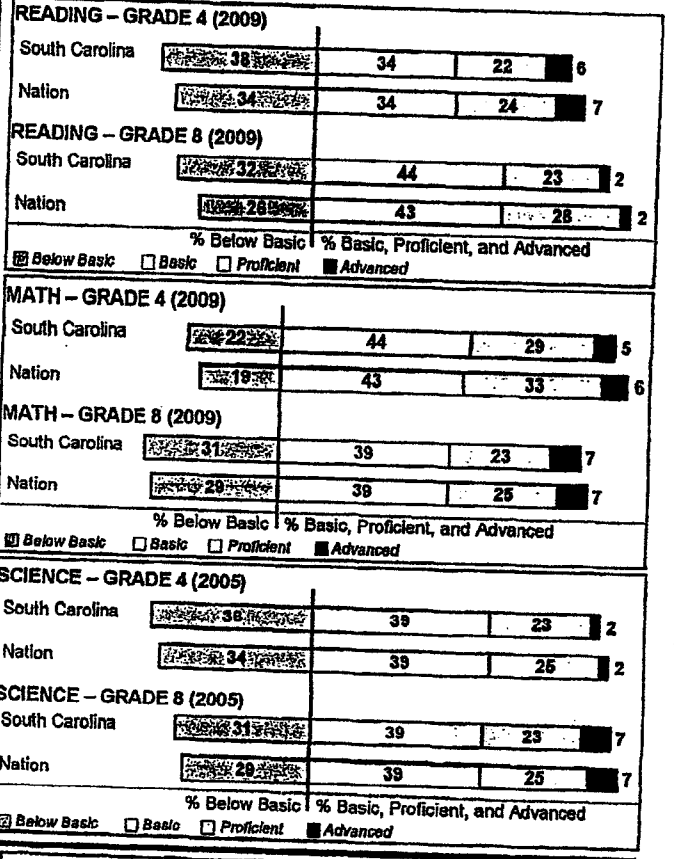

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SC Annual School Report Card Summary

SC CONNECTIONS ACADEMY
SC Charter School District
Grades: K-12 **Enrollment: 1,639**
Principal: Allison R. Reaves
Superintendent: Wayne Brazell
Board Chair: Don McLaurin

PERFORMANCE

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YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2010	N/A	N/A	TBD	TBD	Not Met	NI
2009	N/A	N/A	N/A	N/A	Not Met	N/A
2008	N/A	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	0	0	0

** Ratings are calculated with data available by 03/24/2011. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2009	2010	2009	2010
Passed 2 subtests (%)	73.8%	73.6%	N/A	N/A
Passed 1 subtest (%)	14.3%	19.5%	N/A	N/A
Passed no subtests (%)	11.9%	6.9%	N/A	N/A

HSAP PASSAGE RATE (%) BY SPRING 2010

	Our High School	High Schools with Students Like Ours
Passage Rate	N/A	N/A

ON-TIME GRADUATION RATE

	Our High School	High Schools with Students Like Ours
Number of students	79	N/A
Number of Diplomas	25	N/A
Rate (%)	31.6%	N/A

END OF COURSE TESTS - 2010

% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	73.7	.
English 1	78.5	.
Physical Science	44.1	.
US History and the Constitution	37.7	.
All Tests	58.9	.

NAEP PERFORMANCE*

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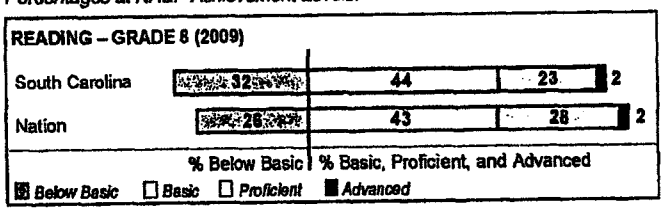

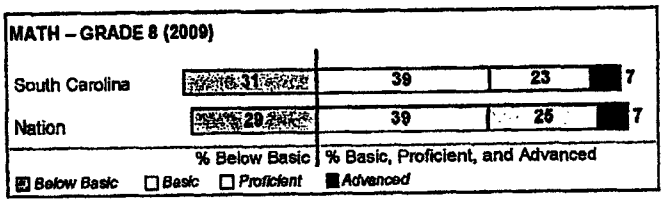

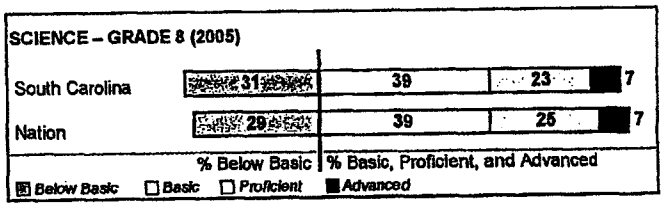

SC PERFORMANCE GOAL

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SC Annual School Report Card Summary

PROVOST ACADEMY SOUTH CAROLINA
SC Charter School District
Grades: 9-12 **Enrollment: 1,454**
Principal: Alice Montgomery
Superintendent: Wayne Brazell
Board Chair: Don McLaurin

PERFORMANCE

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YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2010	N/A	N/A	TBD	TBD	Not Met	N/A
2009	N/A	N/A	N/A	N/A	N/A	N/A
2008	N/A	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	0	0	0

** Ratings are calculated with data available by 03/24/2011. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2009	2010	2009	2010
Passed 2 subtests (%)	N/A	67.3%	N/A	N/A
Passed 1 subtest (%)	N/A	19.6%	N/A	N/A
Passed no subtests (%)	N/A	13.1%	N/A	N/A

HSAP PASSAGE RATE (%) BY SPRING 2010

	Our High School	High Schools with Students Like Ours
Passage Rate	N/A	N/A

ON-TIME GRADUATION RATE

	Our High School	High Schools with Students Like Ours
Number of students	70	N/A
Number of Diplomas	27	N/A
Rate (%)	38.6%	N/A

END OF COURSE TESTS - 2010

% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	69.6	.
English 1	75.0	.
Physical Science	55.0	.
US History and the Constitution	28.6	.
All Tests	45.6	.

NAEP PERFORMANCE*

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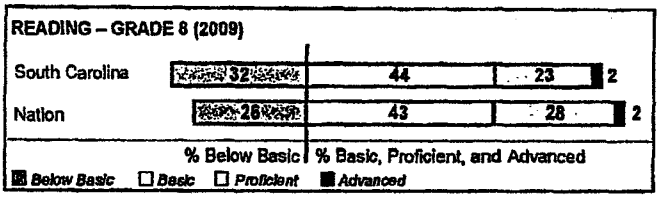

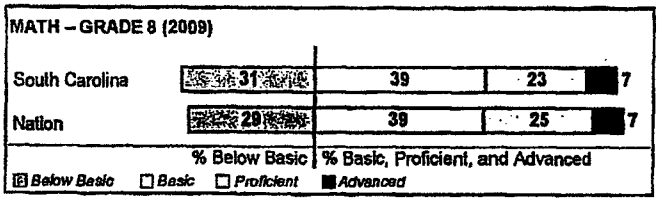

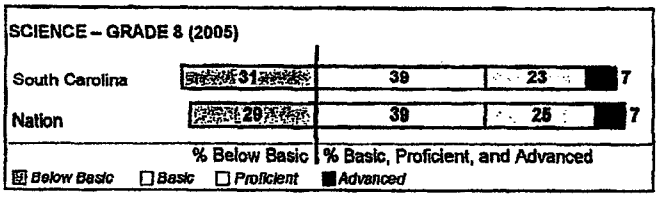

SC PERFORMANCE GOAL

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SC Annual School Report Card Summary

CALHOUN FALLS CHARTER
SC Charter School District
Grades: 6-12 **Enrollment: 227**
Principal: Deirdre McCullough
Superintendent: Wayne Brazell
Board Chair: Don McLaurin

PERFORMANCE

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YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2010	N/A	N/A	TBD	TBD	Not Met	NI
2009	N/A	N/A	N/A	N/A	Not Met	N/A
2008	N/A	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	0	0	0

** Ratings are calculated with data available by 03/24/2011. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2009	2010	2009	2010
Passed 2 subtests (%)	70.4%	65.4%	N/A	N/A
Passed 1 subtest (%)	25.9%	11.5%	N/A	N/A
Passed no subtests (%)	3.7%	23.1%	N/A	N/A

HSAP PASSAGE RATE (%) BY SPRING 2010

	Our High School	High Schools with Students Like Ours
Passage Rate	N/A	N/A

ON-TIME GRADUATION RATE

	Our High School	High Schools with Students Like Ours
Number of students	45	N/A
Number of Diplomas	34	N/A
Rate (%)	75.6%	N/A

END OF COURSE TESTS - 2010

% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	47.4	.
English 1	59.3	.
Physical Science	25.0	.
US History and the Constitution	19.4	.
All Tests	38.4	.

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*

READING – GRADE 8 (2009)

	% Below Basic	% Basic, Proficient, and Advanced		
South Carolina	32	44	23	2
Nation	26	43	28	2

Below Basic / Basic / Proficient / Advanced

MATH – GRADE 8 (2009)

	% Below Basic	% Basic, Proficient, and Advanced		
South Carolina	31	39	23	7
Nation	29	39	25	7

Below Basic / Basic / Proficient / Advanced

SCIENCE – GRADE 8 (2005)

	% Below Basic	% Basic, Proficient, and Advanced		
South Carolina	31	39	23	7
Nation	29	39	25	7

Below Basic / Basic / Proficient / Advanced

SC PERFORMANCE GOAL

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SC Annual School Report Card Summary

PALMETTO STATE E-CADEMY
SC Charter School District
Grades: 9-12 **Enrollment: 544**
Principal: Dr. Michael Stagliano
Superintendent: Wayne Brazell
Board Chair: Don McLaurin

PERFORMANCE

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YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2010	N/A	N/A	TBD	TBD	Not Met	NI
2009	N/A	N/A	N/A	N/A	Not Met	N/A
2008	N/A	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	0	0	0

** Ratings are calculated with data available by 03/24/2011. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2009	2010	2009	2010
Passed 2 subtests (%)	69.9%	63.3%	N/A	N/A
Passed 1 subtest (%)	21.4%	23.3%	N/A	N/A
Passed no subtests (%)	8.7%	13.3%	N/A	N/A

HSAP PASSAGE RATE (%) BY SPRING 2010

	Our High School	High Schools with Students Like Ours
Passage Rate	N/A	N/A

ON-TIME GRADUATION RATE

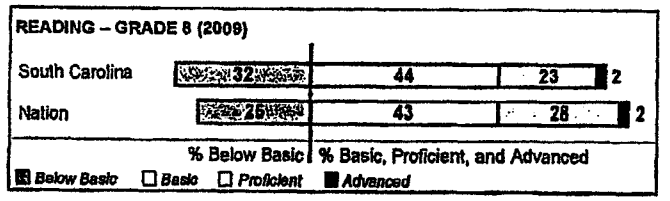
	Our High School	High Schools with Students Like Ours
Number of students	205	N/A
Number of Diplomas	17	N/A
Rate (%)	8.3%	N/A

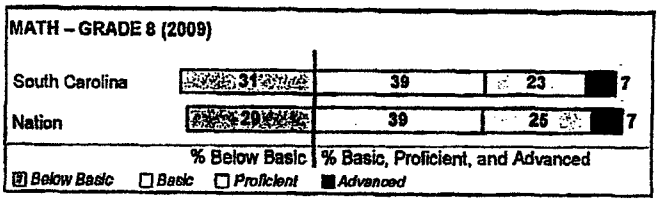
END OF COURSE TESTS - 2010

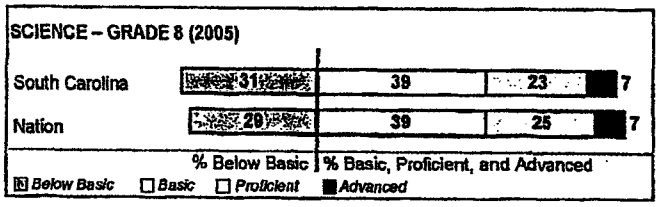
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	45.3	.
English 1	76.9	.
Physical Science	40.6	.
US History and the Constitution	43.4	.
All Tests	48.5	.

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC PERFORMANCE GOAL

2010 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.

2020 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.

Abbreviations Key
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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

SC Annual School Report Card Summary

SC VIRTUAL CHARTER SCHOOL
SC Charter School District
Grades: K-12 **Enrollment: 1,865**
Principal: Dr. Cherry Daniel
Superintendent: Wayne Brazell
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2010	N/A	N/A	TBD	TBD	Not Met	NI
2009	N/A	N/A	N/A	N/A	Not Met	N/A
2008	N/A	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	0	0	0

** Ratings are calculated with data available by 03/24/2011. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2009	2010	2009	2010
Passed 2 subtests (%)	81.1%	73.5%	N/A	N/A
Passed 1 subtest (%)	18.9%	15.4%	N/A	N/A
Passed no subtests (%)	N/A	11.0%	N/A	N/A

HSAP PASSAGE RATE (%) BY SPRING 2010

	Our High School	High Schools with Students Like Ours
Passage Rate	N/A	N/A

ON-TIME GRADUATION RATE

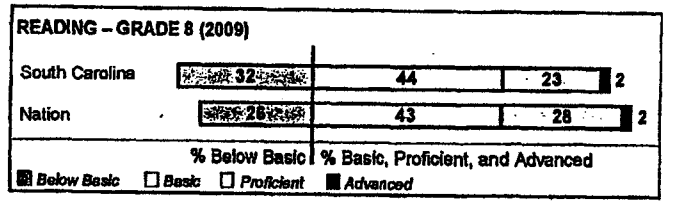
	Our High School	High Schools with Students Like Ours
Number of students	69	N/A
Number of Diplomas	16	N/A
Rate (%)	23.2%	N/A

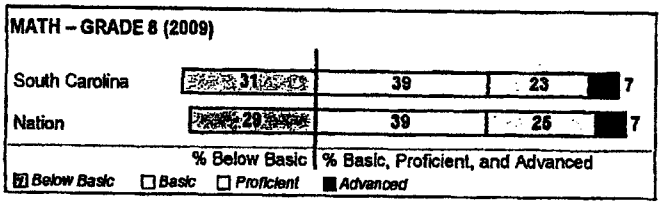
END OF COURSE TESTS - 2010

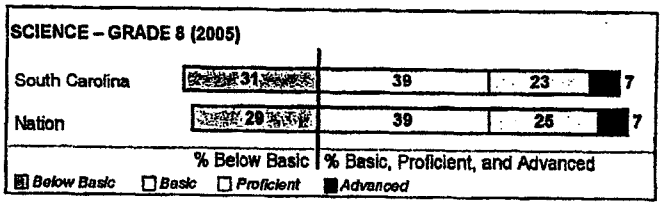
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	69.3	.
English 1	77.3	.
Physical Science	60.0	.
US History and the Constitution	39.6	.
All Tests	63.3	.

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







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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.

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SC Annual School District Report Card Summary

SC Public Charter School District
Grades: PK-12 **Enrollment: 9,167**
Superintendent: Dr. Wayne Brazell
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	At-Risk	Below Average	N/A	N/A	Not Met	NI
2010	Below Average	Average	N/A	N/A	Not Met	N/A
2009	N/A	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
3	10	9	0	1

*Ratings are calculated with data available by 11/09/2011. Districts with Students Like Ours are Districts with Poverty Indices of no more than 5% above or below the index for this district.

PASS

PASS	2011 Reading	2011 Math	2011 Science	2011 Social Studies	2011 Writing
	% Met or above	% Met or above	% Met or above	% Met or above	% Met or above
District	73.3%	60.1%	62.7%	60.7%	68.2%
Districts with Students Like Ours**	76.2%	75.0%	70.7%	73.9%	74.9%
Average District	74.3%	73.6%	69.0%	73.0%	73.1%

PASS	2011 Reading	2011 Math	2011 Science	2011 Social Studies	2011 Writing
	%Exemplary	%Exemplary	%Exemplary	%Exemplary	%Exemplary
District	41.3%	22.8%	17.6%	23.6%	30.5%
Districts with Students Like Ours**	42.0%	36.3%	24.1%	33.5%	35.2%
Average District	40.4%	35.5%	23.3%	33.3%	33.7%

HSAP

HSAP: 2nd Year Students	Passed 2 Subtests (%)	Passed 1 Subtest (%)	Passed No Subtests (%)
District	61.4%	23.7%	14.9%
Districts with Students Like Ours**	80.2%	11.4%	8.4%

HSAP Passage Rate by Spring 2011 (%)	
District	83.6%
Districts with Students Like Ours**	92.2%

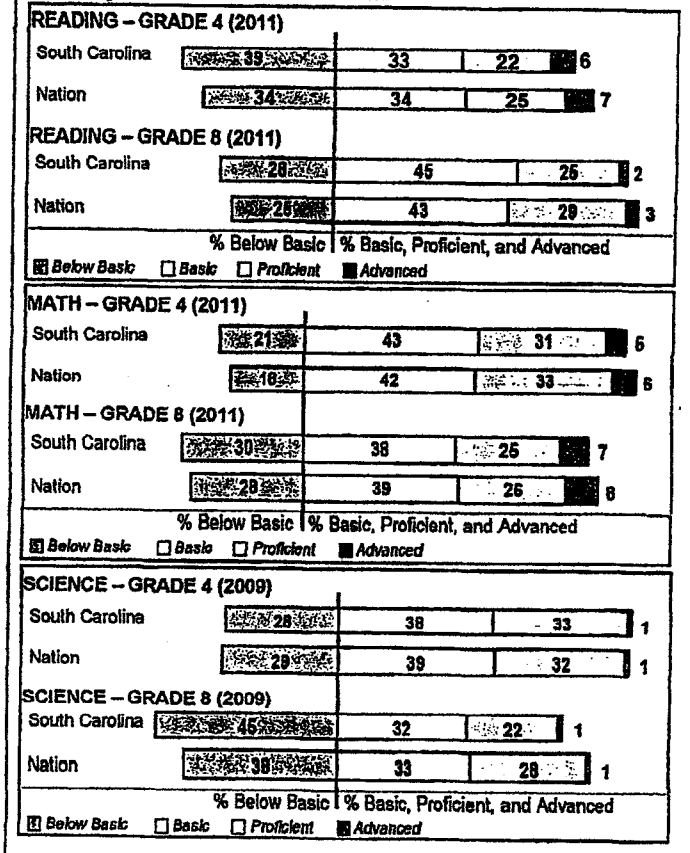
End of Course Test Passage Rate (%)	
District	55.5%
Districts with Students Like Ours**	67.8%

On-Time Graduation Rate (%)	
District	15.5%
Districts with Students Like Ours**	74.2%

** Districts with Students Like Ours are districts with Poverty Indices of no more than 5% above or below the index for this district.

NAEP*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

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SC Annual School Report Card Summary

SC VIRTUAL CHARTER SCHOOL
SC Public Charter School
Grades: K-12 **Enrollment: 2,907**
Principal: Dr. L Cherry Daniel
Superintendent: Dr. Wayne Brazell
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	At-Risk	N/A	TBD	TBD	Not Met	CSI
2010	N/A	N/A	N/A	N/A	Not Met	NI
2009	N/A	N/A	N/A	N/A	Not Met	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
8	7	23	0	2

** Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Passed 2 subtests (%)	73.5%	65.2%	N/A	73.4%
Passed 1 subtest (%)	15.4%	20.7%	N/A	16.1%
Passed no subtests (%)	11.0%	14.1%	N/A	11.1%

HSAP PASSAGE RATE (%) BY SPRING 2011

	Our High School	High Schools with Students Like Ours
Passage Rate	86.4%	90.1%

ON-TIME GRADUATION RATE

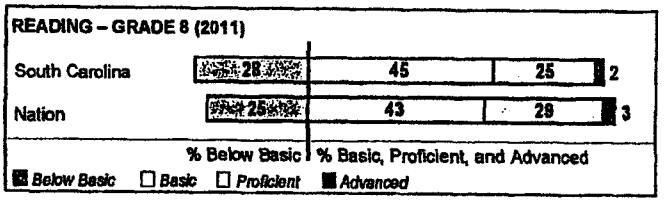
	Our High School	High Schools with Students Like Ours
Number of students	379	241
Number of Diplomas	28	162
Rate (%)	7.4%	71.5%

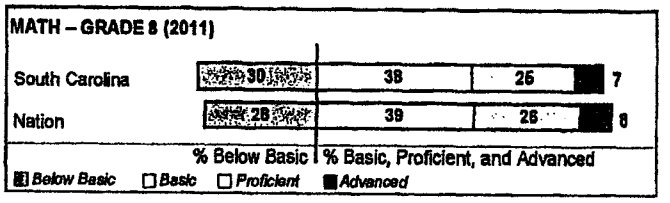
END OF COURSE TESTS - 2011

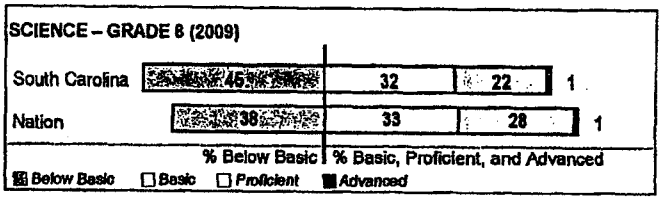
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	68.3	73.4
English 1	66.8	59.7
Biology 1/Applied Biology 2	64.4	61.4
Physical Science	56.8	51.0
US History and the Constitution	52.9	39.5
All Tests	62.1	57.0

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC 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.

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SC Annual School Report Card Summary

SC CONNECTIONS ACADEMY
SC Public Charter School
Grades: K-12 **Enrollment: 2,427**
Principal: Allison R. Reaves
Superintendent: Dr. Wayne Brazell
Board Chair: Don McLaurin

PERFORMANCE

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YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	Below Average	N/A	TBD	TBD	Not Met	CSI
2010	N/A	N/A	Silver	N/A	Not Met	NI
2009	N/A	N/A	N/A	N/A	Not Met	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
10	10	18	1	1

** Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Passed 2 subtests (%)	73.6%	64.8%	N/A	77.9%
Passed 1 subtest (%)	19.5%	22.1%	N/A	12.7%
Passed no subtests (%)	6.9%	13.1%	N/A	9.4%

HSAP PASSAGE RATE (%) BY SPRING 2011

	Our High School	High Schools with Students Like Ours
Passage Rate	95.8%	91.3%

ON-TIME GRADUATION RATE

	Our High School	High Schools with Students Like Ours
Number of students	202	296
Number of Diplomas	77	211
Rate (%)	38.1%	72.0%

END OF COURSE TESTS - 2011

% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	65.4	76.6
English 1	72.0	66.3
Biology 1/Applied Biology 2	58.8	68.9
Physical Science	42.2	57.0
US History and the Constitution	30.2	47.7
All Tests	52.1	62.9

NAEP PERFORMANCE*

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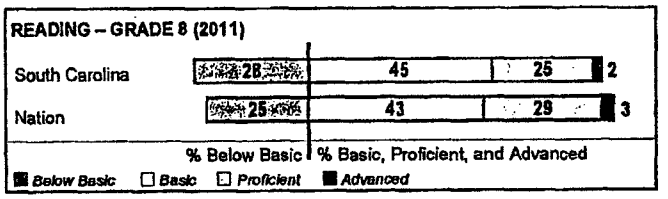

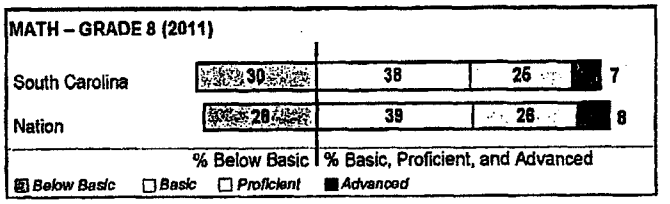

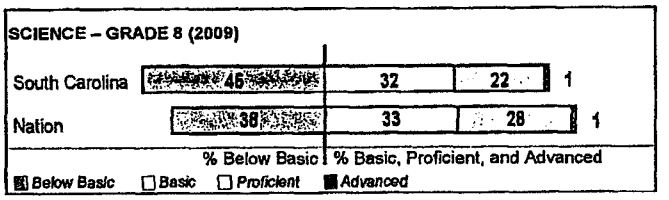

SC PERFORMANCE VISION

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SC Annual School Report Card Summary

CALHOUN FALLS CHARTER
SC Public Charter School
Grades: 6-12 **Enrollment: 202**
Principal: Deirdre McCullough
Superintendent: Dr. Wayne Brazell
Board Chair: Don McLaurin

PERFORMANCE

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YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	Average	N/A	TBD	TBD	Not Met	CSI
2010	N/A	N/A	N/A	N/A	Not Met	NI
2009	N/A	N/A	N/A	N/A	Not Met	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
5	3	18	8	8

** Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the Index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Passed 2 subtests (%)	65.4%	69.0%	N/A	64.2%
Passed 1 subtest (%)	11.5%	20.7%	N/A	19.6%
Passed no subtests (%)	23.1%	10.3%	N/A	16.2%

HSAP PASSAGE RATE (%) BY SPRING 2011

	Our High School	High Schools with Students Like Ours
Passage Rate	90.5%	84.0%

ON-TIME GRADUATION RATE

	Our High School	High Schools with Students Like Ours
Number of students	24	156
Number of Diplomas	19	109
Rate (%)	79.2%	69.7%

END OF COURSE TESTS - 2011

% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	90.0	63.6
English 1	44.0	50.4
Biology 1/Applied Biology 2	50.0	47.1
Physical Science	35.3	42.5
US History and the Constitution	20.0	29.7
All Tests	47.0	45.9

NAEP PERFORMANCE*

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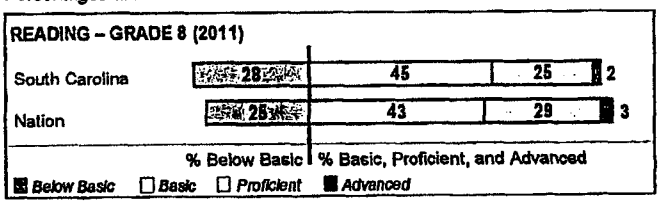

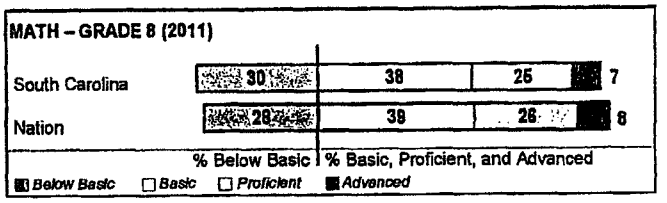

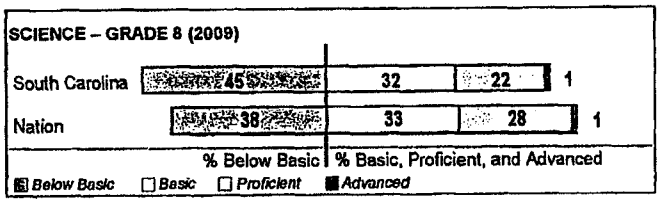

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SC Annual School Report Card Summary

MARY L DINKINS CHARTER
SC Public Charter School
Grades: K-12 Enrollment: 118
Principal: Ennis Bryant
Superintendent: Dr. Wayne Brazell
Board Chair: Don McLaurin

PERFORMANCE

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YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	N/A	N/A	TBD	TBD	Not Met	RP
2010	N/A	N/A	N/A	N/A	N/A	CA
2009	N/A	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	3	3	5

** Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Passed 2 subtests (%)	N/A	16.7%	56.5%	49.6%
Passed 1 subtest (%)	N/A	50.0%	19.8%	27.4%
Passed no subtests (%)	N/A	33.3%	32.4%	28.5%

HSAP PASSAGE RATE (%) BY SPRING 2011

	Our High School	High Schools with Students Like Ours
Passage Rate	N/A	73.1%

ON-TIME GRADUATION RATE

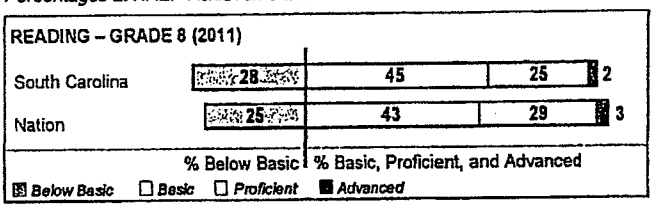
	Our High School	High Schools with Students Like Ours
Number of students	7	80
Number of Diplomas	7	49
Rate (%)	100.0%	53.5%

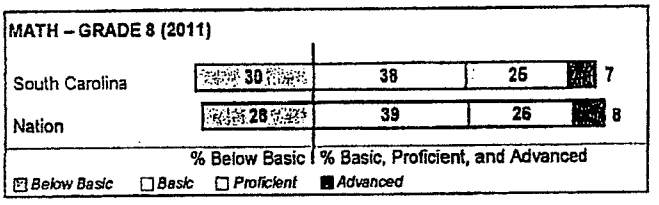
END OF COURSE TESTS - 2011

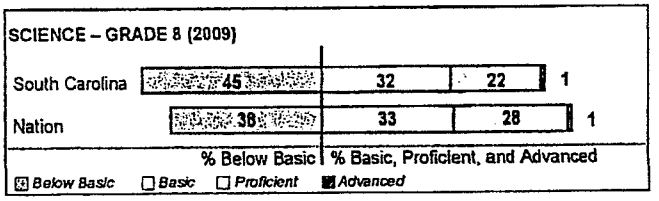
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	0.0	46.7
English 1	25.0	45.1
Biology 1/Applied Biology 2	.	34.6
Physical Science	0.0	25.6
US History and the Constitution	0.0	19.2
All Tests	5.3	32.1

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC 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.

Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Impr

SC Annual School Report Card Summary

PALMETTO STATE E-CADEMY
SC Public Charter School
Grades: 9-12 **Enrollment: 428**
Principal: Dr. Barbara Stoops
Superintendent: Dr. Wayne Brazell
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	At-Risk	N/A	TBD	TBD	Not Met	CSI
2010	N/A	N/A	N/A	N/A	Not Met	NI
2009	N/A	N/A	N/A	N/A	Not Met	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
11	10	17	1	1

Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Passed 2 subtests (%)	63.3%	68.8%	N/A	77.7%
Passed 1 subtest (%)	23.3%	19.8%	N/A	12.8%
Passed no subtests (%)	13.3%	11.5%	N/A	9.5%

HSAP PASSAGE RATE (%) BY SPRING 2011

	Our High School	High Schools with Students Like Ours
Passage Rate	75.4%	91.4%

ON-TIME GRADUATION RATE

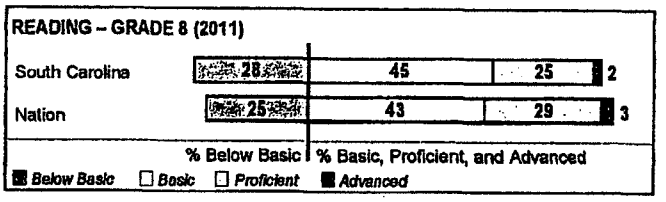
	Our High School	High Schools with Students Like Ours
Number of students	293	292
Number of Diplomas	55	211
Rate (%)	18.8%	72.6%

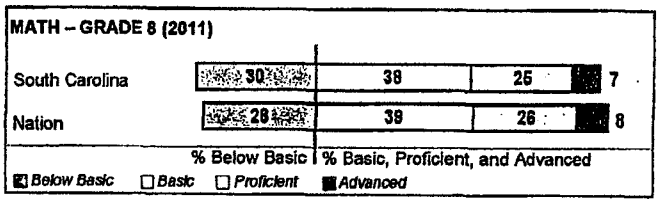
END OF COURSE TESTS - 2011

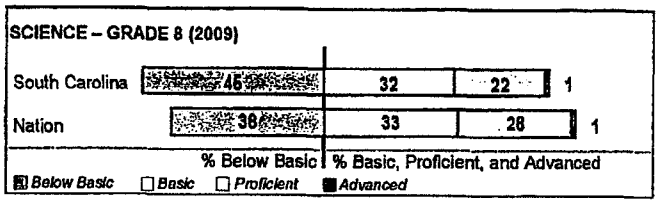
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	39.5	76.5
English 1	64.2	65.9
Biology 1/Applied Biology 2	50.0	68.3
Physical Science	43.2	56.6
US History and the Constitution	25.8	47.9
All Tests	42.0	62.7

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC 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.

Abbreviations Key
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PALMETTO STATE E-CADEMY [SC Public Charter

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=426)				
Retention rate	11.7%	Up from 4.5%	4.0%	3.4%
Attendance rate	85.9%	Up from 68.3%	94.6%	95.0%
Served by gifted and talented program	0.0%	No Change	16.1%	12.4%
With disabilities other than speech	7.3%	Down from 12.2%	11.1%	9.9%
Older than usual for grade	23.5%	Down from 29.6%	7.2%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.8%	0.9%
Enrolled in AP/IB programs	2.2%	Down from 4.9%	13.9%	13.0%
Successful on AP/IB exams	N/A	N/A	50.9%	51.7%
Eligible for LIFE Scholarship	7.9%	N/R	31.1%	30.1%
Annual dropout rate	10.3%	Up from 6.6%	3.0%	2.5%
Career/technology students in co-curricular organizations	0.0%	No Change	2.0%	2.9%
Enrollment in career/technology courses	1	Down from 136	474	419
Career/technology students attaining technical skills	N/A	N/A	81.7%	83.0%
Teachers (n=15)				
Teachers with advanced degrees	86.7%	Up from 70.6%	61.6%	61.1%
Continuing contract teachers	86.7%	Up from 29.4%	85.6%	80.6%
Teachers returning from previous year	N/A	N/A	87.7%	86.5%
Teacher attendance rate	96.5%	Up from 94.7%	95.6%	95.5%
Average teacher salary*	$42,500	Down 1.8%	$47,128	$46,884
Classes not taught by highly qualified teachers	10.5%	Down from 12.1%	1.5%	2.2%
Professional development days/teacher	9.5 days	No Change	10.9 days	10.0 days
School				
Principal's years at school	1.0	Down from 1.4	3.8	4.0
Student-teacher ratio in core subjects	N/R	N/R	29.2 to 1	26.5 to 1
Prime instructional time	81.6%	N/R	89.2%	89.3%
Dollars spent per pupil**	$5,728	Up 99.4%	$7,285	$7,804
Percent of expenditures for teacher salaries**	39.0%	Down from 41.7%	56.8%	58.0%
Percent of expenditures for instruction**	57.0%	Down from 59.0%	59.7%	60.6%
Opportunities in the arts	Poor	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Up from 58.1%	97.2%	97.3%
Character development program	Good	Up from At-Risk	Good	Good
% of AYP objectives met	66.7%	Up from 0.0%	66.0%	65.2%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	0	0	0
Percent satisfied with learning environment	N/R	N/R	N/R
Percent satisfied with social and physical environment	N/R	N/R	N/R
Percent satisfied with school-home relations	N/R	N/R	N/R

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

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on **www.ed.sc.gov** and **www.eoc.sc.gov** as well as school and school district websites.

Printed versions are available from school districts upon request.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Palmetto State E-cademy is a public virtual charter school, founded three years ago to serve students in grades 9-12 across the state.

Our school family is constantly seeking meaningful opportunities to improve the world class education we provide. Students are able to tailor their education to their schedule, ability, and pace of learning. Our curriculum is rigorous and includes both traditional courses as well as Advanced Placement courses.

Students are grouped in homerooms based on their location in the state. This small group setting provides social support, service opportunities, and academic support. The school offers extracurricular activities as well. Our committed and passionate faculty and staff are in regular contact with our students and their parents. These highly qualified faculty members are content experts, technologically proficient and our core instructors teach fulltime for PSE. Professional development is an on-going priority for our faculty and staff.

PSE graduated 71 students in May 2011. Of the graduates, ten were juniors who accelerated their work in high school. We had ten Life Scholars and 2 Palmetto Fellows among the graduates and there were numerous other scholarships awarded to members of the Class of 2011.

Careful planning for instruction, regular interaction with students and parents, and engaging delivery of instruction have been critical factors in PSE achieving six of the nine objectives for AYP for this school year.

Dr. Tammie Powell
Principal Curriculum and Instruction

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11/09/11-4701005

SC Annual School District Report Card Summary

SC Public Charter School District School District
Grades: PK-12 Enrollment: 9,984
Superintendent: Wayne Brazell, Ph.D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	At-Risk	Good	N/A	N/A	D	N/A
2011	At-Risk	Below Average	N/A	N/A	Not Met	NI
2010	Below Average	Average	N/A	N/A	Not Met	N/A

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
12	7	3	0	1

** Ratings are calculated with data available by 11/07/2012. Districts with Students Like Ours are Districts with Poverty Indices of no more than 5% above or below the index for this district.*

PASS

PASS	2012 Reading	2012 Math	2012 Science	2012 Social Studies	2012 Writing
	% Met or above	% Met or above	% Met or above	% Met or above	% Met or above
District	74.2%	62.4%	63.2%	63.4%	68.7%
Districts with Students Like Ours**	76.7%	75.7%	73.3%	75.6%	75.0%
Average District	74.9%	74.3%	72.1%	74.8%	74.0%

PASS	2012 Reading	2012 Math	2012 Science	2012 Social Studies	2012 Writing
	%Exemplary	%Exemplary	%Exemplary	%Exemplary	%Exemplary
District	43.0%	22.6%	15.7%	23.8%	34.1%
Districts with Students Like Ours**	44.4%	36.9%	25.1%	34.5%	37.9%
Average District	42.7%	36.3%	24.8%	34.6%	37.3%

HSAP

HSAP: 2nd Year Students	Passed 2 Subtests (%)	Passed 1 Subtest (%)	Passed No Subtests (%)
District	62.6%	25.4%	12.1%
Districts with Students Like Ours**	81.8%	11.4%	7.1%

HSAP Passage Rate by Spring 2012 (%)

District	78.4%
Districts with Students Like Ours**	92.2%

End of Course Test Passage Rate (%)

District	65.1%
Districts with Students Like Ours**	74.8%

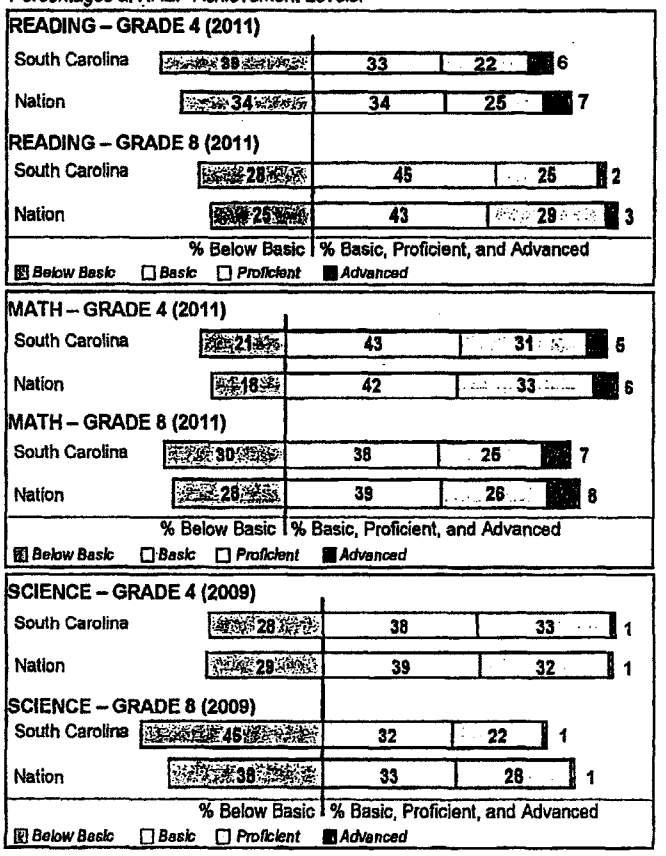
On-Time Graduation Rate (%)

District	19.1%
Districts with Students Like Ours**	76.3%

*** Districts with Students Like Ours are districts with Poverty Indices of no more than 5% above or below the index for this district.*

NAEP*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*



SC PERFORMANCE VISION

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SC Public Charter School District School District

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=9,924)				
Retention rate	4.5%	Down from 5.4%	1.6%	2.0%
Attendance rate	N/A	N/A	96.1%	96.1%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.6%	0.6%
Enrolled in AP/IB programs	4.7%	Up from 4.4%	17.4%	13.5%
Successful on AP/IB exams	N/A	N/A	49.1%	49.9%
Eligible for LIFE Scholarship	19.0%	Down from 20.7%	35.0%	30.3%
Enrolled in adult education GED or diploma programs	N/A	N/A	61	59
Completions in adult education GED or diploma programs	N/A	N/A	41	31
Annual dropout rate	1.4%	Down from 5.3%	2.6%	2.7%
Teachers (n=379)				
Teachers with advanced degrees	55.9%	Up from 50.9%	62.9%	62.4%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	78.2%	N/A	92.4%	91.1%
Teacher attendance rate	97.5%	Down from 98.1%	95.2%	95.1%
Average teacher salary*	$36,635	Up 2.7%	$47,850	$46,595
Vacancies for more than nine weeks	1.4%	Down from 3.1%	0.0%	0.1%
Classes not taught by highly qualified teachers	10.8%	Down from 24.7%	1.8%	2.1%
Professional development days/teacher	10.2 days	Up from 9.9 days	11.4 days	12.4 days
District				
Superintendent's years at district	3.0	Up from 2.0	5.0	3.0
Student-teacher ratio in core subjects	N/R	N/R	22.7 to 1	21.7 to 1
Prime instructional time	N/R	N/R	90.3%	89.9%
Dollars spent per pupil**	$5,062	Up 2232.7%	$8,287	$8,866
Percent of expenditures for teacher salaries**	73.7%	N/A	55.7%	53.1%
Percent of expenditures for instruction**	73.7%	N/A	58.4%	55.9%
Opportunities in the arts	Excellent	Up from Poor	Excellent	Excellent
Number of schools	13	Up from 11	14	9
Portable classrooms	23.6%	Up from 3.9%	1.9%	1.4%
Number of schools with SACS accreditation	1.0	Down from 3.0	14.0	8.0
Parents attending conferences	93.3%	Down from 96.0%	100.0%	99.5%
Average administrator salary	$67,784	Down 4.2%	$79,028	$77,744
Number of charter schools	N/A	N/A	0	0
ESEA composite index score	69.7	N/A	89.9	85.6

* Length of contract = 185+ days.

** Prior year audited financial data available.

RESIDENTIAL TREATMENT FACILITIES STUDENT PERFORMANCE

	PASS	HSAP	End-of-Course Tests
Passage Rate	N/A	N/A	N/A

CHARTER SCHOOLS IN DISTRICT

School Name	Absolute Rating	Growth Rating	ESEA Grade
There are no charter schools in this district.			

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites.

Printed versions are available from school districts upon request.

REPORT OF SUPERINTENDENT

The 2011-2012 school year was the fourth year of operation for the district and another growth period. The district went from almost 9,000 students in eleven schools to nearly 10,000 students in thirteen schools. The district also prepared for the opening of four more schools in August 2012: Cape Romain Environmental Education Charter School in McClellanville, Royal Live Oaks Academy of the Arts and Sciences Charter School in Hardeeville, Youth Leadership Academy in Pickens, and Imagine Columbia Leadership Academy. In addition, the district staff prepared to receive Fox Creek High School through a transfer that will be effective July 1, 2012. With the increase in schools and students for the 2011-2012 school year, the district office hired one additional staff member, raising the total number of district office personnel to twelve, for a ratio of over 830 students per district office employee.

True to the nature of public charter schools, the 2011-2012 academic year saw an emphasis on accountability. The operation of each school in the district was closely measured against the school's official charter agreement. This scrutiny included an analysis of student performance results on the 2010-2011 state standardized tests and other high-stakes considerations. As a result of that scrutiny, the charters for four schools in the district were placed on probationary status for 2011-2012. The charter for one of those schools was subsequently revoked.

In contrast, Palmetto Scholars Academy in Charleston, York Preparatory Academy in Rock Hill, and Spartanburg Charter School all achieved impressive student success rates on 2010-2011 state standardized testing. Other schools in the district are working to improve student outcomes. Of particular concern are the needs of at-risk students, who have chosen to access the virtual learning schools in large numbers.

Preparations for the changeover to common core standards, targeted responses to high school graduation rates, and further improvements to the management of student data rounded out some of the major initiatives of the schools of the district for 2011-12.

Funding for the schools in the district increased over 2010-2011, though the funding level remains roughly half of the national average and well below the state average. The lack of any funding for student transportation and the lack of funding or support for any school facilities both continue to be major challenges for the current and future schools in the district. Despite these issues, interest in developing new public charter schools remains high. As many as 11 new public charter schools could open through the district in 2013.

Superintendent Wayne Brazell, Ph. D.

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11/07/12-4701585

SC Annual School Report Card Summary

South Carolina Whitmore School
SC Public Charter School District
Grades: 9-12 **Enrollment: 101**
Principal: Ellen R Ray
Superintendent: Wayne Brazell, Ph.D.
Board Chair: Don McLaurin

PERFORMANCE

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YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	N/A	N/A	TBD	TBD	N/A	N/A
2011	N/A	N/A	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
7	7	13	0	1

** Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2011	2012	2011	2012
Passed 2 subtests (%)	N/A	41.2%	73.9%	75.4%
Passed 1 subtest (%)	N/A	37.3%	15.9%	14.9%
Passed no subtests (%)	N/A	21.6%	11.1%	10.5%

HSAP PASSAGE RATE (%) BY SPRING 2012

	Our High School	High Schools with Students Like Ours
Passage Rate	N/A	90.5%

ON-TIME GRADUATION RATE

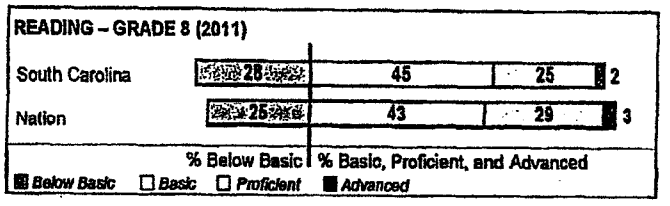
	Our High School	High Schools with Students Like Ours
Number of students	55	203
Number of Diplomas	6	142
Rate (%)	10.9%	73.4%

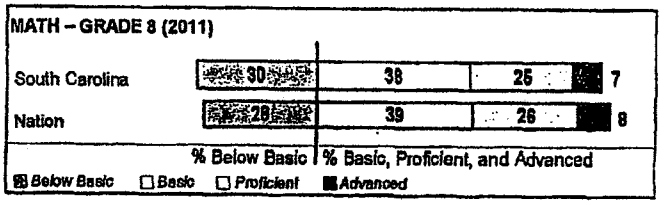
END OF COURSE TESTS - 2012

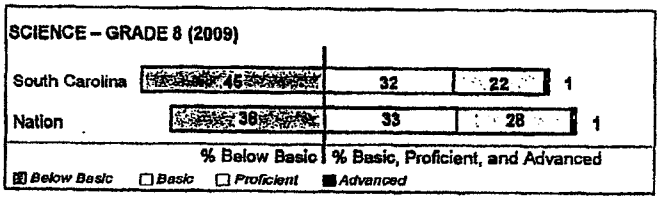
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	75.0	74.2
English 1	85.0	62.1
Biology 1/Applied Biology 2	100.0	72.3
US History and the Constitution	66.7	45.2
All Tests	81.6	63.3

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC 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.

Abbreviations Key
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SC Annual School Report Card Summary

Calhoun Falls Charter School
SC Public Charter School District
Grades: 6-12 **Enrollment: 178**
Principal: Deirdre McCullough
Superintendent: Wayne Brazell, Ph.D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	Average	Below Average	TBD	TBD	A	N/A
2011	Average	N/A	N/A	N/A	Not Met	CSI-AYP
2010	N/A	N/A	N/A	N/A	N/A	NI-AYP

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
6	3	14	4	10

Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2011	2012	2011	2012
Passed 2 subtests (%)	69.0%	80.0%	64.2%	65.1%
Passed 1 subtest (%)	20.7%	8.0%	19.6%	19.0%
Passed no subtests (%)	10.3%	12.0%	16.2%	18.6%

HSAP PASSAGE RATE (%) BY SPRING 2012

	Our High School	High Schools with Students Like Ours
Passage Rate	90.0%	80.3%

ON-TIME GRADUATION RATE

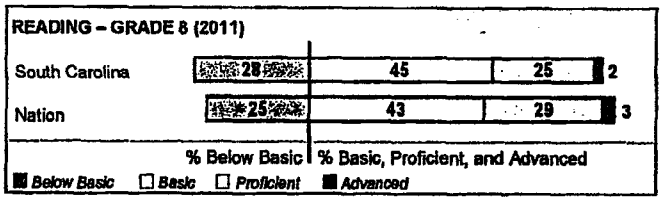
	Our High School	High Schools with Students Like Ours
Number of students	22	118
Number of Diplomas	17	82
Rate (%)	77.3%	65.0%

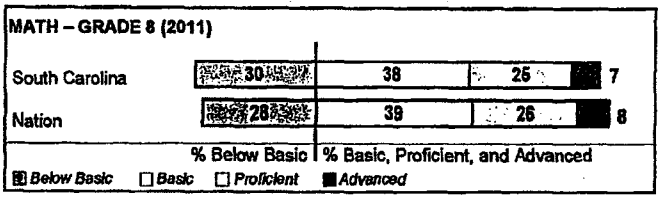
END OF COURSE TESTS - 2012

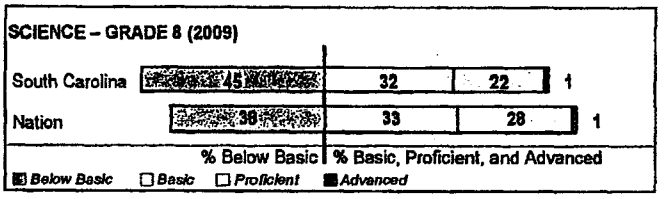
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	63.6	56.4
English 1	44.8	49.1
Biology 1/Applied Biology 2	72.7	56.5
US History and the Constitution	41.2	27.9
All Tests	57.4	46.8

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC 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.

Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

SC Annual School Report Card Summary

Provost Academy
SC Public Charter School District
Grades: 9-12 **Enrollment: 1,102**
Principal: Judy Sherman
Superintendent: Wayne Brazell, Ph.D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	At-Risk	N/A	TBD	TBD	F	N/A
2011	N/A	N/A	N/A	N/A	Not Met	N/A
2010	N/A	N/A	N/A	N/A	Not Met	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
13	16	13	0	3

** Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the Index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2011	2012	2011	2012
Passed 2 subtests (%)	49.5%	54.6%	74.3%	77.3%
Passed 1 subtest (%)	30.6%	27.8%	15.6%	13.8%
Passed no subtests (%)	19.9%	17.6%	10.7%	11.1%

HSAP PASSAGE RATE (%) BY SPRING 2012

	Our High School	High Schools with Students Like Ours
Passage Rate	77.6%	90.8%

ON-TIME GRADUATION RATE

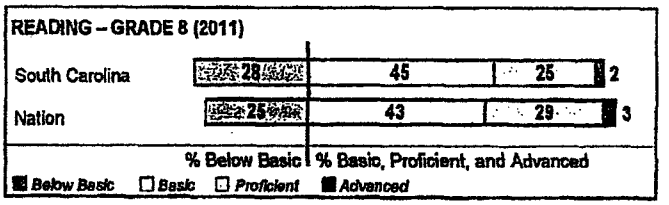
	Our High School	High Schools with Students Like Ours
Number of students	740	259
Number of Diplomas	98	181
Rate (%)	13.2%	74.8%

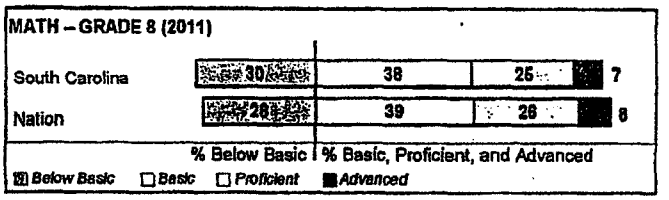
END OF COURSE TESTS - 2012

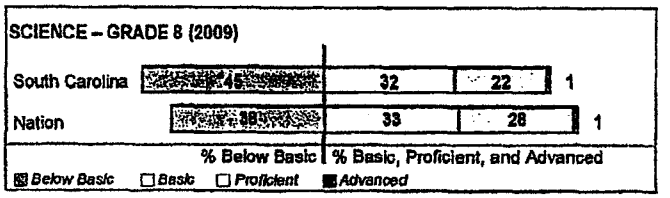
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	64.2	75.5
English 1	65.0	64.1
Biology 1/Applied Biology 2	72.4	74.7
US History and the Constitution	33.1	46.6
All Tests	57.1	65.0

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC PERFORMANCE VISION

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Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

SC Annual School Report Card Summary

South Carolina Virtual Charter School
SC Public Charter School District
Grades: K-12 **Enrollment: 3,496**
Principal: Dr. Cherry Daniel
Superintendent: Wayne Brazell, Ph.D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	At-Risk	Below Average	TBD	TBD	C	N/A
2011	At-Risk	N/A	N/A	N/A	Not Met	CSI-AYP
2010	N/A	N/A	N/A	N/A	N/A	NI-AYP

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
11	16	14	0	3

** Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2011	2012	2011	2012
Passed 2 subtests (%)	65.2%	70.2%	73.4%	75.8%
Passed 1 subtest (%)	20.7%	20.3%	16.1%	14.7%
Passed no subtests (%)	14.1%	9.5%	11.1%	11.7%

HSAP PASSAGE RATE (%) BY SPRING 2012

	Our High School	High Schools with Students Like Ours
Passage Rate	82.3%	90.5%

ON-TIME GRADUATION RATE

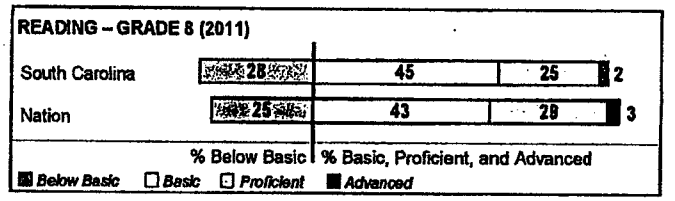
	Our High School	High Schools with Students Like Ours
Number of students	512	262
Number of Diplomas	91	182
Rate (%)	17.8%	73.1%

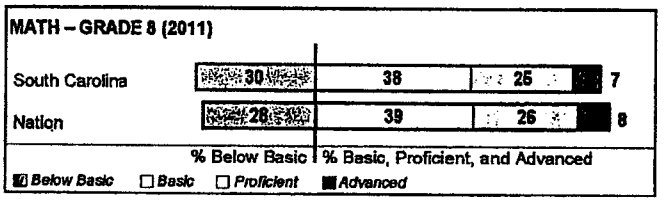
END OF COURSE TESTS - 2012

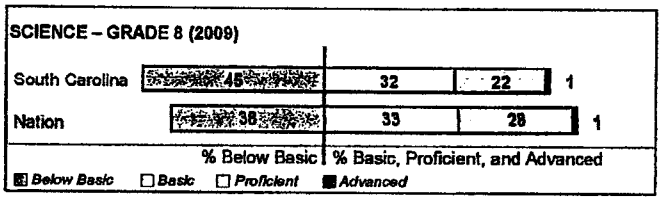
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	69.0	75.0
English 1	69.1	64.9
Biology 1/Applied Biology 2	77.4	75.0
US History and the Constitution	46.5	47.1
All Tests	65.5	65.2

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC PERFORMANCE VISION

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Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

SC Annual School Report Card Summary

South Carolina Whitmore School
SC Public Charter School District
Grades: 9-12 **Enrollment: 101**
Principal: Ellen R Ray
Superintendent: Wayne Brazell, Ph.D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	N/A	N/A	TBD	TBD	N/A	N/A
2011	N/A	N/A	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
7	7	13	0	1

** Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the Index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2011	2012	2011	2012
Passed 2 subtests (%)	N/A	41.2%	73.9%	75.4%
Passed 1 subtest (%)	N/A	37.3%	15.9%	14.9%
Passed no subtests (%)	N/A	21.6%	11.1%	10.5%

HSAP PASSAGE RATE (%) BY SPRING 2012

	Our High School	High Schools with Students Like Ours
Passage Rate	N/A	90.5%

ON-TIME GRADUATION RATE

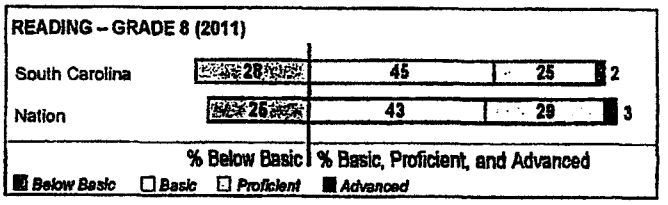
	Our High School	High Schools with Students Like Ours
Number of students	55	203
Number of Diplomas	6	142
Rate (%)	10.9%	73.4%

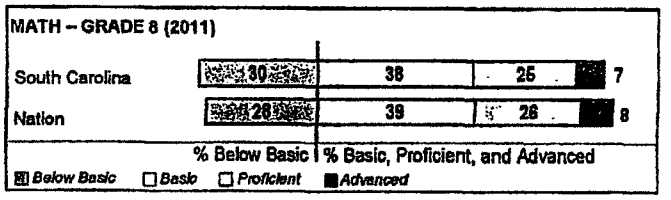
END OF COURSE TESTS - 2012

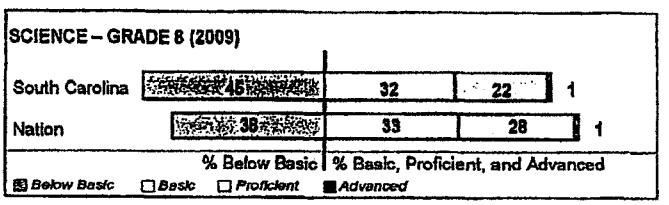
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	75.0	74.2
English 1	85.0	62.1
Biology 1/Applied Biology 2	100.0	72.3
US History and the Constitution	66.7	45.2
All Tests	81.6	63.3

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC PERFORMANCE VISION

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Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

SC Annual School Report Card Summary

South Carolina Connections Academy
SC Public Charter School District
Grades: K-12 **Enrollment: 2,794**
Principal: Allison R. Reaves
Superintendent: Wayne Brazell, Ph.D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	At-Risk	At-Risk	TBD	TBD	C	N/A
2011	Below Average	N/A	N/A	N/A	Not Met	CSI-AYP
2010	N/A	N/A	Silver	N/A	N/A	NI-AYP

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
14	20	9	0	3

** Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2011	2012	2011	2012
Passed 2 subtests (%)	64.8%	65.4%	77.9%	78.2%
Passed 1 subtest (%)	22.1%	26.9%	12.7%	13.5%
Passed no subtests (%)	13.1%	7.8%	9.4%	8.4%

HSAP PASSAGE RATE (%) BY SPRING 2012

	Our High School	High Schools with Students Like Ours
Passage Rate	78.9%	91.0%

ON-TIME GRADUATION RATE

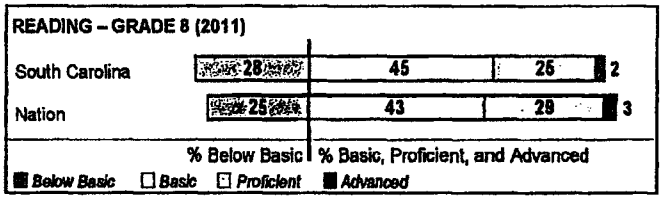
	Our High School	High Schools with Students Like Ours
Number of students	328	272
Number of Diplomas	113	197
Rate (%)	34.5%	73.8%

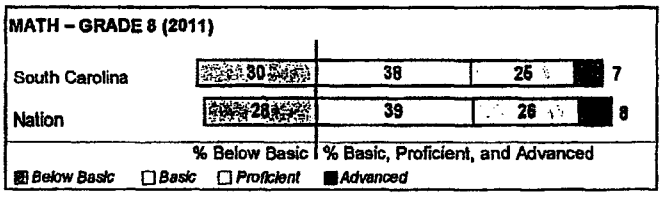
END OF COURSE TESTS - 2012

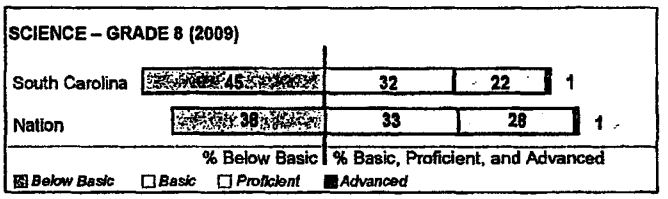
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	62.2	74.2
English 1	67.5	66.3
Biology 1/Applied Biology 2	73.3	76.8
US History and the Constitution	36.8	48.5
All Tests	59.3	66.4

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC PERFORMANCE VISION

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Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

SC Annual School Report Card Summary

Palmetto State E-cademy
SC Public Charter School District
Grades: 9-12 **Enrollment: 347**
Principal: Dr. Barbara Stoops
Superintendent: Wayne Brazell, Ph.D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	At-Risk	At-Risk	TBD	TBD	F	N/A
2011	At-Risk	N/A	N/A	N/A	Not Met	CSI-AYP
2010	N/A	N/A	N/A	N/A	Not Met	NI-AYP

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
14	20	9	0	3

** Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2011	2012	2011	2012
Passed 2 subtests (%)	68.8%	55.7%	77.7%	78.2%
Passed 1 subtest (%)	19.8%	31.4%	12.8%	13.5%
Passed no subtests (%)	11.5%	12.9%	9.5%	8.4%

HSAP PASSAGE RATE (%) BY SPRING 2012

	Our High School	High Schools with Students Like Ours
Passage Rate	70.5%	91.0%

ON-TIME GRADUATION RATE

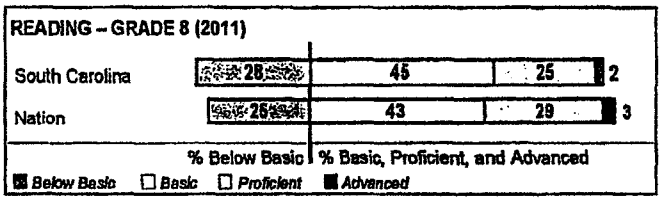
	Our High School	High Schools with Students Like Ours
Number of students	368	272
Number of Diplomas	61	197
Rate (%)	16.6%	73.8%

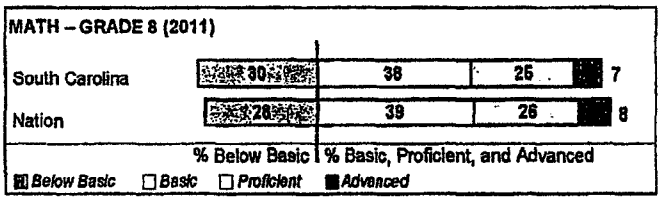
END OF COURSE TESTS - 2012

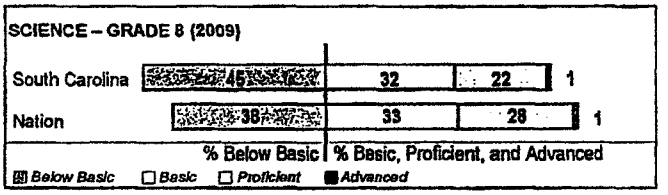
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	63.6	74.2
English 1	65.5	66.3
Biology 1/Applied Biology 2	88.6	76.8
US History and the Constitution	28.3	48.5
All Tests	55.5	66.4

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC PERFORMANCE VISION

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Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

LCCPA VS WILLIAMSBURG

Name of School/District	Grade for 2011	Grade for 2012	Grade for 2013
Lake City College Prep Academy	Not Met	F	B
Williamsburg School District	Not Met	F	F
D.P. Cooper Elementary	Not Met	F	F
Greelyville Elementary	Not Met	A	F
Kenneth Gardner Elementary	Not Met	C	C
Williamsburg Magnet School	N/A	F	D
Kingstree Middle	Not Met	D	F
Hemingway Middle School	Not Met	F	F
Kingstree and other 2 high	Not Met	F	F

SC Annual School Report Card Summary

KINGSTREE SENIOR HIGH
Williamsburg County
Grades: 9-12 **Enrollment: 674**
Principal: Mr. Willie Frazier
Superintendent: Dr. Yvonne Jefferson-Barnes
Board Chair: Mrs. Barbara McKenzie

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Average	Average	TBD	TBD	F	Priority
2012	Below Average	Average	Silver	N/A	F	Priority
2011	Below Average	Below Average	N/A	N/A	Not Met	R-AYP

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
7	3	10	4	9

** Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Passed 2 subtests (%)	66.4%	53.2%	63.1%	65.2%
Passed 1 subtest (%)	16.4%	31.2%	19.9%	19.3%
Passed no subtests (%)	17.1%	15.6%	21.5%	18.0%

HSAP PASSAGE RATE (%) BY SPRING 2013

	Our High School	High Schools with Students Like Ours
Passage Rate	86.3%	78.1%

ON-TIME GRADUATION RATE

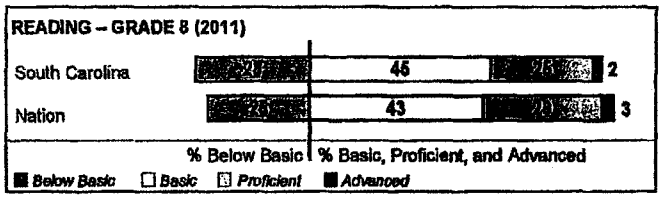
	Our High School	High Schools with Students Like Ours
Number of students	168	97
Number of Diplomas	133	69
Rate (%)	79.2%	65.2%

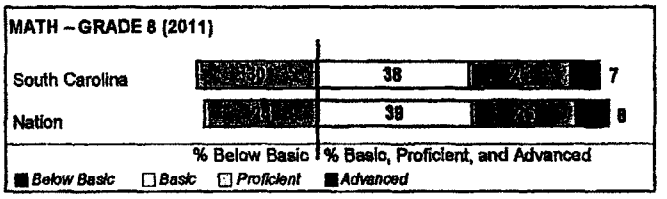
END OF COURSE TESTS - 2013

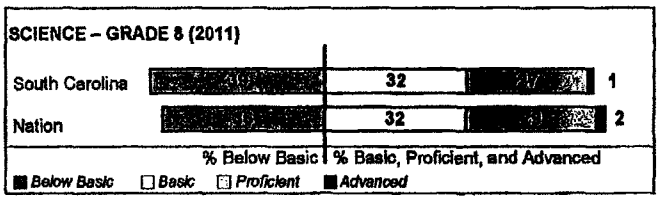
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	51.2	58.3
English 1	39.3	50.9
Biology 1/Applied Biology 2	54.3	55.1
US History and the Constitution	26.6	33.3
All Tests	43.3	48.8

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







SC 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.

Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

SC Annual School Report Card Summary

KINGSTREE SENIOR HIGH
Williamsburg County
Grades: 9-12 **Enrollment: 674**
Principal: Mr. Willie Frazier
Superintendent: Dr. Yvonne Jefferson-Barnes
Board Chair: Mrs. Barbara McKenzie

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Average	Average	TBD	TBD	F	Priority
2012	Below Average	Average	Silver	N/A	F	Priority
2011	Below Average	Below Average	N/A	N/A	Not Met	R-AYP

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
7	3	10	4	9

** Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Passed 2 subtests (%)	66.4%	53.2%	63.1%	65.2%
Passed 1 subtest (%)	16.4%	31.2%	19.9%	19.3%
Passed no subtests (%)	17.1%	15.6%	21.5%	18.0%

HSAP PASSAGE RATE (%) BY SPRING 2013

	Our High School	High Schools with Students Like Ours
Passage Rate	86.3%	78.1%

ON-TIME GRADUATION RATE

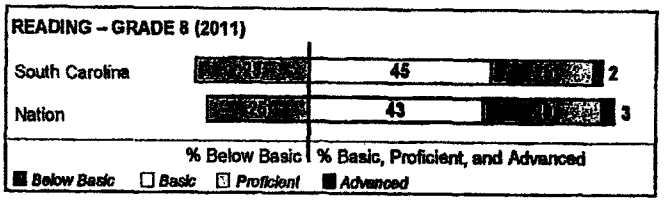
	Our High School	High Schools with Students Like Ours
Number of students	168	97
Number of Diplomas	133	69
Rate (%)	79.2%	65.2%

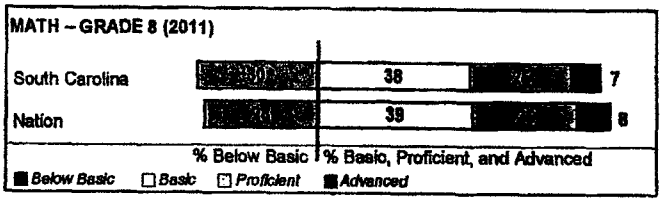
END OF COURSE TESTS - 2013

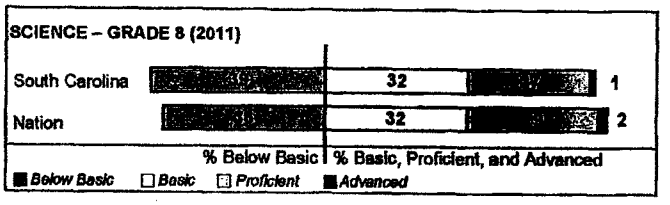
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	51.2	58.3
English 1	39.3	50.9
Biology 1/Applied Biology 2	54.3	55.1
US History and the Constitution	26.6	33.3
All Tests	43.3	48.8

NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*







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SC Annual School Report Card Summary

Hemingway High School
Williamsburg County
Grades: 9-12 **Enrollment: 362**
Principal: Mr. Levi Keith, II
Superintendent: Dr. Yvonne Jefferson-Barnes
Board Chair: Mrs. Barbara McKenzie

PERFORMANCE

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YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Excellent	Excellent	TBD	TBD	F	N/A
2012	Average	Average	N/A	N/A	F	N/A
2011	Average	Below Average	N/A	Gold	Not Met	R-AYP

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
7	5	14	5	7

** Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Passed 2 subtests (%)	61.1%	67.4%	63.8%	67.9%
Passed 1 subtest (%)	19.4%	15.1%	19.7%	17.9%
Passed no subtests (%)	19.4%	17.4%	20.8%	17.2%

HSAP PASSAGE RATE (%) BY SPRING 2013

	Our High School	High Schools with Students Like Ours
Passage Rate	89.1%	81.3%

ON-TIME GRADUATION RATE

	Our High School	High Schools with Students Like Ours
Number of students	102	111
Number of Diplomas	86	80
Rate (%)	84.3%	66.0%

END OF COURSE TESTS - 2013

% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	64.9	62.3
English 1	50.7	51.2
Biology 1/Applied Biology 2	68.6	57.9
US History and the Constitution	38.3	34.1
All Tests	57.0	51.1

NAEP PERFORMANCE*

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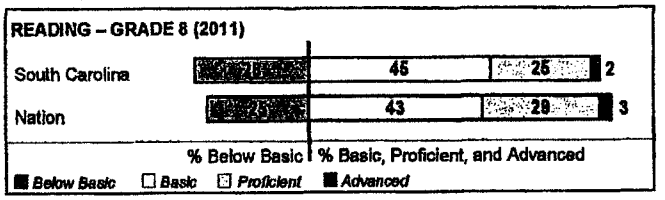

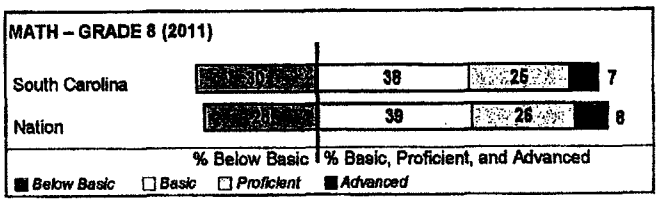

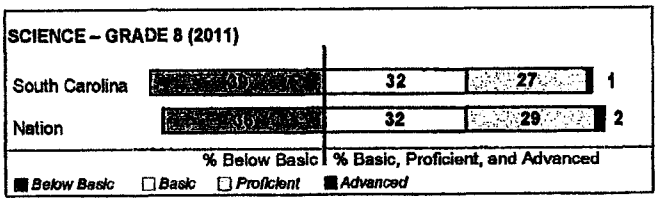

SC PERFORMANCE VISION

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SC Annual School Report Card Summary

Williamsburg County Magnet School of the Arts
Williamsburg County
Grades: PK-6 **Enrollment: 364**
Principal: Lee Roy Campbell Jr.
Superintendent: Dr. Yvonne Jefferson-Barnes
Board Chair: Mrs. Barbara McKenzie

PERFORMANCE

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YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Average	Average	TBD	TBD	D	N/A
2012	Below Average	Average	N/A	N/A	F	N/A
2011	N/A	N/A	N/A	N/A	N/A	N/A

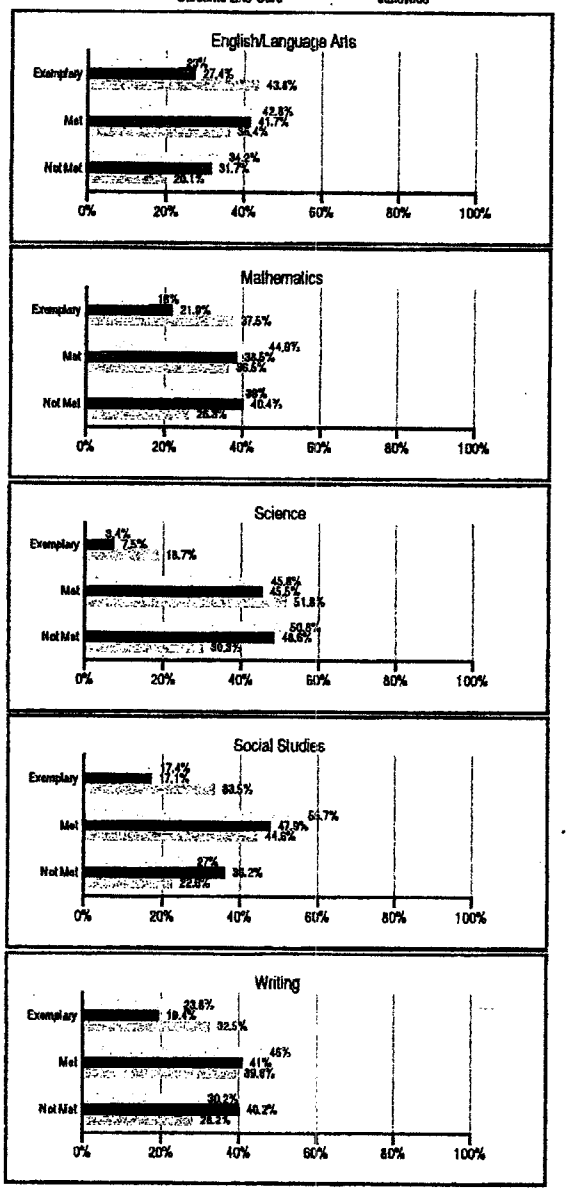
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	10	87	43	15

** Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.*

PASS PERFORMANCE

Our School | Elementary Schools with Students Like Ours | Elementary schools statewide



NAEP PERFORMANCE*

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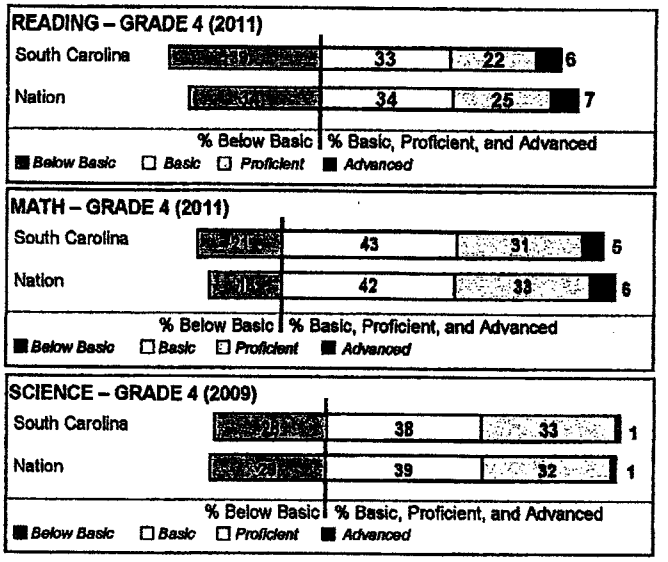

SC PERFORMANCE VISION

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SC Annual School Report Card Summary

Kingstree Middle School
Williamsburg County
Grades: 6-8 **Enrollment: 509**
Principal: Valeria Brown
Superintendent: Dr. Yvonne Jefferson-Barnes
Board Chair: Mrs. Barbara McKenzie

PERFORMANCE

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YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Below Average	Average	TBD	TBD	F	N/A
2012	Below Average	Below Average	N/A	N/A	D	N/A
2011	Below Average	At-Risk	N/A	N/A	Not Met	N/A

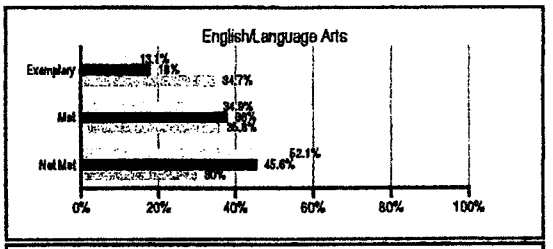
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

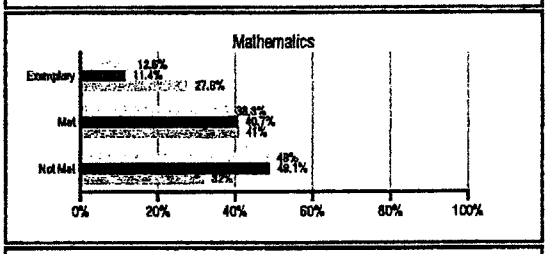
EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	23	21	15

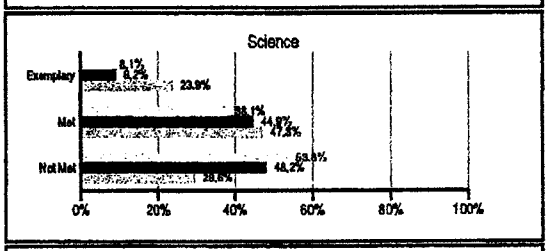
** Ratings are calculated with data available by 01/15/2014. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.*

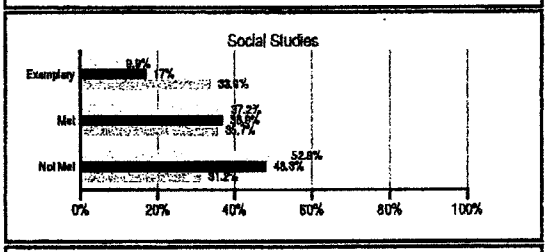
PASS PERFORMANCE

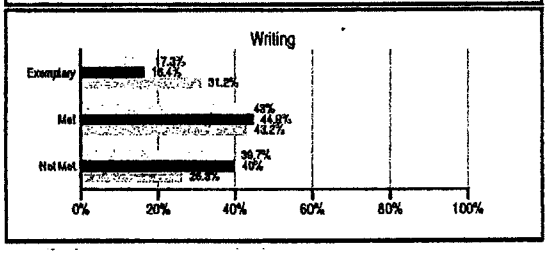
Our School | Middle Schools with Students Like Ours | Middle schools statewide











NAEP PERFORMANCE*

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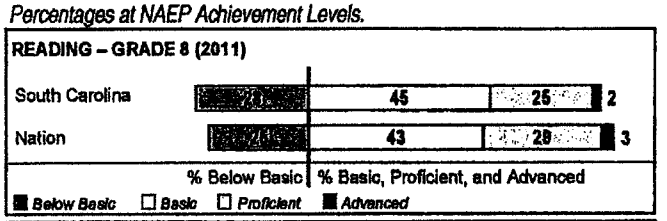

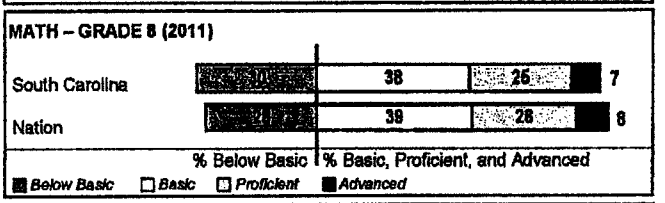

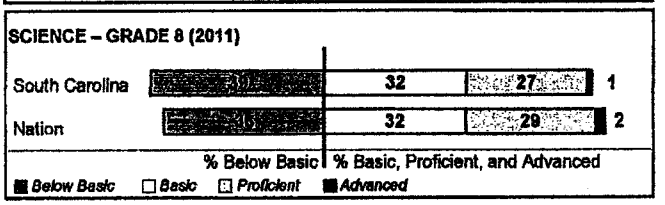

END OF COURSE TESTS - 2013

% of students scoring 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	87.9
English 1	88.9	85.0
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	94.1	88.4

SC PERFORMANCE VISION

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SC Annual School Report Card Summary

D. P. Cooper Elementary School
Williamsburg County
Grades: PK-6 **Enrollment: 184**
Principal: Dr. Kerry D. Singleton
Superintendent: Dr. Yvonne Jefferson-Barnes
Board Chair: Mrs. Barbara McKenzie

PERFORMANCE

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YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Below Average	Average	TBD	TBD	F	N/A
2012	Below Average	Below Average	N/A	N/A	F	N/A
2011	Average	Excellent	Gold	Silver	Met	N/A

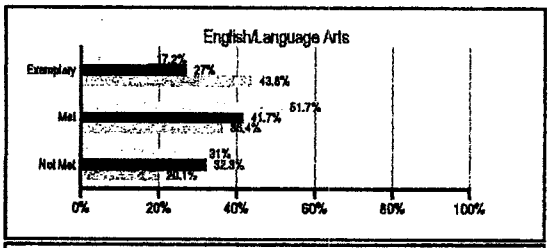
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

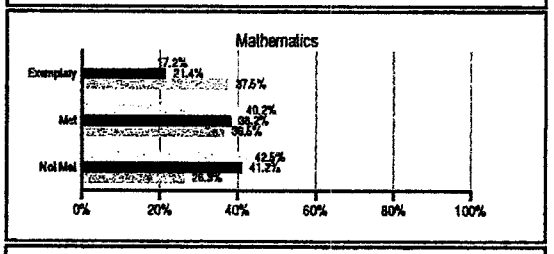
EXCELLENT *	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	9	76	39	15

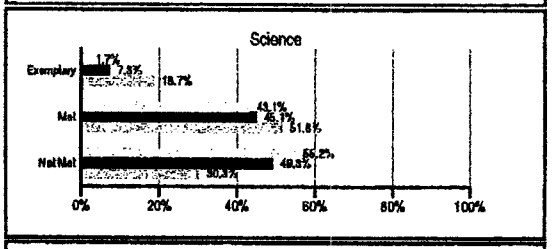
** Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.*

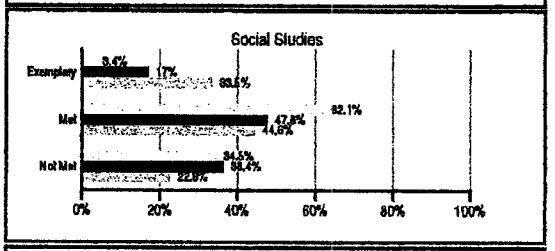
PASS PERFORMANCE

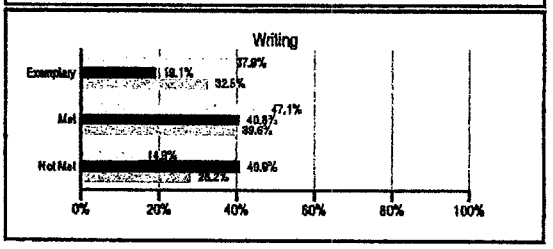
Our School | Elementary Schools with Students Like Ours | Elementary schools statewide











NAEP PERFORMANCE*

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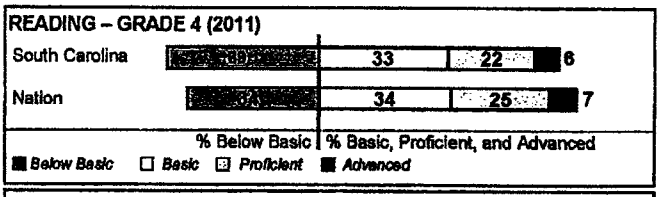

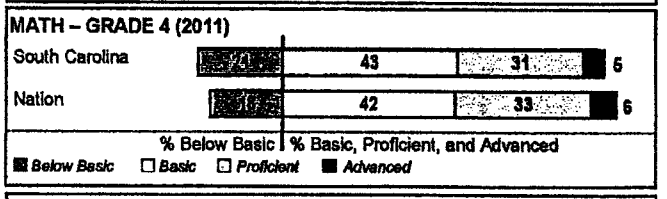

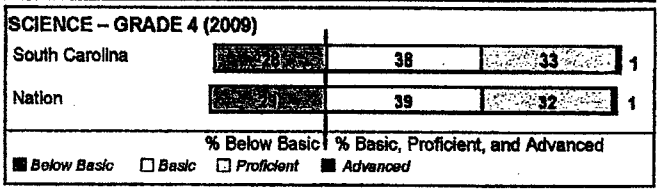

SC PERFORMANCE VISION

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Royal Live Oaks Academy of the Arts & Sciences Charter School

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=432)				
Retention rate	0.0%	N/A	1.1%	0.9%
Attendance rate	93.8%	N/A	96.0%	96.3%
Served by gifted and talented program	0.0%	N/A	4.2%	7.2%
With disabilities	4.6%	N/A	13.0%	12.4%
Older than usual for grade	2.7%	N/A	2.8%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	50.0%	N/A	60.3%	62.5%
Continuing contract teachers	43.8%	N/A	80.6%	83.3%
Teachers returning from previous year	N/A	N/A	85.8%	88.3%
Teacher attendance rate	98.0%	N/R	94.8%	95.0%
Average teacher salary*	$41,857	I/S	$46,780	$48,193
Classes not taught by highly qualified teachers	21.3%	N/A	0.0%	0.0%
Professional development days/teacher	1.4 days	N/R	10.9 days	11.0 days
School				
Principal's years at school	1.0	N/R	3.0	4.0
Student-teacher ratio in core subjects	1.5 to 1	N/R	19.1 to 1	20.1 to 1
Prime instructional time	91.6%	N/R	89.5%	90.0%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	No	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	100.0%	100.0%
Character development program	Average	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	$7,654	$7,364
Percent of expenditures for instruction**	N/A	N/A	68.0%	68.0%
Percent of expenditures for teacher salaries**	N/A	N/A	65.0%	66.0%
ESEA composite index score	50.5	N/A	77.0	88.0

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	16	N/A	N/A
Percent satisfied with learning environment	75%	N/A	N/A
Percent satisfied with social and physical environment	87.5%	N/A	N/A
Percent satisfied with school-home relations	93.3%	N/A	N/A

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

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on **www.ed.sc.gov** and **www.eoc.sc.gov** as well as school and school district websites.

Printed versions are available from school districts upon request.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Royal Live Oaks Academy of the Arts & Sciences Charter School has developed a sense of community within its student body in its first year. Students know that the school was started for them, which makes them feel special and valued. Parents are very involved and take an active role in our school. Students are involved in community-service projects, such as maintaining a Learning Garden, assisting in the clean-up of old school facilities, decreasing litter and the use of plastic bags through a fundraising project, collecting clothes and blankets and raising money and providing food for needy families, and helping to find problems within the community to solve as part of the curriculum. Many teachers with no prior experience in project-based learning have been able to fully implement discovery learning, in which students work across disciplines to learn by doing rather than just learning about a subject. Our use of paraprofessionals and reading/math specialists across all grade levels has assisted in differentiation and individualizing learning for students. MAP testing has allowed students, teachers, and parents to follow the students' progress and to determine adjustments to maximize students' academic success. A school-wide improvement plan was instituted based on the results of MAP testing. Use of software such as Pixton, IXL Math, and Study Island has contributed to expanding our students' critical reasoning and skill levels across disciplines.

MAP testing shows that a majority of our students came to us seriously below grade level and weak in reading, writing, and math skills. We began a school improvement plan as soon as we had the results of fall MAP tests and continued to make adjustments in the use of instructional resources and student intervention after spring MAP tests. In addition, the focus of the 24 days of teachers' professional development has been on effective strategies to improve student achievement. Although only 60 percent of the students in grades K-8 met their projected spring 2013 MAP growth goal, over 85 percent of the students grew from their fall 2012 MAP testing score to the spring 2013 MAP testing. We are hopeful that PASS scores will reflect the tremendous growth we have seen over the course of the school year.

The biggest challenges Royal Live Oaks has faced have been lack of funds and retention of staff. Two disgruntled former employees successfully caused under-currents among a number of staff members that has resulted in more turnover than we would have liked to see. Despite this fact, students have made gains in their learning. We have many dedicated employees who have risen to the challenge and have been flexible in helping to meet the needs of students. Further, since no district, state, or federal funds are provided for facilities and our school is based in a poor economic and an economically deprived area, key personnel divide their time between providing for instructional needs and fundraising. Delays in receiving Title 1 funds until late February also made it difficult to provide the technology and instructional resources that assist in the implementation of discovery learning. We are currently housed in eleven temporary modular units and are just beginning the process of renovating the run-down 78,000 sq. ft. school facilities on the 28-acre site where we are located. Despite these challenges, we have seen students grow academically and take ownership of their learning.

Karen M. Wicks, Ph.D., Principal/Executive Director and Tangela Peeples, SIC Chair

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement

11/07/13-1701015

SC Annual School Report Card Summary

SC Calvert Academy
SC Public Charter
Grades: K-8 **Enrollment: 306**
Principal: Laura L. Blackmore
Superintendent: Wayne Brazell, Ph. D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	At-Risk	Below Average	TBD	TBD	F	N/A
2012	Below Average	Below Average	N/A	N/A	F	N/A
2011	Below Average	Average	N/A	N/A	Not Met	N/A

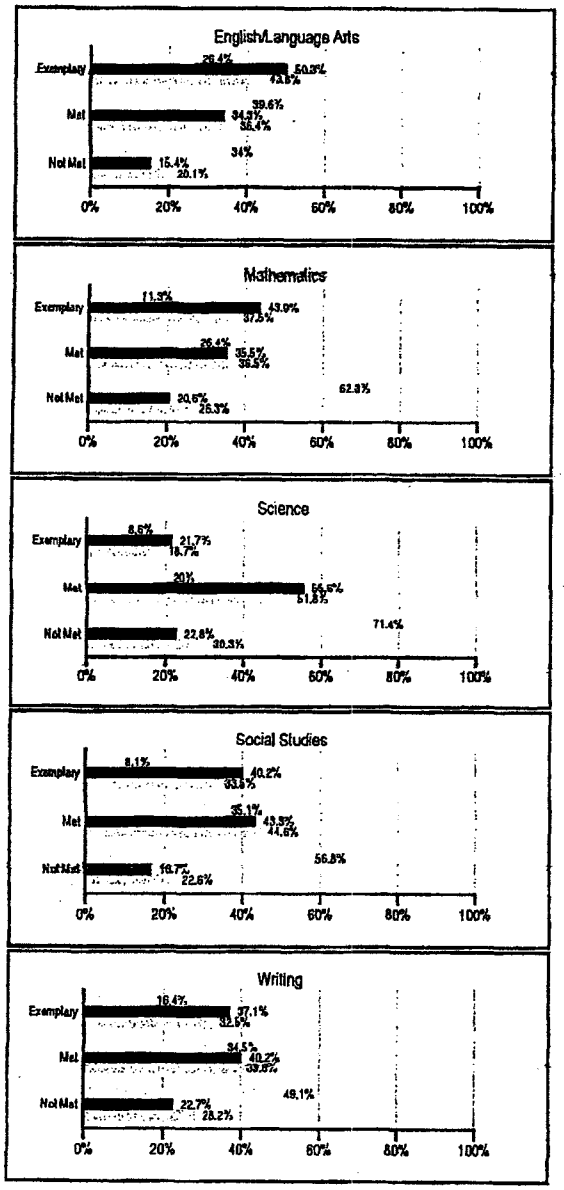
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
38	43	17	0	1

** Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.*

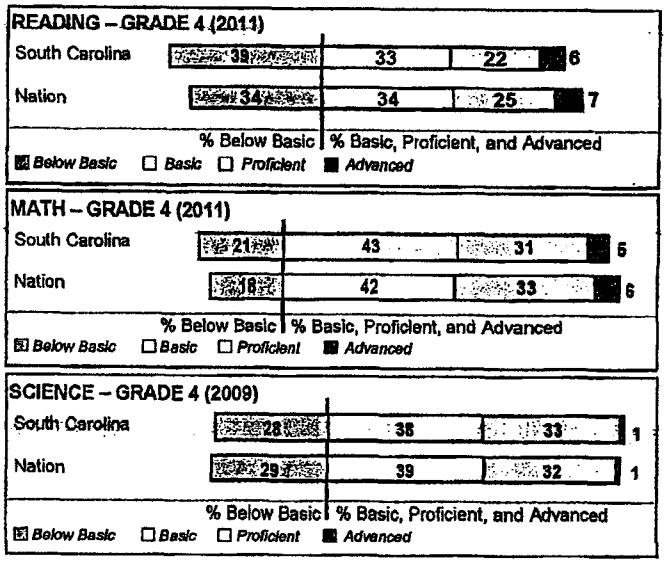
PASS PERFORMANCE

Our School | Elementary Schools with Students Like Ours | Elementary schools statewide



NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*



SC 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.

Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

SC Annual School Report Card Summary

Hemingway M.B. Lee Middle
Williamsburg County
Grades: 6-8 **Enrollment: 258**
Principal: Erica A. Barcus
Superintendent: Dr. Yvonne Jefferson-Barnes
Board Chair: Mrs. Barbara McKenzie

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Below Average	Average	TBD	TBD	F	N/A
2012	Below Average	Average	N/A	N/A	F	N/A
2011	Below Average	Below Average	N/A	N/A	Not Met	N/A

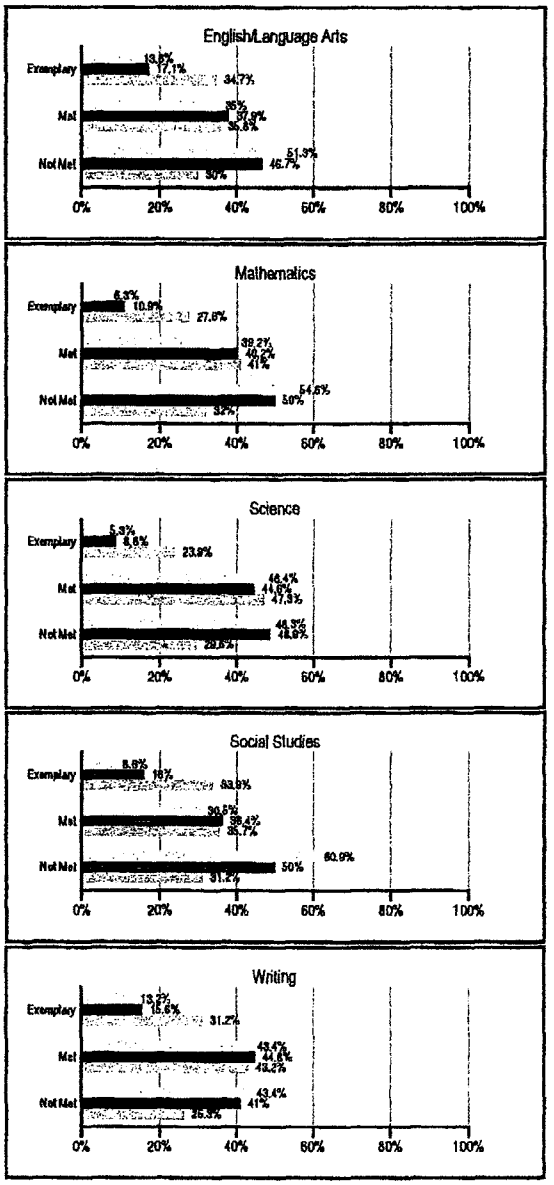
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	18	21	15

** Ratings are calculated with data available by 01/15/2014. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.*

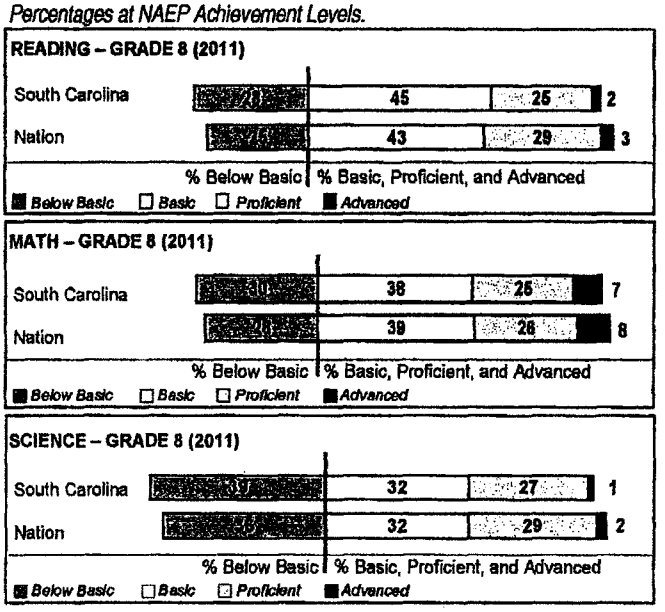
PASS PERFORMANCE

Our School | Middle Schools with Students Like Ours | Middle schools statewide



NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*



END OF COURSE TESTS - 2013

% of students scoring 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	84.4	87.8
English 1	90.6	86.9
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	92.0	88.2

SC 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.

Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

1. List of all school teachers and paraprofessionals. Include a list of all classes taught by each teacher and paraprofessional.

Teacher	Teaching Assistants – No Paraprofessionals Teaching Assistants Do Not Teach Classes- they support
1. Veronica Singleton	Shirley McFadden
2. Marianna Benton	LaPortia Owens
3. Bevlin Collier	Shirley Lewis
4. Letitia Sabau	Tameka Alford
5. Sheila Watts	Elsie Griffith- Wilson
6. Rashad Myers	Kristen McCrea (Math Interventionist)
7. Rachel ArceJaeger	Darrett Nesbitt (Math Interventionist)
8. Stephanie Rucker	
9. Arudeselvi Manimathasamy	
10. Barbara McKenzie	
11. Mary McNair	
12. Merced Ansay	
13. Paul Jaecksch	
14. Sara Glogowski	
15. Megan Payne	
16. Rick Watts	
17. Ashley Williams	
18. Sonia Wynters (Int'l Teach 2012-2013)	

South Carolina Coalition for Achievement Now

April 11, 2013

To all South Carolina Legislators:

Recently, the South Carolina Public Charter School District (SCPCSD) sought and received the approval of the SC House Education Committee an amendment to the SC Public Charter School District to summarily revoke the charter of any school that received an "F" on their state report card for two successive years. The district initiated this measure because of their frustration to continue to fund a charter school during the appeal process with the Administrative Court, which can take more than a year to hand down a ruling, which also can be further appealed to the Circuit Court, as provided by the statute.

Prior to the amended charter school statute of 2005, the State Board of Education, as a designated appellant body for various matters, would conduct a hearing within sixty days to determine if the school district's board acted according to the law and regulations. Further appeals would be moved to the Circuit Court. The charter school experience demonstrated that they received a fair hearing at each step.

It should be noted that the Administrative Law Court is the first step in appealing adverse school district decision concerning charter school approvals, renewals, and revocations.

It is no surprise that there has not been a single successful appeal to the Administrative Law Court since the last amended statute simply because in every case the Administrative Law Court judge has cited in its jurisdiction and standard of review

Albertha Bannister (Retired)
1124 Pocalla Road
Sumter, SC 29150
Home (803) 775-9747
alizzbannister@aol.com

EDUCATION:

Education Specialist Degree in Administration, 2008
South Carolina State University – Orangeburg, South Carolina

Master of Education Degree- Special Education with Emphasis in Educable Mental Disabilities, 1981
South Carolina State College – Orangeburg, South Carolina

Bachelor of Science Degree – Guidance and Counseling, 1976
South Carolina State College – Orangeburg, South Carolina

PROFESSIONAL EXPERIENCE

	Coordinator for Special Services
2011-2012	**Sumter School District**
1992-2011	**Sumter County School District Two**

- Provide one-to-one consultation for teachers and paraprofessionals of students with disabilities.
- Keep informed of legal requirements governing special education.
- Ensure compliance of federal, state and local mandates and regulations.
- Educate and assist, as appropriate, teachers of special education in developing Individualized Education Programs.
- Coordinate related services and extended school year services.
- Develop/Provide inservice training for general education teachers.

Professional Initiatives

Organized district-wide training in reading intervention for regular education elementary and middle school teachers (i.e. Project Read, SRA etc.).

Coordinated district-wide training for school teams; consisting of administrators, guidance counselors and teachers in behavioral support strategies for regular education students.

Led special education teachers in the development of a district-wide Curriculum-Based Assessment instrument for assessing special education students.

Led teachers in the implementation of district-wide use of progressing monitoring for special education students for reporting progress of Individualized Education Program annual goals.

ROA_2768

Introduced and trained all district school level curriculum coordinators on progress monitoring procedures to use for monitoring progress of students in child study for possible referred to special education.

Led teachers and administrators in the development of an Occupational curriculum and diploma option for secondary special education students.

2000-2010 **Graduate Professional Development Instructor**
Sumter County School District Two

- Through the Citadel, taught the following graduate level course: "Current Trends in Special Education".
- Assigned and evaluated group projects and research papers.
- Evaluated final examinations.
- Assigned final grades for graduate work according to the grading requirements of the Citadel.

1989-1992 **Guidance Counselor**
Sumter County School District Two

- Assisted students in evaluating their aptitudes and abilities through the interpretation of individual standardized test scores and other pertinent data.
- Worked with students individually, in small groups, and in the classroom.
- Supervised the preparation and process of college, scholarship and employment applications.
- Guided in the decision- making process concerning academics, careers, and personal/social development.

1981-1989 **High School Special Education Teacher**
Hillcrest High School
Sumter County School District Two

- Developed and implemented Individualized Education Programs for students requiring special education and related services.
- Employed a variety of instructional techniques to address the unique needs of the students.
- Assessed student progress on a regular basis and provided progress reports as required.
- Maintained accurate, complete and correct records as required by federal and state laws governing special education, district policy, and administrative regulation.
- Served as department head for the special education department.

1976-1981 **Elementary School Special Education Teacher**
Dantzler Elementary School
Holly Hill School District Three

- Developed and implemented Individualized Education Programs for students requiring special education and related services.

- Utilized effective classroom management strategies to create a classroom environment that was conducive to learning and appropriate for the students based on their individual needs.
- Supervised students on the school grounds as designated by administrator.
- Planned and supervised purposeful assignments for teacher assistant.

PRESENTATIONS:

South Carolina State University
Topic: Closing the Achievement Gap
Date: April 2008
Charleston, SC

National Council for Exceptional Children Conference
Topic: Creating and Using a District-Wide Curriculum-Based Assessment System
Date: April 2005
Baltimore, Maryland

South Carolina Council for Exceptional Children
Topic: Developing a District-Wide Curriculum-Based Assessment System
Date: February 2003
Hilton Head, SC

PROFESSIONAL DEVELOPMENT:

Response to Intervention
State Department of Education
Date: September –December 2010
Florence, SC

Strategic Instruction Model (SIM)
Learning Strategies Curriculum
Fundamentals of Paraphrasing and Summarizing
The Inference Strategy
Content Enhancement
Date: June 2008
Myrtle Beach, SC

Assisting, Developing and Evaluating Professional Teaching (ADEPT)
Date: November 2007
Sumter School District Two

Assessment, Evaluation and Programming System (AEPS)
Date: July 2007
Spartanburg, SC

ROA_2770

Jensen - Different Brains, Different Learners Program
Date: June 2007
San Antonio, TX

The Infancy and Early Childhood Training Course
Stanley I. Greenspan, M. D.
Date: April 2007
Tysons Corner, VA

Problem Solving and CBA
Date: November 2006, 2007
Lancaster, SC

High Schools That Work Reform Implementation
Date: July 2006
Orlando, FL

Nonviolent Crisis Prevention
Crisis Prevention Institute
Date: January 2006
Charlotte, NC

Direct Instruction Reading
Date: June 2005
Myrtle Beach, SC

New Developments in Special Education
Date: October 2005
Charleston, SC

Best Practices Institute
Date: July 2004, 2005, 2006, & 2007
Myrtle Beach, SC

Ruby Payne's "A Framework for Understanding Poverty "
Date: December 2004
Galveston, TX

Theory into Practice A Balanced Literacy Model
Date: July 2004
Sumter, SC

PROFESSIONAL ORGANIZATIONS:

National Education Association
South Carolina Education Association
Retired Education Association Sumter County

PROFESSIONAL REFERENCES:

Frank Baker
Retired School Superintendent
Sumter School District Two
8670 Black River Road
Rembert, SC 29126
(803) 432-2851

Joan Sagona
Director of Elementary Schools
Sumter School District
1345 Wilson Hall Road
Sumter, SC 29150
(803) 469-6900
joan.sagona@sumterschools.net

Joye Wilson
Retired District Hearing Officer
Sumter School District
337 Loring Mill Road
Sumter, SC 29154
camwil@ftc-i.net

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Mick Zais
Superintendent

1429 Senate Street
Columbia, South Carolina 29201

June 24, 2011

Lake City College Prep
Attn: Ms. Ruby Jackson
P.O. Box 730
Lake City, South Carolina 29560

Dear Ms. Jackson:

This is to notify you that we have reviewed and approved your 2011-2012 renewal to the Policy Statement for Free and Reduced Price Meals and Program Agreements. Since USDA has authorized permanent agreements and policy statements, there is no longer an ending date for these documents. We will request updates or new documents as needed.

Copies of the approved Policy Statement renewal documents and Program Agreements have been enclosed with this letter. Each school must have a copy of its approved Policy statement and copies of the program agreements on file in the school principal's office. Districts are asked to duplicate sufficient copies of their policy statement and agreements for district to individual schools. All Policy Statement attachments provided to schools must be current for the 2011-2012 school year. Although full documents are no longer submitted to and approved by the State Office each year, school food authorities are responsible for ensuring that schools have up-to-date documents on file for their reference and appropriate implementation.

In follow-up to the Section I, Program Identification page of the Policy Statement, we will be contacting those districts specifically indicating interest in Provisions 1, 2, or 3. We will gather specific school information at that time and provide additional information and guidance on participation I the Provision options.

We wish you much success with your school nutrition programs during the coming school year. Our office will assist you in implementing your programs in any way possible. Please feel free to contact us if you need help.

Sincerely,

Todd A. Bedenbaugh
Director
Office of Health and Nutrition Services

6/20

ADEPT Data System

- Search
- Reports
- Forms
- Training
- Logout

SC Charter School District | Wanda Whatley | District User | Modify Privileges | Fall Update | School Year 2012 - 2013

View or Modify ADEPT Data

Select from below to search educators:

As seen in ADS

Select a Contract Level: All Levels
Select a District: State Charter School District
Select a School:
All Schools
Calhoun Falls Charter
Cape Romain Environ. Ed.
East Pointe Academy
Fox Creek High
Imagine Columbia Leadership Academy
Mary L. Dinkins Charter
Palmetto Scholars Academy
Palmetto State E-Cademy
SC Calvert Academy
SC Connections Academy
SC Public Charter District
SC Virtual Charter School
SC Whitmore School
Spartanburg Charter School
Youth Leadership Academy Charter
Last Name
[Submit]

Educators at Lake City College Prep Academy - 20 Records Found

Select	Name	Contract
[Edit]	ANSAY, MERCED (1)	Continuing - GBE
[Edit]	ARCEJAEGER, RACHEL (2)	Induction → certification arrived late in year.
[Edit]	BURTON, ANGELA	Induction
[Edit]	CLARK, MICHAEL	Induction
[Edit]	DRUMMOND, EMILY	Annual - Formal 1
[Edit]	DUDLEY, JAMEZ	Induction
[Edit]	GILCHRIST, ALICIA	Continuing - GBE
[Edit]	GRAHAM, INGRID	Continuing - GBE
[Edit]	JAECKSCH, PAUL (3)	Continuing - GBE
[Edit]	LAUER, LINDSAY	Continuing - GBE
[Edit]	MANIMUTHUSAMY, ARUD SELVI (4)	Annual - Formal 1
[Edit]	MCNAIR, MARY (6)	Continuing - GBE
[Edit]	MONTGOMERY, DOZIER	Continuing - GBE
[Edit]	NICHOLSON, AMANDA	Continuing - GBE
[Edit]	NICHOLSON, AMANDA	Continuing - GBE
	RODGERS, CHRISTOPHER	Letter of Agreement

ROA_2774

[Edit]		
[Edit]	SABAU, LETITIA (6)	Continuing - GBE
[Edit]	SINGLETON, VERONICA (7)	Continuing - GBE
[Edit]	WATTS, SHEILA (8)	Annual - Formal 1
[Edit]	WHITEHURST, DONALD	Continuing - GBE

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South Carolina
Public Charter School District

Board of Trustees

Don McLaurin, Chairman

Linzie Staley, Vice Chairman

Kathleen Bounds Secretary

Dr. Ronald Epps

Laura Getty

Terrye Seckinger

Tom Siler

Superintendent
Wayne Brazell, Ph.D.

Dear Parents and Guardians,

South Carolina Public School District has been identified by the SC Department of Education as being in District Improvement. Our status is Newly Identified and is based on the Adequate Yearly Progress measures established by the State. Districts and schools that are Title One funded are required by the Elementary and Secondary Education Act (formerly No Child Left Behind) to meet performance objectives as specified by the SC State Report Card. The district has been newly identified due to our failure to meet AYP for two consecutive years in the following areas:

English/Language Arts for the disabled
Math for the disabled
Math for African-Americans
Math for children who receive subsidized meals

The administrations and faculties at our schools are encouraged by the progress our students are making academically and working very hard to ensure that all of our students meet the performance objectives. You are a very important partner for us in making this happen. Your involvement is needed through continued communication with your child's teachers, attendance at school meetings, parenting workshops, and special events. We encourage you to volunteer for district and school based committees.

As a part of the District's Newly Identified status, we will encourage our schools to modify and adjust their curriculum to address the needs of all children and provide meaningful professional development to support it. All of the initiatives are supported by scientific research as to their effectiveness in improving instruction and student achievement. These efforts will be monitored by the District administration and the SC Department of Education.

If you would like additional information about District Improvement, please contact Traci Bryant-Riches, Director of Federal Programs at 734-0524 or by email at tbryant-riches@scpcsd.sc.org

Sincerely,

Wayne Brazell, Ph.D. Superintendent
South Carolina Public Charter School District

3710 Landmark Drive, Ste 201
Columbia, SC 29204
Phone: 803-734-8322
Fax: 803-734-8325
www.sccharter.org

The South Carolina Public Charter School District does not discriminate on the basis of race, gender, disability, age, religion, immigrant status, or national origin in its educational programs and employment practices. For questions

Lake City College Prep Academy, Inc.

Revocation Hearing Response

May 8, 2014

Lake City College Prep Academy Inc.

- Open its doors in Lake City, South Carolina on August 16, 2010
- Currently serving over 200 students

Projected Graduation Rate

- Lake City College Prep – 100%

MISSION STATEMENT

Charter School Mission Statement - Serving Grades K-12

Lake City College Prep Academy (LCCPA) is committed to creating a high-quality college preparatory instructional environment where a strong commitment to the creative arts is manifested which will lead to high levels of academic achievement.

All LCCPA curriculum disciplines are designed to achieve this mission.

2013
Palmetto Gold and Silver
Award

For top 5% of schools in the STATE

Report Card Grade
"B"

MISSION STATEMENT

- Will lead to high levels of achievement
- Study shows that it takes 5 years to show growth
- However, Lake City College Prep Academy Did it in 3 Years

Financials

* All Audits are completed and clean

* All Finances are performed and overseen by Kelly-Moser Consulting Firm

Average Graduation of Rate of Other Schools in District

Name of School	Graduation Rate	Lowest Rate/ YEAR
SC Connections Academy	35.68%	30.90%/2013
SC Virtual Charter School	14.72%	1.20% /2009
Provost Academy	20.80%	8.10%/2011
Palmetto E-Academy	15.07%	8.30%/2010
SC Whitmore	17.65%	10.90%/2012
Calhoun Falls Charter	79.22%	75.60%/2010
Fox Creek Charter School	76.0%	76.0%/2013

Graduation Rate LESS than 10%

Name of School	Rate	Year
SC Virtual Charter School	1.20%	2009
Provost Academy	8.10%	2011
Palmetto E Academy	8.30%	2010
SC Whitmore	10.90%	2012

SC Charter School District AYP
VS
Lake City College Prep Academy

SC Public Charter School District	2009	2010	2011	2012	2013
	Not met	Not Met	Not Met	D	C
			Not Met	F	B

SC Charter School District Graduation Rate

SC Public Charter School District	2009	2010	2011	2012	2013
	16.6%	25.40%	15.50%	19.20%	28.10%
Average Rate	20.96%				

Lake Oil & Mega Sig Academy
Free and Reduced Lunch

- Over 90% of our students receive FREE and REDUCE Lunch

* 90 % poverty rate

National History Winner

Regional Science Winner

After Only 3 Years LCCPA Outscored the SCPCSD and 6 of their schools.

Name of School District	Grade for 2011	Grade for 2012	Grade for 2013
Lake City College Prep Academy	Not Met	F	B
South Carolina Public Charter School District	Not Met	D	C
Inspire Columbia Leadership	N/A	N/A	F
Royal Live Oaks Academy	N/A	N/A	F
St. Gabriel Academy	Not Met	F	F
SC Virtual School	Not Met	D	D

In only three years Lake City College Prep Academy outscored their local District (Florence 3) and all of the surrounding schools.

Schools in poverty

- Students in high poverty schools scored significantly low on test given. The class room sizes are much higher in high poverty schools and their rate of graduating drops dramatically compared to a wealthier school.
- Teachers in these schools drop their expectations on what the students have to do. The problem is that the schools that are considered high poverty schools will stay this way because they are in neighborhoods like the projects and minority neighborhoods where the situation will never change.

Effects on teaching con't.

- Teaching and making sure that children who live in poverty succeed, will be more difficult because their school attendance will be irregular.
- Students need to understand what social class is and the cultural differences between them and their classmates.
- Teaching students that are in poverty make planning and preparation a must. As the teacher your job is to motivate the students and make them aware that they can do or be anything they want to be

Have Faith Background Checks

SLED CATCH Results

SLED CATCH
Criminal Records in Criminal History
Results

Name S... ...mpter
Date of Birth 1971 01 18
Maiden Name
Gender Female
SSN *** ** 515h
Transaction 004160332
Date of Check January 7, 2011 at 17:19

NO ARREST DATA
[illegible]
WWW

To Whom it may Concern:

The criminal history search was based upon the criteria furnished. It did not include a fingerprint comparison, which is the only means of positive identification. This **NO ARREST DATA** verification is only valid as of January 7, 2011 at 17:19 since a record may be established after that time. Therefore, if no action is taken within a reasonable period, it is recommended that another check be made.

Sincerely,

Reginald I Lloyd, Director
South Carolina Law Enforcement Division

Credit Card Transaction Number 1294438760ICE447110107171920

SLED CATCH

Results

Name

Date of Birth 1989 06 22

Maiden Name

Gender Female

SSN *** ** 3983

Transaction 004160359

Date of Check January 7, 2011 at 17:52

NO ARREST DATA

To Whom it may Concern:

The criminal history search was based upon the criteria furnished. It did not include a fingerprint comparison, which is the only means of positive identification. This **NO ARREST DATA** verification is only valid as of January 7, 2011 at 17:52 since a record may be established after that time. Therefore, if no action is taken within a reasonable period, it is recommended that another check be made.

Sincerely,

Reginald I Lloyd, Director
South Carolina Law Enforcement Division

Credit Card Transaction Number 1294440694ICE49511010717513 4

ROA_2800

CLARENDON COUNTY SHERIFF'S OFFICE
P.O. Box 1289
Manning, South Carolina 29102

L. KEITH JOSHY, JR., Sheriff

(803) 435-4414

RE: Alf[illegible] La[illegible] RACE: B SEX: F

DOB: 6-28-66 HEIGHT: 5-07 WEIGHT: 140

ADDRESS: 1023 Hideout Dr Manning SC 29102

TO WHOM IT MAY CONCERN:

On the above date, a manual criminal record check was done on the above applicant at the Clarendon County Sheriff's Office.

On the date, the following criminal record was found on the above applicant. This manual criminal record check does not include any other agency, and/or any Fraudulent Check charges.

DATE	OFFENCE	DISPOSITION
No Record Found At This Time		

Sincerely,

Sonja L Pearson

Sonja L Pearson
Clerk

SLED CATCH

Citizens Access to Criminal Histories

Results

Hello

Name [illegible]

Date of Birth **1993 02 02**

Maiden Name

Gender **Male**

SSN ***** ** 4907**

Transaction **004860629**

Date of Check **August 17, 2012 at 12:57**

NO ARREST DATA
IN ACCORDANCE WITH
SEARCH CRITERIA SUBMITTED
S.C. Law Enforcement Division
WWW

To Whom it may Concern:

The criminal history search was based upon the criteria furnished. It did not include a fingerprint comparison, which is the only means of positive identification. This **NO ARREST DATA** verification is only valid as of August 17, 2012 at 12:57 since a record may be established after that time. Therefore, if no action is taken within a reasonable period, it is recommended that another check be made.

Sincerely,

Chief Mark Keel.
South Carolina Law Enforcement Division

Credit Card Transaction Number **1345222643ICE219120817125723**

Return | Another Check

SLED CATCH

Citizens Access to Criminal Histories

Results

Name ' ' 'sford

Date of Birth 1982 11 02

Maiden Name

Gender Female

SSN *** ** 592

Transaction 004160327

Date of Check January 7, 2011 at 17:14

NO ARREST DATA

To Whom It may Concern:

The criminal history search was based upon the criteria furnished. It did not include a fingerprint comparison, which is the only means of positive identification. This **NO ARREST DATA** verification is only valid as of January 7, 2011 at 17:14 since a record may be established after that time. Therefore, if no action is taken within a reasonable period, it is recommended that another check be made.

Sincerely,

Reginald I Lloyd, Director
South Carolina Law Enforcement Division

Credit Card Transaction Number 129443842 2ICE43911010717 1342

SLED CATCH

Results

Name

Date of Birth 1989 06 22

Maiden Name

Gender Female

SSN *** ** 3983

Transaction 004160359

Date of Check January 7, 2011 at 17:52

NO ARREST DATA

To Whom it may Concern:

The criminal history search was based upon the criteria furnished. It did not include a fingerprint comparison, which is the only means of positive identification. This **NO ARREST DATA** verification is only valid as of January 7, 2011 at 17:52 since a record may be established after that time. Therefore, if no action is taken within a reasonable period, it is recommended that another check be made.

Sincerely,

Reginald I Lloyd, Director
South Carolina Law Enforcement Division

Credit Card Transaction Number 1294440694ICE495110107175134

ROA_2804

Dr. Brown;

My response, based on prior knowledge, experience, and assistance from an additional special education consultant, to the letter dated February 26, 2014 is as follows:

The District informed LCCPA that findings from PASS and MAP independently were insufficient to develop annual goals and were instructed to no longer use data from the aforementioned tests. **As an individual with more than thirty-six years in the field of special education mainly working in Florence, and Williamsburg Counties, this was the first time that anyone has informed me to not use results from standardized or school wide assessments. In all the local school districts in this area, using those assessments is quite the norm.** As a result, LCCPA purchased the Woodcock Johnson and the Brigannce Tests **which were acceptable as adequate assessment instruments in many districts across the state.** All parents were notified of the scheduling of meetings, baseline data collected and annual goals developed. **Both,** the special education coordinator, and the additionally hired special education consultant worked with the teachers and were satisfied that the IEPs met the intent of the law. **Later we learned that the annual goals that we developed were not accepted by the District. In my professional opinion and that of the consultant, I believe these IEPs were compliant, but not written the way the district wanted them to be written. For example, we wrote, Area of Assessment: "Writing," Method of Assessment: "Woodcock Johnson III Tests of Achievement," Findings, "Spelling-4.4 (grade equivalent) (G.E.) cannot form grammatically correct sentences, overlooks punctuation. Writing fluency 4-9 G.E. Does not follow the conventions of writing in given time limits. The writing goals stated, "By the end of the school year 2013-2014 given direct instruction and modeling student will apply a process approach to writing by using a logical progression of ideas to develop a specific topic, generating drafts using words that focus on the topic and that include relevant details, and edit for language conventions such as spelling, capitalization, punctuation and word usage by scoring 3 points on a 4 point grading rubric.**

The district prefers: Area of Assessment: Writing, Method of Assessment, Writing Prompt, Findings, When given an eighth grade writing prompt student produced 42 written words which included only one complete sentence. The goal: By annual review, given an eighth grade writing prompt, student will produce 60 written words containing 8 complete sentences as measured by teacher made tests and curriculum based assessment

Granted, the district's suggested method is concise; but we did not believe that the longer verbiage is a denial of a free appropriate public education.

When we learned of the Districts additional concerns we worked to correct them. We met with district personnel in March, 2013 and began to complete IEPs to their specifications. However we never agreed that our goals did not link to the finding or that it rose to the level of non-compliance.

The IEP team, of which all meetings consisted of personnel as mandated by law, met and develop goals based on the present levels of performance, baseline data, input from the special education and general education teacher, LEA representative, and the parent.

Initially, the letters of invitation did not read, "To discuss a possible denial of FAPE"; however it was documented in the **written** summary that the IEP team discussed the possible denial of **FAPE at each meeting with the parents.**

The District, after a review, determined that the IEPs remained non-compliant. As a result a plan to develop IEPs that will meet compliance based on the Districts' standards was submitted. We are currently using the recommended Easy Curriculum Based Measurements to collect present levels of performance.

A Corrective Action plan is attached and the response from the District has been positive. The District personnel is providing positive feedback and commends the staff for a job well done. **The minor errors which were not errors which would have resulted in noncompliance** are **being corrected** and submitted as documented in the Corrective Action Plan. **To date 38 have been submitted to the District for review. Only 6 are awaiting approval as being in good compliance order according to District's expectations.**

Submitted by,

Marva B. Cannion, Special Education Coordinator – Speech Pathologist

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Mick Zais
Superintendent

1429 Senate Street
Columbia, South Carolina 29201

October 12, 2012

Mr. Ralph Porter
Choices Charter School
P.O. Box 15386
Florence, SC 29506

Dear Mr. Porter:

Your charter school was incorrectly identified as a priority school for the 2012-13 academic school year. Since charter schools are governed by a charter agreement between the school and the sponsor, it has been determined that charter schools will not be identified as priority schools and will not receive technical assistance or funding from the Priority Schools Team.

Since your school will not be considered a priority school, you do not have to complete the *Challenge to Achieve Plan* (CTA) and the related Memorandum of Agreement (MOA). If you have already submitted these documents, they will be destroyed. Please disregard any previous communication to the contrary.

We regret the confusion this may have caused and look forward to working with you in other ways. Please feel free to contact me if you have any questions regarding this matter.

Thank you.

Sincerely,

Jesulon Gibbs-Brown
Priority Schools Team Leader

JGB/bc

cc: Ms. Linda Graham
Mr. Erick Lownsberry

ROA_2807