

## Department of Juvenile Justice

4900 Broad River Road, Columbia SC 29212

<b>Grades</b>	6–12
<b>Enrollment</b>	Average 1200 students per day
<b>Superintendent</b>	Meda C. Cobb      803-896-9110
• Birchwood School	Anita Latham
• Willow Lane School & Detention Center	Nancy Montgomery
• Evaluation Center Schools	Jason Ladd
• Community Residence Placements	Michele Fisher
<b>Board Chair</b>	William R. Byars, Jr., Director

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Excellent</b>	<b>Excellent</b>
2007	Excellent	Excellent
2006	Excellent	Excellent
2005	Excellent	Good
2004	Excellent	Excellent

## ADEQUATE YEARLY PROGRESS

N/A

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

## DEFINITIONS OF SCHOOL RATING TERMS

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

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE CRITERIA\***

Criterion	5	4	3	2	1
GED Completion Rate (.25)	50%+	45-49%	40-44%	35-39%	Below 35%
<b>HS Credits Earned (.50)</b>	<b>5+</b>	<b>4+</b>	<b>3+</b>	<b>2+</b>	<b>Less than 2 credits</b>
STAR Gains/Reading (.05)	75%+	60-74%	45-59%	30-44%	Below 30%
STAR Gains/Math (.05)	75%	60-74%	45-59%	30-44%	Below 30%
Middle School Classes Passed (.15)	4	3	2	1	No Classes Passed (Science/Math/English/SS)

2007-08 Results	Data	Points
GED Completion Rate	64%	5
High School Credits Earned	5.4	5
STAR Gains Reading	50%	3
STAR Gains Math	60%	4
Middle School Classes Passed	4.5	5

\*Calculations are based on the DJJ School District calendar year, August 1 through July 31.

**DEMOGRAPHICS\***

Ethnicity	Percent	Gender	Percent	School Status at Time of Commitment	Percent
African American	62%	Male	77%	Not Attending or Other	22%
White	35%	Female	23%	Regular Education	58%
Other	3%			Special Education	20%

Household Income	Percent	Living Arrangement	Percent	Legal Characteristics	Percent
Under \$10,000	30%	Single Parent	53%	Violent/Serious Offense	14%
\$10,000-\$19,000	36%	Both Natural Parents	13%	Prior Court History	88%
\$20,000 or more	34%	All Other	34%		

**Counties Comprising Majority of Commitments**

County	Percent	County	Percent	County	Percent
Richland	14%	Greenville	9%	Horry	7%
Aiken	6%	Lexington	6%	York	8%
<b>TOTAL</b>	<b>50%</b>				

\*Data represents most recent information available from SCDJJ database

Abbreviations for Missing Data

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

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:	Our School
Algebra 1/Math for the Technologies 2	9.0%
English 1	29.0%
Biology/Applied Biology 2	N/A
Physical Science	14.0%
All Subjects	20.0%

**SCHOOL PROFILE**

	Our School	Change from Last Year
<b>Students (n=1,040)</b>		
Retention rate	2.2%	Down from 2.3%
Attendance rate	100%	Same
With disabilities other than speech	42%	Up from 39%
Older than usual for grade	86%	Down from 95%
Out-of-school expulsions for violent & or criminal offenses	0%	Same
Annual dropout rate	0%	Same
<b>Teachers (n=146)</b>		
Teachers with advanced degrees	72%	Up from 69%
Continuing contract teachers	N/A	Same
Percent of classes not taught by highly qualified teachers	9.26%	Down from 16.67%
Teachers with emergency or provisional certificates	0%	Same
Teachers returning from previous year	82%	Same
Teacher attendance rate	N/A	Same
Average teacher salary	\$62,135	Up from \$58,965
Professional development days	7.2	Up from 6.0
<b>School</b>		
Superintendent's years at school	6	Up from 5
Student-teacher ratio in core subjects	12:1	Same
Prime instructional time	N/R	Same
Percent of expenditures for instruction	22%	Down from 27%
Dollars spent per pupil	\$6,347	Down from \$7,917
Percent of expenditures for teacher salaries	78%	Up from 73%
Opportunities in the arts	Excellent	Up from Fair
SACS accreditation	Yes	Same

\*Data for the 2007-08 school year are derived from the BRRC schools only.

**Note:** DJJ is a continuous-progress special school district within a state agency that provides 24/7 residential care. The amount reflected in "Dollars per Student" is for the Division of Educational Services only. Instruction is provided wherever the juveniles are, such as in special management units; therefore attendance is 100%. Teachers are state employees and therefore do not have contracts.

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**REPORT OF SUPERINTENDENT**

The SC Department of Juvenile Justice Special School District provides academic and vocational training to students in grades six through twelve in a variety of settings, including institutional schools, evaluation centers, a detention center, and thirteen community residence placements.

The student population consists of South Carolina youth that are adjudicated delinquent for committing one or more offenses. Forty-two percent of the juveniles committed to the Broad River Road complex (BRRC), which includes Birchwood and Willow Lane schools, are receiving special education and related services as specified under the Individuals with Disabilities Education Act. Many of the juveniles have been either suspended or expelled from their previous school district. Thus DJJ juveniles often have not had the opportunity to receive the full benefit of educational opportunities. Eighty-six percent of the BRRC student population is older than normal for their grade placement.

In the spirit of accountability, the Department of Juvenile Justice Special School District has selected five criteria as measurements of our school district: 1) increasing middle school students' reading skills, 2) increasing middle school students' math skills, 3) increasing the percentage of students who earn their GED, 4) increasing the average number of Carnegie units earned and 5) increasing the average middle school core courses earned. Each criterion is weighted based upon the percentage of students in each category. Middle school students' math and reading achievement is measured by comparing pre-post tests scores with the STAR computer assessment program. DJJ tracks the percentage of students who earn their GED as well as Carnegie units and core middle school courses earned. For the 2007-2008 school year, sixty-four percent of those who took the exam earned their GED. The average number of Carnegie units earned was 5.4, and middle school students' skills increased by 59% for math and 50% for reading. During this school year, the DJJ Special School district had 176 GED graduates. An additional focus of DJJ educational services is to provide students marketable job skills. The career and technology education (CATE) curriculum continues to support thirteen programs. CATE programs integrate academics and technical education competencies, while providing marketable workplace skills. Students have the opportunity to enter the workforce or post-secondary education.

The DJJ Special School District staff are committed to working toward higher standards of education and achievement for all our students.

Meda C. Cobb

**EVALUATIONS BY STUDENTS, TEACHERS, AND PARENTS**

	Students	Teachers	Parents
Number of surveys returned	30	53	15
Satisfied with learning environment	73.3%	77.4%	80.0%
Satisfied with social and physical environment	73.3%	75.5%	85.7%
Satisfied with school-home relations	46.7%	32.7%	73.3%