



State and federal laws require public schools to release report cards to the public each year. This year, the report card has been updated to reflect changes in reporting directed by the SC Education Oversight Committee. Schools will not be rated for state accountability purposes until Fall 2017 when the state will transition to a single accountability system. The following reports student performance in school year 2014-15.

**Grades:** 5-12  
**Enrollment:** students per day  
**School Phone:** 803-896-9110  
**School Website:**

**Principal:**  
**Superintendent:**  
**Board Chair:**



## Profile of the SC Graduate

### World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences\*

### World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

### Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

\* 21st Century core courses in Social Sciences include History, Geography, Economics, Government and Civics.

## WORLD CLASS SKILLS & LIFE AND CAREER CHARACTERISTICS

*Our school is helping all students develop the world class skills and life and career characteristics of the Profile of the Graduate by...*

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

The student population consists of South Carolina youth that are adjudicated delinquent for committing one or more offenses. Thirty-one percent of the juveniles committed to the Broad River Road complex (BRRRC), 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. Forty-five percent of the BRRRC 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 and high school students' reading skills, 2) increasing middle and high 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 passed. Each criterion is weighted based upon the percentage of students in each category. Middle and high school students' math and reading achievement is measured by comparing pre and post test scores with the Measures of Academic Progress (MAP) computer assessment program. DJJ tracks the percentage of students who earn their GED as well as Carnegie units and core middle school courses passed. For the 2014-2015 school year, sixty-one percent of those who took the exam earned their GED. The average number of Carnegie units earned was 1.5 and the average middle school classes passed was 1.0. Students who pre and post tested with the MAP computer assessment program increased by 10% in math and 23% in reading. During this school year, the DJJ Special School district had 37 GED graduates (61%) and two students earned a high school diploma. An additional focus of DJJ educational services is to provide students marketable job skills. The career and technology education (CATE) curriculum continues to support fourteen programs. CATE programs integrate academics and technical education standards, while providing marketable workplace skills. Students have the opportunity to enter the workforce or post-secondary education.

*Superintendent Name:*

*SIC Chair Name:*

## Department of Juvenile Justice

### PERFORMANCE CRITERIA\*

Criterion	5	4	3	2	1
GED Completion Rate (.25)	50%+	45-49%	40-44%	35-39%	Below 35%
HS Credits Earned (.50)	5+	4+	3+	2+	Less than 2 credits
MAP Gains/Reading (.05)	75%+	60-74%	45-59%	30-44%	Below 30%
MAP 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)

2014–15 Results	Data	Points
GED Completion Rate		
High School Credits Earned		
MAP Gains Reading		
MAP Gains Math		
Middle School Classes Passed		

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

### DEMOGRAPHICS\*

<i>Ethnicity</i>	Percent	Gender	Percent	<i>Ages of Juveniles Committed to BRRC</i>	Percent
African American		Male		15 Years and Younger	
White		Female		16 Year Old	
Other				17 and Older	

Grade Placement	Percent	Daily Population	Percent	<i>Length of Custody</i>	Percent
5 <sup>th</sup> – 7 <sup>th</sup>		Hardware/Staff Secure		0 – 6 Months	
				6 – 12 Months	
8 <sup>th</sup> - 9 <sup>th</sup>		Multi-Agency & Therapeutic Placements		12 – 24 Months	
10 <sup>th</sup> – 12 <sup>th</sup>		All Other		> than 24 Months	

#### Counties Comprising Majority of Commitments

County	Percent	County	Percent	County	Percent
Richland		Greenville		Beaufort	
York		Lexington		Horry	
TOTAL					

\*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
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## Department of Juvenile Justice

### END OF COURSE TESTS

<b>Percent of students scoring 70 or above on:</b>	<b>Our School</b>
<b>Algebra 1/Math for the Technologies 2</b>	
<b>English 1</b>	
<b>US History and the Constitution</b>	
<b>Biology 1, Applied Biology 2</b>	
<b>All Subjects</b>	

# Department of Juvenile Justice

## OPPORTUNITIES

	Our School	Change from Last Year	<a href="#">High Schools with students like ours</a>
<b>Students (n = 338 )</b>			
<a href="#">Percent of students eligible for free- or reduced-price lunch and/or Medicaid-eligible(poverty index)</a>			
<a href="#">Attendance Rate</a>			
<a href="#">Served by gifted and talented program</a>			
<a href="#">With disabilities</a>			
<a href="#">Out of school suspensions or expulsions for violent and/or criminal offenses</a>			
<a href="#">Enrolled in AP/IB programs</a>			
<a href="#">Successful in AP/IB programs</a>			
<a href="#">Career/tech students in co-curricular organizations</a>			
<a href="#">Enrollment in career/technology courses</a>			
<a href="#">Students participating in work-based experiences</a>			
<a href="#">Number of seniors who have completed FAFSA forms</a>			
<a href="#">Percentage of seniors completing college applications</a>			
<a href="#">Number of students enrolled in dual enrollment courses</a>			
<a href="#">Success rate of students in dual enrollment courses</a>			
<a href="#">Annual dropout rate</a>			
<a href="#">Dropout recovery rate</a>			
<a href="#">Percentage retained</a>			
<b>Teachers (n = 33 )</b>			
<a href="#">Percentage of teachers with advanced degrees</a>			
<a href="#">Percentage of teachers on continuing contract</a>			
<a href="#">Teachers returning from previous year</a>			
<a href="#">Teacher attendance rate</a>			
<a href="#">Average teacher salary*</a>			
<a href="#">Professional development days/teacher</a>			
<a href="#">Percentage of classes not taught by highly qualified teachers</a>			
<a href="#">Percentage of teacher vacancies for more than 9 weeks</a>			

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

\*\* Prior year audited financial data are reported.

## Evaluation of School Climate

### EVALUATIONS BY STUDENTS, TEACHERS, AND PARENTS

	Students	Teachers	Parents
Number of surveys returned			
Satisfied with learning environment			
Satisfied with social and physical environment			
Satisfied with school-home relations			

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# Department of Juvenile Justice

## OPPORTUNITIES

	Our School	Change from Last Year	<a href="#">High Schools with students like ours</a>
School			
<a href="#">Principal' s years at school</a>			
<a href="#">Student-teacher ratio in core subjects</a>			
<a href="#">Prime instructional time</a>			
<a href="#">Opportunities in the arts</a>			
<a href="#">Opportunities in foreign languages</a>			
<a href="#">Number of dual enrollment courses offered</a>			
<a href="#">Number of online or blended (50% online) courses offered</a>			
<a href="#">SACS accreditation</a>			
<a href="#">Parents attending conferences</a>			
<a href="#">Character development program</a>			
<a href="#">Avg. age of books / electronic media in the school library</a>			
<a href="#">Number of resources available per student in the school library media center</a>			
<a href="#">Bandwidth capacity</a>			
<a href="#">Technology devices per teacher</a>			
<a href="#">Percent of classrooms with wireless access</a>			
<a href="#">Ratio of students to electronic learning devices</a>			
<a href="#">Dollars spent per pupil**</a>			
<a href="#">Percent of expenditures for instruction**</a>			
<a href="#">Percent of expenditures for teacher salaries**</a>			

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

\*\* Prior year audited financial data are reported.

### State Ratings History of School

Year	Absolute Rating	Growth Rating

Based on state law, schools will not be rated for state accountability purposes until Fall 2017.

## Additional Resources

[SC State Content Standards](#)  
[Family-Friendly Guides to the SC Content Standards](#)  
[2014-15 Accountability Manual](#)  
[Data files](#)

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