



South Carolina  
Public  
Charter  
Schools

*2007-08 Profiles*

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# **Academy for Teaching and Learning**

*Chester County School District*

## **Mission**

The mission of the Academy for Teaching and Learning is to improve student learning and to assist Chester County School District in reaching academic excellence through the organization of a professional learning community that offers increased learning opportunities for students, staff, and parents.

## **Description**

## **Origin**

### **Statistical Information: 2007**

|                 |                           |                           |                                 |                                 |                                    |
|-----------------|---------------------------|---------------------------|---------------------------------|---------------------------------|------------------------------------|
| <b>STUDENTS</b> | <b>Grades Served</b>      | <b>Enrollment</b>         | <b>Students on Waiting List</b> | <b>Average Daily Attendance</b> | <b>Students out of District</b>    |
|                 | PreK-8                    | 200                       |                                 |                                 |                                    |
| <b>TEACHERS</b> | <b>Number of Teachers</b> | <b>Certified Teachers</b> | <b>Average Years Experience</b> | <b>Advanced Degrees</b>         | <b>Instructional Staff (other)</b> |
|                 | Full Time<br>Part Time    | Full Time<br>Part Time    | Full-time<br>Part Time          | Full Time<br>Part Time          |                                    |

## **Contact Information**

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# **Aiken Performing Arts Academy**

*Aiken County School District*

## **Mission**

To offer parents, educators, and community members a platform to provide Aiken County students with equitable learning opportunities in the high school setting. These opportunities will be provided through the use of unique, diverse, flexible and productive teaching methods focused on improving the academic development, and promoting artistic growth with an education in the performing arts.

## **Description**

APA students will earn the same number of units in English/Language Arts, Mathematics, U.S. History and Constitution, Economics, U.S. Government, Other Social Studies, Computer Science, and Physical Education as those students attending a traditional public high school in South Carolina. However, APA students are required to earn four (4) units in Science, four (4) units in Foreign Language, one (1) unit of Global Studies, one (1) unit in Theatre, one (1) unit in Music, one (1) unit in Visual Art, one (1) unit in Dance, and two (2) units in an Elective Performing Arts class. These APA units will total twenty-eight (28) credits, more than the twenty-four (24) credits necessary to receive a high school diploma in South Carolina. Additionally, APA students will learn the history of art, music, theatre, and dance in the Other Social Studies category, aptly named Performing Arts History. Moreover, as a performing arts high school, the APA Academy is strictly a college preparatory institution; therefore, all APA students will adhere to the college preparatory track. No substitute courses geared towards technology or vocational education will be offered at the APA Academy. In addition, the APA will not offer the International Baccalaureate (IB) diploma for its students. Still, qualifying students may take Advanced Placement (AP) courses at the APA Academy via V-Tel. V-Tel is a live interactive televised video feed that allows students at one institution to attend classes, not offered at their school, as they occur at other cooperating institutions. All APA Academy students must complete at least 120 hours of performing arts credit each year. These credit hours can be earned through practices, competitions, exhibits, performances, benefits, and/or community volunteer activities. The APA Academy will offer summer school classes in theatre, music, visual art, and dance for students who are working to obtain their performing arts credits for graduation, unless a student needs to make-up a failed required course. APA students will receive extensive accelerated training in method acting, theatre concepts, instruments, choral singing, vocal training, harmony, drawing, painting, ceramics, three-dimensional sculpture, ballet, modern jazz, tap, and cultural dance.

## **Origin**

The idea to create the Aiken Performing Arts (APA) Academy stemmed from an idea Keisha Lloyd-Kennedy, Director of the Lloyd Kennedy Charter School (LKCS), had to develop and showcase the raw talents of LKCS students. Since Aiken County does not have a performing arts school, this notion grew into an educational and artistic program committed to providing the best possible academic and performing arts climate for the maximum development of high school students. In order to achieve its task, the APA Academy has developed an innovative scholastic and performing arts curriculum. This curriculum is founded upon educational and creative concepts that not only focus on academic excellence, but sharpens the theatrical, musical, artistic, and dance skills of each student.

|                 |                            |                            |                                 |                                 |                                    |
|-----------------|----------------------------|----------------------------|---------------------------------|---------------------------------|------------------------------------|
| <b>STUDENTS</b> | <b>Grades Served</b>       | <b>Enrollment</b>          | <b>Students on Waiting List</b> | <b>Average Daily Attendance</b> | <b>Students out of District</b>    |
|                 | 9-12                       | 44                         | 0                               | 98 %                            | 0                                  |
| <b>TEACHERS</b> | <b>Number of Teachers</b>  | <b>Certified Teachers</b>  | <b>Average Years Experience</b> | <b>Advanced Degrees</b>         | <b>Instructional Staff (other)</b> |
|                 | 4 Full-time<br>4 Part-time | 2 Full-time<br>0 Part-time | 40 Full-time<br>3 Part-time     | 2 Full-time<br>0 Part-time      | 1 Assist. Director/<br>Counselor   |

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# **Brashier Middle College Charter High School**

*Greenville County Schools*

## **Mission**

The mission of the Brashier Middle College Charter High School is to provide a rigorous and relevant academic program to ensure that students will develop the essential knowledge and personal skills to be successful in the global community of the 21st century. Brashier Middle College Charter High School will offer a curriculum that is competency-based, using project-based learning that integrates academic and technical competencies for real-world applications.

## **Description**

Brashier Middle College is located on the Brashier campus of Greenville Technical College. As a small school, maximum of 400 students, students are provided more personal attention and support structures. As a Middle College, our students will qualify to enroll and complete dual credit courses through the college. This allows each student to create a more personalized academic plan based on interests and skills.

## **Origin**

The first Middle College in Greenville County was Greenville Tech Charter High School. Many of the students attending this school were from the Simpsonville area, and the waiting grew very large. As a result, a group of parents and educators from the area approached Greenville Technical College to suggest and plan a new charter high school in the area. Through hard work, Brashier Middle College was developed and opened in August 2006 at a downtown location. This August 2007, the school has arrived at its permanent site on the Brashier Campus of Greenville Tech.

Statistical information below is accurate as of December 9, 2006.

## **Statistical Information: 2007**

|                 |                           |                           |                                 |                                 |                                    |
|-----------------|---------------------------|---------------------------|---------------------------------|---------------------------------|------------------------------------|
| <b>STUDENTS</b> | <b>Grades Served</b>      | <b>Enrollment</b>         | <b>Students on Waiting List</b> | <b>Average Daily Attendance</b> | <b>Students out of District</b>    |
|                 | 9 - 12                    | 200                       | 0                               | 98.7% (2006-07)                 | 0                                  |
| <b>TEACHERS</b> | <b>Number of Teachers</b> | <b>Certified Teachers</b> | <b>Average Years Experience</b> | <b>Advanced Degrees</b>         | <b>Instructional Staff (other)</b> |
|                 | 13 Full Time              | 11 Full Time              | 17 Full-time                    | 7 Full Time                     | None                               |

## **Contact Information**

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# **Bridgewater Academy**

*Horry County School District*

## **Mission**

The mission of Bridgewater Academy is to provide a structured curriculum that is academically challenging, and to instill in a diverse population of students the desire to learn and excel.

## **Description**

Bridgewater Academy, centrally located in Horry County, functions on a nine-month school year for kindergarten through grade 8. The high-content, rigorous academic program is based on the Core Knowledge curriculum and the South Carolina performance standards. The school's commitment to excellence emphasizes personal responsibility for students and accountability by teachers with a no short cuts and no excuses policy. Governed by an elected board that consists of educators, parents, and community members, Bridgewater's focus is on the education of each individual child based on his or her specific needs. The school's goal is to nurture its students and instill in them the desire to learn and have lifelong success. The school day is extended with an hour in the afternoon used for homework monitoring and tutoring.

## **Origin**

Bridgewater Academy has been educating children to a diverse population of students and giving parents an alternative choice to the Public Schools of Horry County since 1988. With support and encouragement from parents, past and present, Bridgewater wrote the charter to open a public school in order to offer all students in our district accessibility.

## **Statistical Information: Draft 2007**

| <b>STUDENTS</b> | <b>Grades Served</b>                | <b>Enrollment</b>                   | <b>Students on Waiting List</b>     | <b>Average Daily Attendance</b>    | <b>Students out of District</b>    |
|-----------------|-------------------------------------|-------------------------------------|-------------------------------------|------------------------------------|------------------------------------|
|                 | <b>K - 8</b>                        | <b>125</b>                          | <b>0</b>                            | <b>98 %</b>                        | <b>0</b>                           |
| <b>TEACHERS</b> | <b>Number of Teachers</b>           | <b>Certified Teachers</b>           | <b>Average Years Experience</b>     | <b>Advanced Degrees</b>            | <b>Instructional Staff (other)</b> |
|                 | <b>11 Full-time<br/>3 Part-time</b> | <b>11 Full-time<br/>0 Part-time</b> | <b>15 Full-time<br/>0 Part-time</b> | <b>3 Full-time<br/>0 Part-time</b> |                                    |

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# **Carolina School for Inquiry**

*Richland School District One*

## **Mission Statement**

The mission of the Carolina School for Inquiry is to teach a diverse population of children in an atmosphere of kindness that encourages active inquiry, fosters individual growth and promotes respect for self, others and the world in which they live.

## **Description**

Carolina School for Inquiry provides children with real life experiences that further their understanding of the basics of reading, mathematics, science, history, and writing while learning as scientists, authors, historians, and mathematicians do. Children are engaged in rigorous units of study that require an understanding of the concepts, content, skills, and strategies inherent in individual subjects, as well as the interrelationship among subjects. In an effort to mirror real life experiences, subject areas will be integrated. This takes place in individual study, small group and whole group inquiry projects, with strategy lessons that focus on skill development and direct instruction.

## **Statistical Information: 2007**

|                 |  |  |                                 |  |  |
|-----------------|--|--|---------------------------------|--|--|
| <b>STUDENTS</b> | <b>Grades Served</b>                     | <b>Enrollment</b>                        | <b>Students on Waiting List</b> | <b>Average Daily Attendance</b>          | <b>Students out of District</b>                  |
|                 | <b>K – 5</b>                             | <b>100</b>                               | <b>37</b>                       | <b>99.5 %</b>                            | <b>5</b>   |
| <b>TEACHERS</b> | <b>Number of Teachers</b>                | <b>Certified Teachers</b>                | <b>Average Years Experience</b> | <b>Advanced Degrees</b>                  | <b>Instructional Staff (other)</b>               |
|                 | <b>6 Full-time</b><br><b>6 Part-time</b> | <b>6 Full-time</b><br><b>5 Part-time</b> | <b>17 years</b>                 | <b>6 Full-time</b><br><b>6 Part-time</b> | <b>2 Teacher Assistants</b>                      |
|                 |  |  |                                 |  | <b>1 Lead Teacher</b><br><b>1 Office Manager</b> |

## **Contact Information**

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# **Charleston Development Academy**

*Charleston County School District*

## **Mission**

The mission of the Charleston Development Academy (CDA) is to provide a safe, nurturing environment that will encourage academic excellence and character-building initiatives in order to ultimately promote the personal and social development of motivated, responsible, and caring students.

## **Description**

CDA provides a diverse group of students in grades K5 - 5 with a rigorous curriculum primarily focusing on "Back to Basics," the arts, and earlier intervention in the areas of reading, writing, math and language development. A hands-on, inquiry-based learning process enables students to access the unique culture of living science, fine arts, and history in Charleston and the surrounding communities. Theatrical performances strengthen memory, articulation, communication skills, and cooperative learning and enhance self-esteem. The school also strives to promote total family literacy through the inclusion of planned parental involvement programs scheduled during the day and after school.

CDA strongly focuses on opportunities to provide additional art enrichment experiences through collaborative efforts of the creative artistic coordinator, City of Charleston Cultural Affairs Office, the new Lowcountry Children's Museum, visits to Charleston Gibbes' Studio and Museum for the Arts and Creative Spark for varied cultural exposures. Students are also engaged in Supplemental Services by LEEP: Lowcountry Environmental Educational Program that provides hands on opportunities learning about environment and science.

## **Origin**

In 1998, Ebenezer AME Church began its Community Revitalization Plans. The resulting Education Leadership Taskforce, which evolved into CDA's planning committee, felt a need to be a creative stimulus that can and will effectively impact the educational growth of the community. Throughout the entire planning process, members of the governing body participated in a myriad of community activities and training programs and established meaningful relationships with representatives from various entities in the community in order to develop a true community school.

## **Statistical Information: 2007**

| <b>STUDENTS</b> | <b>Grades Served</b>               | <b>Enrollment</b>                  | <b>Students on Waiting List</b>      | <b>Average Daily Attendance</b>    | <b>Students out of District</b>                               |
|-----------------|------------------------------------|------------------------------------|--------------------------------------|------------------------------------|---|
|                 | <b>K – 5</b>                       | <b>90</b>                          | <b>0</b>                             | <b>97.6 %</b>                      | <b>1</b>  |
| <b>TEACHERS</b> | <b>Number of Teachers</b>          | <b>Certified Teachers</b>          | <b>Average Years Experience</b>      | <b>Advanced Degrees</b>            | <b>Instructional Staff (other)</b>                            |
|                 | <b>6 Full-time<br/>3 Part-time</b> | <b>6 Full-time<br/>3 Part-time</b> | <b>17 Full-time<br/>10 Part-time</b> | <b>4 Full-time<br/>3 Part-time</b> | <b>4 Teacher Assistants<br/>1 Parent Advocate Coordinator</b> |

## **Contact Information**

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# **Children's Attention Home**

*Rock Hill School District Three*

## **Mission**

The mission of the Children's Attention Home is to provide an intensive educational program for at-risk children who have been removed from their homes due to abuse, abandonment, or neglect. Special emphasis is placed on psychosocial aspects and study skills.

## **Description**

The Children's Attention Home Charter School Enrolls students in grades Kindergarten through eighth grade who are living at the Children's Attention Home or at Safe Passage, a shelter for abused women and their children. We have one classroom for children in K-3, one classroom for 4-8 and a special education classroom for students identified as having special needs.

## **Origin**

The professional staff and the Advisory Board of the Children's Attention Home had been looking at the idea of a charter school for several years as they had observed over that time that the children were having a difficult time adjusting to the regular public school setting due to the traumatic experiences most had been through prior to coming to the Home. A small charter school could provide a transition for these children and help prepare them for a successful return to public school.

Statistical information below is accurate as of December 9, 2006.

## **Statistical Information: 2007**

| <b>STUDENTS</b> | <b>Grades Served</b>               | <b>Enrollment</b>                  | <b>Students on Waiting List</b>     | <b>Average Daily Attendance</b>    | <b>Students out of District</b>    |
|-----------------|------------------------------------|------------------------------------|-------------------------------------|------------------------------------|------------------------------------|
|                 | <b>K – 8</b>                       | <b>22</b>                          | <b>0</b>                            | <b>98.7%</b>                       | <b>15</b>                          |
| <b>TEACHERS</b> | <b>Number of Teachers</b>          | <b>Certified Teachers</b>          | <b>Average Years Experience</b>     | <b>Advanced Degrees</b>            | <b>Instructional Staff (other)</b> |
|                 | <b>3 Full-time<br/>1 Part-time</b> | <b>3 Full-time<br/>0 Part-time</b> | <b>17 Full-time<br/>0 Part-time</b> | <b>2 Full-time<br/>0 Part-time</b> | <b>2 Teacher Assistants</b>        |

## **Contact Information**

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# **CHOICES Charter School**

*Darlington County School District  
Florence School District One*

## **Mission**

To provide training in job readiness, life management skills, character education, leadership development, anger management, and academic areas to at-risk youth who have been unable to succeed in traditional settings.

## **Description**

The sixth year of operation CHOICES provides a day school for 45 students from Florence and from Darlington County. These students are primarily expelled from the alternative schools or dropped out. The school is located on a rural site of 6.8 acres surrounded by 130 acres, which is on the county line of both counties. CHOICES provide school opportunities to youth that would otherwise be expelled and roaming the streets. Methodologies are used that are a more positive match to the learning styles of divergent learners. The environment supports risk-taking and promotes diversity of thinking by incorporating nontraditional activities that will encourage learning and student success.

## **Origins**

A retired police chief from the city of Florence began talking about the need to get the youth off the streets. These youth were roaming the neighborhoods after being expelled from school. The local school officials, courts, and police agreed that there was no suitable location for these youth other than to eventually send them to the Department of Corrections for incarceration. After a feasibility study was conducted, it was determined that the communities of Florence and Darlington would support CHOICES as the other Alternative. CHOICES opened in fall 2002.

## **Statistical Information: 2007**

|                 |                            |                            |                                 |                                 |                                    |
|-----------------|----------------------------|----------------------------|---------------------------------|---------------------------------|------------------------------------|
| <b>STUDENTS</b> | <b>Grades Served</b>       | <b>Enrollment</b>          | <b>Students on Waiting List</b> | <b>Average Daily Attendance</b> | <b>Students out of District</b>    |
|                 | 5-8 & Pre GED              | 45                         |                                 | 92%                             | 0                                  |
| <b>TEACHERS</b> | <b>Number of Teachers</b>  | <b>Certified Teachers</b>  | <b>Average Years Experience</b> | <b>Advanced Degrees</b>         | <b>Instructional Staff (other)</b> |
|                 | 3 Full-time<br>1 Part-time | 2 Full-time<br>1 Part-time | 12 Full-time<br>4 Part-time     | 0 Full-time<br>0 Part-time      | None                               |

## **Contact Information**

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# Discovery School of Lancaster County

Lancaster County School District

## Mission

In addition to supporting the mission of the Lancaster County School District, Discovery School of Lancaster County provides services to a diverse population of students in a unique learning environment with special emphasis on academic innovation and flexibility while encouraging students to excel in one or more areas of intelligence and promoting professional development opportunities for educators throughout the district.

## Description

Discovery School was designed to serve students in grades K-5. Howard Gardner's Theory of Multiple Intelligences, based on the belief that there is more than one form of cognition, provides the substructure for a unique learning environment. Students are provided with challenging activities that have traditionally been reserved only for students identified as academically gifted and talented. Through problem-based learning, students have the opportunity to apply knowledge in new and different ways as they work to develop solutions to real-world problems through research, reasoning, and critical thinking.

A key feature of Discovery School is its emphasis on professional growth. Teachers and administrators from across the district have the opportunity to take part in staff development available through the school

## Origin

Discovery School of Lancaster County is the result of the efforts of a thirty-six-member task force (composed of parents, teachers, administrators, business and community leaders, and representatives from local colleges and universities) who value student achievement, innovative teaching and learning practices, parental support, and the atmosphere that a small school setting provides. Discovery School opened in August 2000.

## Statistical Information: 2007

| STUDENTS | Grades Served              | Enrollment                 | Students on Waiting List    | Average Daily Attendance   | Students out of District    |
|----------|----------------------------|----------------------------|-----------------------------|----------------------------|-----------------------------|
|          | K – 5                      | 108                        | 63                          |                            | 0                           |
| TEACHERS | Number of Teachers         | Certified Teachers         | Average Years Experience    | Advanced Degrees           | Instructional Staff (other) |
|          | 7 Full-time<br>7 Part-time | 7 Full-time<br>3 Part-time | 5 Full-time<br>10 Part-time | 2 Full-time<br>2 Part-time | None                        |

## Contact Information

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# East Cooper Montessori Charter School

Charleston County School District

## Mission

To provide a rigorous **Montessori** education guiding children toward **academic excellence**, **lifelong learning**, and **stewardship** of the greater **community**.

## Description

The Montessori approach encourages students to think, to do and to problem solve. The teacher presents the curriculum to best address each student's learning style. The teacher supports students needing to spend additional time in certain curriculum areas while allowing students to excel in areas of interest. Grades are blended in three-year increments: 1<sup>st</sup>-3<sup>rd</sup>, 4<sup>th</sup>-6<sup>th</sup> and 7<sup>th</sup> & 8<sup>th</sup>. Mixed grade learning supports older students as they mentor younger pupils; younger children reach for new knowledge and model older children. Working with the same students for multiple years, teachers develop an intimate understanding of each student's potential.

The school's rigorous academic program is characterized by individualization and high standards for each student. Learning may occur in such ways as isolated study seminars, cooperative learning groups, creative writing or story telling, or skits. In addition to academic excellence, goals for each student include experience in community service and personal development for the years beyond the school experience. Parental involvement at home and through volunteerism is strongly encouraged, and communication between school and family is essential.

ECMCS is designated as a Palmetto Gold award for achievement and has met Adequate Yearly Progress goals each year since the inception of charter status.

## Origin

Parents, teachers, and community members partnered to make the Montessori philosophy of education a public option for Charleston families. The school opened in 2003 with grades 1-3. In the fall of 2007, the school moved into a state-of-the-art newly constructed building in the heart of the Lion community located in Mount Pleasant, SC.

## Statistical Information: 2007

|          |                    |                    |                          |                          |                             |
|----------|--------------------|--------------------|--------------------------|--------------------------|-----------------------------|
| STUDENTS | Grades Served      | Enrollment         | Students on Waiting List | Average Daily Attendance | Students out of District    |
|          | 1-8                | 161                | 75                       | 96.7%                    | 0                           |
| TEACHERS | Number of Teachers | Certified Teachers | Average Years Experience | Advanced Degrees         | Instructional Staff (other) |
|          | 9                  | 8                  | 5                        | 1                        | 10 part-time<br>5 fulltime  |

## Contact Information

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# **Fox Creek High School**

*Edgefield County School District*

## **Mission**

Our mission at Fox Creek High School is to graduate students who will have a positive impact. Our goal is to create an interconnected learning environment that combines a demanding college-preparatory education with the many resources of the Central Savannah River Area (CSRA). This environment includes the government, performing arts, industry, the medical community, and sports. We accomplish our goal by establishing academic excellence, providing a moral focus, and obtaining parental involvement.

## **Description**

Fox Creek High School enrolls students in grades 9 through 12. Most students live in southern Edgefield County. We provide a comprehensive education specializing in strong academic classes. Fox Creek offers 5 Advanced Placement classes with plans to implement 3 more in the 2008-2009 school year. We also offer the Teacher Cadet program through USC-Aiken for 3 hours of college credit. Students are capable of earning 18 hours of college credit upon graduating from Fox Creek this year.

## **Origin**

Community leaders in the Merriwether Community of southern Edgefield County have longed for a community high school for decades. These leaders were impressed with the charter school movement and felt that it would give their community a unique opportunity to bring an academically focused high school to their family oriented community.

Statistical information below is accurate as of September 10, 2007.

## **Statistical Information: 2007-2008**

|                 |                           |                           |                                 |                                 |                                    |
|-----------------|---------------------------|---------------------------|---------------------------------|---------------------------------|------------------------------------|
| <b>STUDENTS</b> | <b>Grades Served</b>      | <b>Enrollment</b>         | <b>Students on Waiting List</b> | <b>Average Daily Attendance</b> | <b>Students out of District</b>    |
|                 | <b>9-12</b>               | <b>283</b>                | <b>0</b>                        |                                 | <b>21</b>                          |
| <b>TEACHERS</b> | <b>Number of Teachers</b> | <b>Certified Teachers</b> | <b>Average Years Experience</b> | <b>Advanced Degrees</b>         | <b>Instructional Staff (other)</b> |
|                 | <b>20 Full-time</b>       | <b>18 Full-time</b>       | <b>9 Full-time</b>              | <b>9 Full-time</b>              | <b>0 Teacher Assistants</b>        |

## **Contact Information**

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# **Fuller Normal Advanced Technology Charter School**

*Greenville County School District*

## **Mission**

The mission of The Fuller Normal Advanced Technology Charter School is to equip urban South Carolina's students, especially those traditionally defined as at risk, with three kinds of literacy necessary in the 21st Century. The ability to read, write, speak, and calculate with clarity and precision, the technological skills that will provide them with marketable skills set upon graduation and most importantly the ability to participate passionately and responsibly in the life of the community.

## **Description**

Fuller Normal Advanced Technology Charter School offer K-6 students unique, innovative and technologically enriched educational opportunities on a 75 acre campus with state-of-the-art facilities. Class size is limited to 20 in a class. This is a place where everyone knows your name, where students succeed in a rigorous academic atmosphere because our technically advanced school provides for highly individualized instruction from a staff dedicated to student achievement. Our curriculum is based on Core Knowledge and our goal is student success. Our school is a place where parents are involved to a high degree in our educational partnership of students, faculty, and mentors. Together we can give our children the benefits of a fine free education. Together we can achieve so our students will achieve.

## **Belief Statements**

The Fuller Normal Advanced Technology Charter School believes that the educational process is a shared effort demanding the involvement of parents, students, teachers, administrators, and the community. **A complete education provides for the moral, intellectual, social, and physical development of each individual. Life-long learning is essential in a global society, and technology skills are crucial in order to meet the demands of modern society. Personal accountability is basic in developing a strong work ethic. An atmosphere of security is conducive to learning. Critical thinking and reasoning skills are vital components of the academic program.**

## **Statistical Information 2007**

|                 |                             |                             |                                 |                                 |                                    |
|-----------------|-----------------------------|-----------------------------|---------------------------------|---------------------------------|------------------------------------|
| <b>STUDENTS</b> | <b>Grades Served</b>        | <b>Enrollment</b>           | <b>Students on Waiting List</b> | <b>Average Daily Attendance</b> | <b>Student out of District</b>     |
|                 | K-6                         | 170                         | 0                               | 98 %                            | 0                                  |
| <b>TEACHERS</b> | <b>Number of Teacher</b>    | <b>Certified Teachers</b>   | <b>Average Years Experience</b> | <b>Advanced Degrees</b>         | <b>Instructional Staff (other)</b> |
|                 | 11 Full-time<br>1 Part-time | 10 Full-time<br>1 Part-time | 5 Full-time<br>30+ Part-time    |                                 |                                    |

## **Contact Information**

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# **Greenville Technical Charter High School**

*Greenville County School District*

## **Mission**

Greenville Technical Charter High School provides equitable opportunities for all students to acquire an education focused on linkages among rigorous academics, technology, and careers to produce graduates who are prepared for success in the global workforce of the 21<sup>st</sup> century.

## **Description**

Located on the main campus of Greenville Technical College, this early college high school provides a rigorous academic foundation, as well as technical and technology training necessary for employment and advancement in the contemporary economy. The project-based curriculum is modeled after prevailing practices in the workplace. Each student has an individualized academic roadmap to guide them through four years of high school. This process is accentuated by providing career and academic advisement with close association to adult mentors from the business community, as well as the college faculty and staff. Students are required to participate in community service that culminates in a senior project and exhibition of learning for graduation. As high school students, most will have the opportunity to enroll in transferable college credit classes.

## **Origin**

Upstate business and industry, based on continuous employment needs, encouraged Greenville Technical College to design and develop a comprehensive technical high school uniquely positioned with career and academic focus to train a highly skilled workforce with problem solving and critical thinking skills. Greenville Technical Charter High School opened in August 1999. Greenville Tech Charter High School was selected by the U.S. Department of Education as a National Tech Prep Demonstration site and recognized as one of the top 15 charter schools in the nation.

## **Statistical Information: 2007**

|                 |                                     |                                     |                                      |                                       |  |
|-----------------|-------------------------------------|-------------------------------------|--------------------------------------|---------------------------------------|--|
| <b>STUDENTS</b> | <b>Grades Served</b>                | <b>Enrollment</b>                   | <b>Students on Waiting List</b>      | <b>Average Daily Attendance</b>       | <b>Students out of District</b>        |
|                 | <b>9 – 12</b>                       | <b>420</b>                          | <b>286</b>                           | <b>97.1%</b>                          | <b>0</b>                               |
| <b>TEACHERS</b> | <b>Number of Teachers</b>           | <b>Certified Teachers</b>           | <b>Average Years Experience</b>      | <b>94% Advanced Degrees</b>           | <b>Instructional Staff (other)</b>     |
|                 | <b>24 Full-time<br/>1 Part-time</b> | <b>22 Full-time<br/>1 Part-time</b> | <b>16 Full-time<br/>21 Part-time</b> | <b>3 National Board Certification</b> | <b>2 guidance counselors<br/>1 CDF</b> |

## **Contact Information**

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# **Greg Mathis Charter High School**

*Charleston County School District*

## **Mission**

To provide an individualized motivational system for students in an atmosphere conducive for learning. To promote positive social behavior, self-discipline, and cognitive self-instruction in a safe, orderly, and caring environment.

## **Description**

The school currently serves 9th through 12th graders between the ages of 15 through 19 years of age. The goal of the school is to help young men and women gain the educational skills necessary to obtain their high school diploma and begin a meaningful career. The education of the majority of the students has been hindered by their behavior and/or their social environment. The school is designed to give its students a "fresh start "in a small, nurturing environment."

## **Origin**

Greg Mathis Charter High School (formerly YouthBuild Charleston Charter School) was conceived in 1998 as a branch of YouthBuild U.S.A. The school was structured as a GED program with a construction trades component. In 2003, YouthBuild applied for and received from the Charleston County School District a charter becoming the YouthBuild Charleston Charter School. As a high school it accepted students between the ages of 15 - 21 of years of age. In 2006, we began the process of restructuring, new members (management, staff and board members) were brought in to offer a new vision and curriculum. As a result, we are no longer affiliated with YouthBuild U.S.A. and we are now offering our students an opportunity to receive their high school diplomas.

Statistical information below is accurate as of September 5, 2007.

## **Statistical Information: 2007**

| <b>STUDENTS</b> | <b>Grades Served</b>      | <b>Enrollment</b>         | <b>Students on Waiting List</b> | <b>Average Daily Attendance</b> | <b>Students out of District</b>    |
|-----------------|---------------------------|---------------------------|---------------------------------|---------------------------------|------------------------------------|
|                 | <b>9 - 12</b>             | <b>109</b>                | <b>15</b>                       |                                 | <b>0</b>                           |
| <b>TEACHERS</b> | <b>Number of Teachers</b> | <b>Certified Teachers</b> | <b>Average Years Experience</b> | <b>Advanced Degrees</b>         | <b>Instructional Staff (other)</b> |
|                 | <b>9 Full Time</b>        | <b>7 Full Time</b>        | <b>20 Years</b>                 | <b>7 Full Time</b>              | <b>None</b>                        |

## **Contact Information**

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(843) 207-8309 fax

# **James Island Charter High School**

*Charleston County School District*

## **Mission**

The mission of James Island Charter High School is to develop confident, responsible, life-long learners who can excel in society by creating a diverse curriculum and extra curricular experiences in a safe, nurturing environment supported by faculty, parents and community.

## **Description**

James Island Charter High School is a converted community-concentric public high school, providing education and facilities for the community, operated as a nonprofit corporation and organized under the laws of the State of South Carolina. Parents, teachers, and local community leaders govern it. The school primarily serves Charleston County School District 3, a community comprised of the area of James Island and Folly Beach. The school offers the International Baccalaureate (IB) Program and Pre-IB Program to students countywide.

## **Origin**

The James Island community has a history of supporting its schools. The movement to convert the existing James Island High School to a charter school was the result of the desire of a group of parents, teachers, and community leaders to become involved in the governance and management of the school. On August 28, 2002, 86% of the faculty and instructional staff voted to support the charter application. On October 14, 2002, ballots were mailed to parents of each students enrolled in the school, and 76% of the parents voted in favor of supporting the charter. James Island High School officially became James Island Charter High School on July 1, 2003.

## **Statistical Information: 2007**

|                 |                                      |                                      |                                      |  |                                    |
|-----------------|--------------------------------------|--------------------------------------|--------------------------------------|--|------------------------------------|
| <b>STUDENTS</b> | <b>Grades Served</b>                 | <b>Enrollment</b>                    | <b>Students on Waiting List</b>      | <b>Average Daily Attendance</b>        | <b>Students out of District</b>    |
|                 | <b>9 - 12</b>                        | <b>1517</b>                          | <b>0</b>                             | <b>99 %</b>                            | <b>332</b>                         |
| <b>TEACHERS</b> | <b>Number of Teachers</b>            | <b>Certified Teachers</b>            | <b>Average Years Experience</b>      | <b>71 % Advanced Degrees</b>           | <b>Instructional Staff (other)</b> |
|                 | <b>115 Full-time<br/>3 Part-time</b> | <b>115 Full-time<br/>3 Part-time</b> | <b>15 Full-time<br/>11 Part-time</b> | <b>19 National Board Certification</b> | <b>3</b>                           |

## **Contact Information**

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# **Langston Charter Middle School**

*Greenville County School District*

## **Mission**

The mission of the Langston Charter Middle School is to enrich and empower sixth, seventh, and eighth graders with personal responsibility and compassion for their community through single gender classes, innovative teacher, parent and community cooperative learning. The school expects active parental involvement in their child's academic, emotional and social development.

## **Description**

Located on Greenville's growing east side, Langston offers students a rigorous academic curriculum, daily Spanish instruction, and leadership training. Classes are small and students learn in a single-gender environment. Teachers study and implement techniques for teaching to the strengths of boys and girls. Initial longitudinal data collected at the school shows statistically significant growth for both groups, especially in math.

In addition to their academic studies, students are encouraged to look beyond themselves and find ways to contribute to the local community. To meet their requirement of 15 hours of service per quarter, students volunteer with community agencies like Hands On Greenville, Meals on Wheels, Goodwill, and the Humane Society. By studying leaders from the past and present, participating in the YMCA-sponsored Youth in Government program, and taking an active role in the life of their community, students will acquire a better understanding of their world and the impact they can make.

## **Origin**

In January of 2004 a group of parents met to discuss the possibility of starting a middle school. The motivation came from a shared belief that many of the typical middle school problems could be minimized by making some fundamental changes in the way the day is structured. To that end, we chose to reduce distractions and refocus the emphasis onto core academics with small, single-gender classes, leadership training, required community service, and required school uniforms. The planning committee spent 18 months planning, recruiting the right teachers and principal, and preparing the building. Langston opened on August 22, 2005 with 111 students and a waiting list for several classes.

In our second year, we opened with full enrollment of 120 students and a waiting list. In preparation for our first year of planned growth (the 2007-2008 school year), our board focused its efforts on securing a larger facility. The new building will accommodate growth over the next three years as we add students to our 6<sup>th</sup> grade class each fall. As we begin our third year, our long-range focus is the construction of a permanent facility, designed for our single gender classroom structure, on land that was donated by a local businessman.

**Statistical Information: 2007**

| <b>STUDENTS</b> | <b>Grades Served</b>                | <b>Enrollment</b>                   | <b>Students on Waiting List</b>     | <b>Average Daily Attendance</b>    | <b>Students out of District</b>                               |
|-----------------|-------------------------------------|-------------------------------------|-------------------------------------|------------------------------------|---|
|                 | <b>6-8</b>                          | <b>210</b>                          | <b>42</b>                           | <b>97.44 %</b>                     | <b>1</b>  |
| <b>TEACHERS</b> | <b>Number of Teachers</b>           | <b>Certified Teachers</b>           | <b>Average Years Experience</b>     | <b>Advanced Degrees</b>            | <b>Instructional Staff (other)</b>                            |
|                 | <b>12 Full-time<br/>2 Part-time</b> | <b>10 Full-time<br/>2 Part-time</b> | <b>6 Full-time<br/>15 Part-time</b> | <b>6 Full-time<br/>1 Part-time</b> | <b>0 Teacher Assistants<br/>1 Parent Resource Coordinator</b> |

**Contact Information**

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# **Lloyd Kennedy Charter School**

*Aiken County School District*

## **Mission**

To improve student learning, increase learning opportunities for students, encourage the use of a variety of productive teaching methods, and assist the State of South Carolina in reaching academic excellence by providing equitable opportunities for students to acquire an education focusing on the whole student by improving their academic development by, and through, promoting their social and personal growth.

## **Description**

The Lloyd-Kennedy Charter School (LKCS) serves students in the 5<sup>th</sup>-8<sup>th</sup> grades. The LKCS curriculum focuses on language arts, mathematics, science, and humanities/computer technology. The LKCS is committed to providing the best possible climate for the maximum development of its students. In order to achieve its task, the LKCS has developed an innovative project-based curriculum. This curriculum is founded upon educational and social concepts that not only focus on academic excellence, but also on the personal and social development of each student. Therefore, in order to accommodate the whole student, the LKCS is devoted to identifying each student's individual learning style. The LKCS is confident that this unique approach to learning will provide each student with strong scholastic, social, and personal foundations necessary for success in secondary and post-secondary institutions. Each LKCS student will receive an education intended to:

- Meet basic needs
- Promote self-confidence
- Reinforce creativity with application-based performance indicators
- Emphasize the importance of community service
- Provide eclectic (nontraditional) counseling as needed
- Give hope for the future

## **Origin**

The origin of the LKCS stemmed from parents and educators who were frustrated with the “cookie-cutter” learning environments that ignored the diversity of students and the way those students learn. LKCS opened in August 2002.

## **Statistical Information: 2007**

|                 |                            |                                |                                 |                                 |                                    |
|-----------------|----------------------------|--------------------------------|---------------------------------|---------------------------------|------------------------------------|
| <b>STUDENTS</b> | <b>Grades Served</b>       | <b>Enrollment</b>              | <b>Students on Waiting List</b> | <b>Average Daily Attendance</b> | <b>Students out of District</b>    |
|                 | 5 – 8                      | 29                             | 0                               | 98%                             | 0                                  |
| <b>TEACHERS</b> | <b>Number of Teachers</b>  | <b>Certified Teachers</b>      | <b>Average Years Experience</b> | <b>Advanced Degrees</b>         | <b>Instructional Staff (other)</b> |
|                 | 5 Full-time<br>1 Part-time | 3 Full-time<br><br>0 Part-time | 20 Full-time<br>0 Part-time     | 0 Full-time<br>0 Part-time      |                                    |
|                 |                            |                                |                                 |                                 | 1 Assist.<br>Director/Counselor    |

## **Contact Information**

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# **Meyer Center for Special Children**

*Greenville County School District*

## **Mission**

The Meyer Center for Special Children provides quality education and therapy services to preschool children with disabilities.

## **Description**

The Meyer Center for Special Children is Upstate South Carolina's only integrative education-therapy setting. As a Greenville County Charter School, United Way Social Service Agency, and DHEC Rehab Facility, the Center has many unique opportunities to utilize combined federal, state, and community resources. An interdisciplinary team provides a comprehensive range of intensive developmental and family services, which promote growth in all developmental areas

- Certified Teachers provide individual and group learning experiences based on a child's developmental age and specific needs.
- Speech-Language Pathologists work to improve a child's communication. Interventions include language stimulation, oral motor therapy, and use of assistive technology.
- Occupational Therapists work with a child to improve his/her fine motor skills and ability to explore and adjust to his/her environment
- Physical therapists work with a child to improve his/her gross motor skills in order to maximize quality of movement for functional activities.
- Social Workers provide support for families and assist in coordination of services.

## **Origin**

Dr. Leslie C. Meyer founded the Meyer Center in 1954. The Center began operation as a South Carolina Charter School in August 1999.

## **Statistical Information: 2007**

| <b>STUDENTS</b> | <b>Grades Served</b>               | <b>Enrollment</b>                  | <b>Students on Waiting List</b>    | <b>Average Daily Attendance</b>    | <b>Students out of District</b>    |
|-----------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
|                 | <b>Pre K – 2</b>                   | <b>50</b>                          |                                    | <b>89%</b>                         |                                    |
| <b>TEACHERS</b> | <b>Number of Teachers</b>          | <b>Certified Teachers</b>          | <b>Average Years Experience</b>    | <b>Advanced Degrees</b>            | <b>Instructional Staff (other)</b> |
|                 | <b>5 Full-time<br/>0 Part-time</b> | <b>5 Full-time<br/>0 Part-time</b> | <b>8 Full-time<br/>0 Part-time</b> | <b>1 Full-time<br/>0 Part-time</b> | <b>10 Teacher Assistants</b>       |
|                 |                                    |                                    |                                    |                                    | <b>13 Therapists</b>               |
|                 |                                    |                                    |                                    |                                    | <b>1 Music Therapist</b>           |
|                 |                                    |                                    |                                    | <b>2 Social Workers</b>            |                                    |

## **Contact Information**

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# **Midland Valley Preparatory School**

*Aiken County School District*

## **Mission**

Midland Valley Preparatory School provides services to a diverse population of students in a unique learning environment with special emphasis on academic innovation and flexibility while encouraging students to excel in one or more areas of intelligence and promoting behaviors that complement our society.

## **Description**

Midland Valley Preparatory School functions as a year-round program with extended care available for students. Governed by a board that consists of educators and parents, the focus is on the education of each individual child based on his or her specific needs. By incorporating the Core Knowledge curriculum along with the South Carolina performance standards, the school strives to educate students to understand the importance of diversity and the pure enjoyment of learning. The ultimate goal of the school is to challenge each student and to keep each student focused so that all students will achieve academic success.

## **Origin**

Midland Valley Preparatory School opened in August of 2002.

## **Statistical Information: 2007**

| <b>STUDENTS</b> | <b>Grades Served</b>                | <b>Enrollment</b>                   | <b>Students on Waiting List</b>    | <b>Average Daily Attendance</b>    | <b>Students out of District</b>    |
|-----------------|-------------------------------------|-------------------------------------|------------------------------------|------------------------------------|------------------------------------|
|                 | <b>K-8</b>                          | <b>160</b>                          | <b>28</b>                          | <b>96.3 %</b>                      | <b>0</b>                           |
| <b>TEACHERS</b> | <b>Number of Teachers</b>           | <b>Certified Teachers</b>           | <b>Average Years Experience</b>    | <b>Advanced Degrees</b>            | <b>Instructional Staff (other)</b> |
|                 | <b>12 Full-time<br/>0 Part-time</b> | <b>10 Full-time<br/>0 Part-time</b> | <b>9 Full-time<br/>0 Part-time</b> | <b>1 Full-time<br/>0 Part-time</b> | <b>1</b>                           |

## **Contact Information**

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# **Midlands Math and Business Academy**

*Richland County School District One*

## **Mission**

Midlands Math and Business Academy provides students the opportunity to experience learning through an innovative, as well as traditional, approach. The business component and the challenging Core Knowledge curriculum will provide students the chance to make discoveries using hand-on approach with real-world applications.

## **Description**

## **Origin**

### **Statistical Information: 2007**

|                 |                             |                            |                                 |                                 |                                    |
|-----------------|-----------------------------|----------------------------|---------------------------------|---------------------------------|------------------------------------|
| <b>STUDENTS</b> | <b>Grades Served</b>        | <b>Enrollment</b>          | <b>Students on Waiting List</b> | <b>Average Daily Attendance</b> | <b>Students out of District</b>    |
|                 | 4-8                         | 148                        |                                 | 96.4 %                          | 3                                  |
| <b>TEACHERS</b> | <b>Number of Teachers</b>   | <b>Certified Teachers</b>  | <b>Average Years Experience</b> | <b>Advanced Degrees</b>         | <b>Instructional Staff (other)</b> |
|                 | 11 Full-time<br>0 Part-time | 7 Full-time<br>0 Part-time | 10 Full-time<br>0 Part-time     | 5 Full-time<br>0 Part-time      | 3 Instr. Asst.                     |

## **Contact Information**

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Columbia, SC 29240

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# ***MLD Learning Academy***

*Lee County School District*

## **Mission**

Working in partnership with parents, teachers and elders of the community, the MLD Higher Learning Academy offers an academically challenging, developmentally appropriate, experiential, holistic, child-centered education to all young people. We nurture a passion for learning that will last a lifetime as we challenge our children to discover their individual gifts, to honor their inner worth, to strive for excellence, to pursue respectful and ethical relationships with themselves and others, and to find their path in life. We will accomplish our goal by establishing academic excellence, providing a moral focus and obtaining parental involvement.

## **Description**

MLD Higher Learning Academy is a community based charter school that will serve children from grades 4 to 8th initially, with plans to expand to K-12 within a five year time frame. MLD Higher Learning Academy will be serving K5 through 9<sup>th</sup> grade this school term. Because MLD Higher Learning Academy is a community-based school, its programs are tailored directly to the express needs of the community. MLD aims to bring education that is “holistic” and “experiential”. MLD focuses on bringing activities that keep children focused on their studies and engaged in their work. With MLD, your child gets an education that is “innovative” and “progressive.” Our children deserve a free 21st century education. MLD Higher Learning Academy will provide just that: a quality education that will enable students to be highly competitive, successful members of a global society. Each MLD student will receive an education intended to:

- Meet basic needs
- Promote self-confidence
- Emphasize the importance of community service
- Provide eclectic (nontraditional) counseling as needed
- Give hope for the future

## **Origin**

The origin of the MLD stemmed from parents and educators who were frustrated with the “cookie-cutter” learning environments that ignored the diversity of students and the way those students learn. The Lee County Community is dedicated to educating our children and wanting them to excel in life. Parents, community members, and teachers want our children to be able to compete in a global and growing society.

The fact that our children, in Lee County, are continuously falling short, we feel that it is now time for us to put a learning tool in place to help them excel. It our intention to develop a school of higher learning, that demands discipline and academic success. MLD opened in September 2005.

**Statistical Information: 2007**

| <b>STUDENTS</b> | <b>Grades Served</b>               | <b>Enrollment</b>                  | <b>Students on Waiting List</b>      | <b>Average Daily Attendance</b>    | <b>Students out of District</b>    |
|-----------------|------------------------------------|------------------------------------|--------------------------------------|------------------------------------|------------------------------------|
|                 | <b>4-8</b>                         | <b>65</b>                          | <b>0</b>                             | <b>98%</b>                         | <b>0</b>                           |
| <b>TEACHERS</b> | <b>Number of Teachers</b>          | <b>Certified Teachers</b>          | <b>Average Years Experience</b>      | <b>Advanced Degrees</b>            | <b>Instructional Staff (other)</b> |
|                 | <b>2 Full-time<br/>5 Part-time</b> | <b>1 Full-time<br/>5 Part-time</b> | <b>20 Full-time<br/>32 Part-time</b> | <b>1 Full-time<br/>3 Part-time</b> | <b>2 teacher assistants</b>        |
|                 |                                    |                                    |                                      |                                    | <b>2 certified consultants</b>     |

**Contact Information**

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# Orange Grove Elementary Charter School

*Charleston County School District*

## Mission

The mission of Orange Grove Elementary Charter School (OGECS) is to develop students with the intellectual power to become confident, caring, and responsible lifelong learners by providing an innovative, supportive learning environment that emphasizes creative and critical thinking skills while respecting individual differences.

## Description

Orange Grove Elementary Charter School is located in the beautiful city of Charleston, SC. Founded in 1963, it serves 700 children from Child Development (4 years) to fifth grade. A reputation for excellence characterizes Orange Grove. It has proven its commitment to the highest standards in education by providing a well-rounded, quality instructional program for all children.

Orange Grove has been recognized for its excellence both on a state and national level. It has received several prestigious awards, which include the National Blue Ribbon Award for Exemplary Schools from the U.S. Department of Education; the SC Palmetto's Finest Award; Exemplary Writing School; Palmetto Gold and Silver; and the Environmental School of the Year. Incentive Reward funds totaling over \$264,000 were received from the SC Department of Education for outstanding test scores over a period of twelve years.

Orange Grove's curriculum overflows with innovative, motivational techniques for instructing children of all different ability levels. We strive to create a learning environment, which will challenge and stimulate all students so that maximum learning will occur. Effective instructional programs such as Daily Oral Language and Accelerated Reader enhance our curriculum, along with an emphasis on writing, hands-on math and science activities, and literature.

The world of technology comes alive for our students with two networked computer labs, SMART Boards, and PC's in all the classrooms. Strong parental support and active involvement have been key ingredients in the success of Orange Grove School. Our PTA has had 100% membership for the past 41 years. Twenty business education partners also support our school with their time and resources. We began our next journey in 2007-08 as a second year conversion public Charter School. Our name and management model has changed, but our excellence continues.

## Statistical Information: 2007

| STUDENTS | Grades Served               | Enrollment                  | Students on Waiting List   | Average Daily Attendance | Students out of District                                    |
|----------|-----------------------------|-----------------------------|--|--------------------------|---|
|          | CD- 5                       | 646                         | 0  | 97.6 %                   | 0   |
| TEACHERS | Number of Teachers          | Certified Teachers          | Student to Teacher Ratio   | Advanced Degrees         | Instructional Staff (other)                                 |
|          | 64 Full-time<br>4 Part-time | 64 Full-time<br>4 Part-time | K= 16 to 1<br>1= 12 to 1<br>2= 13 to 1<br>3= 15 to 1<br>4= 15 to 1<br>5= 16 to 1 | 85%                      | 16 Teacher Assistants<br><br>Day care for employee children |

## Contact Information

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# **Palmetto Youth Academy**

*Florence School District One*

## **Mission**

The mission of the Palmetto Youth Academy is to provide an opportunity for all students, regardless of income, or ability, to reach their full academic, social, and behavioral potential through an individualized, innovative, educational approach that embraces diversity and is governed by parents and educators.

## **Description**

Palmetto Youth Academy, PYA, operates on a year-round schedule with a free academic-based after school program and 185 instructional days. PYA uses several different instructional strategies and curricula to meet the individual learning styles and abilities of students. One of the most effective instructional methods used is "ability grouping." This method allows students to be grouped with peers performing on or near the same academic level in reading and math versus actual grade level placements.

In addition, PYA offers a self-paced, computer based, enrichment program, video instruction, and small group instruction with "highly qualified" professionals. Students are required to wear uniforms and parents are strongly encouraged to volunteer a minimum of 20 hours per school year.

## **Origin**

Palmetto Youth Academy originated from the long-term passion and persistence of several parents, educators and community members who, not only recognized the need for a more individualized program, but also, developed and implemented a plan to effectively meet these diverse needs. This planning committee was established in 2003, the charter application was approved in 2004 and Palmetto Youth Academy opened August, 2005.

## **Statistical Information: 2007**

| <b>STUDENTS</b> | <b>Grades Served</b>               | <b>Enrollment</b>                  | <b>Students on Waiting List</b>     | <b>Average Daily Attendance</b> | <b>Students out of District</b>    |
|-----------------|------------------------------------|------------------------------------|-------------------------------------|---------------------------------|------------------------------------|
|                 | <b>3-6</b>                         | <b>65</b>                          | <b>5</b>                            | <b>96 %</b>                     | <b>6</b>                           |
| <b>TEACHERS</b> | <b>Number of Teachers</b>          | <b>Certified Teachers</b>          | <b>Average Years Experience</b>     | <b>Advanced Degrees</b>         | <b>Instructional Staff (other)</b> |
|                 | <b>2 Full-time<br/>1 Part-time</b> | <b>2 Full-time<br/>1 Part-time</b> | <b>22 Full-time<br/>5 Part-time</b> | <b>2</b>                        | <b>4 teacher assistants</b>        |

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# Phoenix Charter High School

Clarendon School District Two

## Mission

By personalizing education in a small, supportive environment, Phoenix Charter High School empowers school-resistant students to become productive citizens in an ever-changing society. The success of the Center is determined by the success of individual students who develop positive attitudes and improved social behaviors and who can enter the workforce or postsecondary education with confidence.

## Description

Phoenix Charter High School serves students in grades 9 – 12 who are considered divergent learners. These school-resistant, non-traditional students have experienced little success in the traditional school environment. The divergent learner responds to supportive teachers in a small, nurturing environment. The Center's teachers are employed for their proven record of relationship building and patience with this population of hard-to-serve students. The curriculum is designed around the state standards, and it also incorporates lessons from the environment of surrounding farmlands and the Santee Cooper Lake system, making learning as relevant as possible. Students participate in vocational training, job skills development, character education, and volunteerism.

Students who have only known a history of failure in the traditional school system slowly begin to progress both academically and socially.

## Origin

Frustrated by students who wanted to excel but lacked the necessary skills in reading and writing, a committee of teachers, coaches, and guidance counselors initiated the concept of the school. Phoenix Charter High School opened in August 1999.

## Statistical Information: 2007

|                 |                            |                            |                                 |                                 |                                    |
|-----------------|----------------------------|----------------------------|---------------------------------|---------------------------------|------------------------------------|
| <b>STUDENTS</b> | <b>Grades Served</b>       | <b>Enrollment</b>          | <b>Students on Waiting List</b> | <b>Average Daily Attendance</b> | <b>Students out of District</b>    |
|                 | 9 – 12                     | 54                         | 18                              | 94%                             | 9                                  |
| <b>TEACHERS</b> | <b>Number of Teachers</b>  | <b>Certified Teachers</b>  | <b>Average Years Experience</b> | <b>Advanced Degrees</b>         | <b>Instructional Staff (other)</b> |
|                 | 1 Full-time<br>6 Part-time | 1 Full-time<br>4 Part-time | 20 Full-time<br>30 Part-time    | 0 Full-time<br>1 Part-time      | 2                                  |

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# **Richland One Middle College**

*Richland School District One*

## **Mission**

*Richland One Middle College at Midlands Technical College will improve student learning by providing all students with a rigorous and relevant academic program. Richland One Middle College will provide all students with increased learning opportunities that ensure students will develop a strong academic foundation and the technical and personal skills necessary to make a successful transition from high school to their post-secondary pursuits.*

## **Description**

Housed on the campus of Midlands Technical College, the Richland One Middle College is a public charter school that offers 11th and 12th grade high school students academic and technical skills that make the transition from high school into college seamless. A small and powerful learning community, ROMC offers college-level classes, workplace experiences, extensive systems of extra help, and personalized graduation plans. Students also are required to perform 90 hours of community service every year. Richland One Middle College (ROMC) was awarded the 2007 Innovator Award by the Southern Growth Policies Board on June 3. The award recognizes the Middle College program as being a leader in creating a globally competitive workforce.

## **Origin**

The Richland One Middle College is a unique educational model for the South Carolina charter schools because Richland District One and Midlands Technical College have cooperatively committed their support to establish the school and to foster its growth.

Some of the compelling factors cited as significant reasons to establish Richland One Middle College include:

- 33% of students drop out of the school system before finishing high school
- 65% of the jobs in the current and projected workforce require associate degree or higher advanced degrees and training
- 18.3% of students met the SAT/ACT requirements for a Life Scholarship
- Only one option currently exists to serve students outside the traditional high school setting

The purpose of this school is to re-connect students to a successful high school experience that will prepare them for "life after high school", whether it is postsecondary education and training or direct entry to the workforce.

## **Statistical Information: 2007**

|                 |                           |                           |                                 |                                 |                                    |
|-----------------|---------------------------|---------------------------|---------------------------------|---------------------------------|------------------------------------|
| <b>STUDENTS</b> | <b>Grades Served</b>      | <b>Enrollment</b>         | <b>Students on Waiting List</b> | <b>Average Daily Attendance</b> | <b>Students out of District</b>    |
|                 | <b>11 - 12</b>            | <b>90</b>                 | <b>0</b>                        | <b>98%</b>                      | <b>8</b>                           |
| <b>TEACHERS</b> | <b>Number of Teachers</b> | <b>Certified Teachers</b> | <b>Average Years Experience</b> | <b>Advanced Degrees</b>         | <b>Instructional Staff (other)</b> |
|                 | <b>6 Full-time</b>        | <b>6 Full-time</b>        | <b>13 Full-time</b>             | <b>5 Full-time</b>              | <b>1 Teacher Assistants</b>        |

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# Sea Islands YouthBuild

Charleston County School District

## Mission

Sea Islands YouthBuild's mission is to offer integrated, academic and technical education linking learning to real life for low and very low income, educationally disadvantaged and dropout youth of high school age.

## Description

At Sea Islands YouthBuild, students obtain an education that prepares them for the "real world." In our performance-based learning environment, the teacher becomes the facilitator and the students the architect of activities.

Students participate in real-world projects and are expected to use a combination of technical skills, workplace skills, related academic skills, problem-solving, creativity, other higher-order thinking skills and available resources. These real-world experiences have meaning and are designed to motivate high performance. To further strengthen the understanding between today's education and future performance, students participate in a daily work ethic evaluation. The evaluation helps students understand the twelve key areas identified as necessary for success in the workplace.

Our teaching team delivers a fully integrated academic, vocational, and community development curriculum that meets the highest standards in the country. Current vocational training is in Construction, GIS/GPS, Entrepreneurship, and Cultural Tourism.

## Origin

Sea Islands YouthBuild has been a valued member of YouthBuild USA since 2002 receiving awards for high performance and educational attainment and was been honored in 2006 for helping all students who attend achieve two-grade levels of academic improvement in the first 10 months of participation. In addition, Sea Islands YouthBuild received the 2006 award for high placement with 86% of students obtaining livable wage jobs or going on to 2-year, 4-year college or advanced training.

In 2006, Sea Islands YouthBuild was selected to receive a Bill & Melinda Gates Foundation National Schools Initiative grant through YouthBuild USA. The NSI national project is aimed at increasing the number of young people awarded a meaningful high school diploma.

## Statistical Information: 2007

|                 |                            |                            |                                 |                                 |                                    |
|-----------------|----------------------------|----------------------------|---------------------------------|---------------------------------|------------------------------------|
| <b>STUDENTS</b> | <b>Grades Served</b>       | <b>Enrollment</b>          | <b>Students on Waiting List</b> | <b>Average Daily Attendance</b> | <b>Students out of District</b>    |
|                 | 9-12                       | 75                         | 5                               | NA                              | 0                                  |
| <b>TEACHERS</b> | <b>Number of Teachers</b>  | <b>Certified Teachers</b>  | <b>Average Years Experience</b> | <b>Advanced Degrees</b>         | <b>Instructional Staff (other)</b> |
|                 | 4 Full-time<br>2 Part-time | 3 Full-time<br>0 Part-time | 5 Full-time<br>10 Part-time     | 2 Full-time<br>2 Part-time      | 0 Teacher Assistants               |

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# Susan G. Boykin Academy

Charleston County School District

## Mission

In a positive and stimulating learning environment, we educate and counsel children who are at high risk of academic and social failure due to behavior challenges, learning disabilities, attention disorders, emotional disturbances, economic disadvantages, or a lack of support and resources. We build healthy relationships through positive peer interaction and adult role models, promote a love of learning, and foster personal growth, responsibility for self, and compassion for others. We unite a community of students, parents, and educators in a therapeutic learning environment, an atmosphere of mutual respect, and an expectation of shared accountability.

## Description

Because of our unique schedule, an average, teachers maintain a 1:8 student to teacher ratio during core subject instruction.

## Origin

### Statistical Information: 2007

| STUDENTS | Grades Served               | Enrollment                  | Students on Waiting List | Average Daily Attendance | Students out of District   |
|----------|-----------------------------|-----------------------------|--------------------------|--------------------------|--|
|          | K-5                         | 180                         | 8                        | 96 %                     | 2  |
| TEACHERS | Number of Teachers          | Certified Teachers          | Average Years Experience | Advanced Degrees         | Instructional Staff (other)  |
|          | 12 Full-time<br>0 Part-time | 10 Full-time<br>0 Part-time | 9 years                  | 4                        | 6 special area teachers<br>1 special ed teacher<br>1 speech teacher<br>1 therapist |

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# **Youth Academy Charter School**

*Williamsburg County School District*

## **Mission**

The mission of the Youth Academy Charter School is to provide a quality educational experience for special needs students in a supportive environment specifically addressing academic preparedness, life skills, vocational readiness, and behavior management.

## **Description**

The Youth Academy Charter School is designed for non-diploma and diploma track seventh through twelfth graders who are emotionally handicapped, learning disabled, or home-based. Instruction is combined with a family-centered treatment approach. The curriculum emphasizes computer-based instruction in literacy remediation and GED preparation. Vocational training includes classroom instruction, hands-on experience, and career training development.

The major goals of the Youth Academy Charter School are:

1. To provide a learning environment which delivers a successful academic experience to special needs youth who have not been successful in a traditional school environment.
2. To afford individualized learning opportunities that enable students to function on at least an eighth-grade level in basic reading, writing, and mathematics skills.
3. To enable students, given entry skill levels, to earn GED certificates.
4. To promote students' self-sufficiency through instruction in basic life skills.
5. To provide vocational skills training which will result in job placement and retention.
6. To give all students the opportunity through the behavior management component to build a strong sense of self-discipline and motivation.

## **Origin**

The Youth Academy has delivered treatment services in a residential group setting since 1988. The Youth Academy opened as a charter school in October 1999.

## **Statistical Information: 2007**

|                 |                            |                            |                                 |                                 |                                    |
|-----------------|----------------------------|----------------------------|---------------------------------|---------------------------------|------------------------------------|
| <b>STUDENTS</b> | <b>Grades Served</b>       | <b>Enrollment</b>          | <b>Students on Waiting List</b> | <b>Average Daily Attendance</b> | <b>Students out of District</b>    |
|                 | 7 – 12                     | 20                         | 2                               | 97 %                            | 15                                 |
| <b>TEACHERS</b> | <b>Number of Teachers</b>  | <b>Certified Teachers</b>  | <b>Average Years Experience</b> | <b>Advanced Degrees</b>         | <b>Instructional Staff (other)</b> |
|                 | 1 Full-time<br>1 Part-time | 1 Full-time<br>1 Part-time | 30 Full-time<br>1 Part-time     | 1 Full-time<br>0 Part-time      | 2 Teacher Assistants               |

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# **Wohali Academy**

*Greenville County School District*

## **Mission**

Wohali Academy exists to provide severely emotionally handicapped children and adolescents (ages five through eighteen) the opportunity to engage in a therapeutic learning experience, builds on individual strengths and emphasizes healthy problem solving. The school will assist each child to overcome educational, social, interpersonal, psychological, and biomedical barriers to successful achievement and life adjustment.

## **Description**

Wohali Academy Public Charter School, a nonprofit corporation governed by a Board is located on the campus of Spring Brook Behavioral System Residential Treatment Facility and serves the children who reside there, as well as children from the surrounding Greenville County School District, kindergarten through 12th grade. The school serves children experiencing severe and persistent behavioral, emotional, and other problems resulting from a mental health disorder with I.Q. 65 or above. Severely emotionally handicapped youth require a special education approach that incorporates behavioral, therapeutic, crisis intervention, family involvement and individualized education that address academic and emotional support. Though the vast majority of students who are admitted to Wohali Academy are students with disabilities and have a Special Education classification, this is not exclusive to the program nor is it necessarily mandatory criteria for admission. There are a percentage of students admitted that have a Regular Education classification who benefit from the therapeutic milieu and highly structured academic and behavioral management program of the Charter School. The educational program is designed to enable these students to achieve higher academic standards through improved emotional, behavioral control.

## **Origin**

Spring Brook Behavioral Health System has had an educational program as part of its therapeutic milieu for many years. The student residents were educated via the medical-homebound model. It has been apparent in Spring Brook's situation, for several years that this is a lacking, antiquated model with which to educate students, employ teachers; provide resources, textbooks, etc. In order to provide an improved educational setting, the process to start a charter school was started and approved. As a result SBHS phased out its education department and officially opened to the public as Wohali Academy on August 23, 2004.

## **Statistical Information: 2007**

| <b>STUDENTS</b> | <b>Grades Served</b>                | <b>Enrollment</b>                  | <b>Students on Waiting List</b>     | <b>Average Daily Attendance</b> | <b>Students out of District</b>    |
|-----------------|-------------------------------------|------------------------------------|-------------------------------------|---------------------------------|------------------------------------|
|                 |                                     | <b>K5-12</b>                       | <b>90</b>                           | <b>0</b>                        | <b>96 %</b>                        |
| <b>TEACHERS</b> | <b>Number of Teachers</b>           | <b>Certified Teachers</b>          | <b>Average Years Experience</b>     | <b>Advanced Degrees</b>         | <b>Instructional Staff (other)</b> |
|                 | <b>13 Full-time<br/>2 Part-time</b> | <b>7 Full-time<br/>2 Part-time</b> | <b>7 Full-time<br/>20 Part-time</b> | <b>5 Advanced</b>               | <b>2</b>                           |

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