



Palmetto Youth Academy

1209 N. Douglas Street
Florence, SC 29501

Grades	3-6 Elementary School	
Enrollment	62 Students	
Principal	Yvonne Brown-Burgess	843-679-7070
Superintendent	Larry Jackson	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	At-Risk	Excellent
2006	At-Risk	At-Risk
2005	N/A	N/A
2004	N/A	N/A

DEFINITIONS OF DISTRICT RATING TERMS

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

SOUTH CAROLINA PERFORMANCE GOAL

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

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

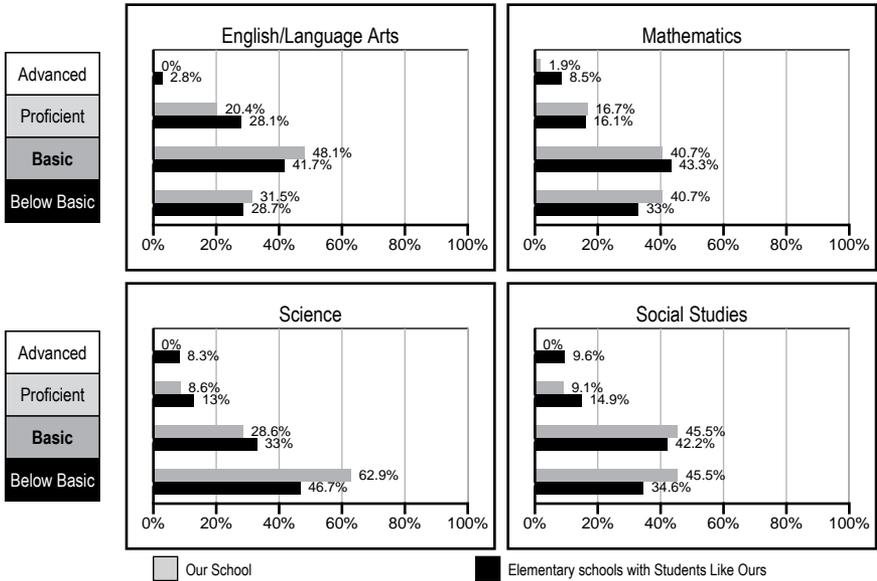
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 93.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	16	66	20

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=62)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	4.8%	Up from 2.7%	2.9%	2.3%
Attendance rate	98.7%	Up from 98.5%	96.0%	96.3%
Eligible for gifted and talented	4.8%	Up from 1.4%	6.3%	10.4%
With disabilities other than speech	7.9%	Down from 12.3%	8.9%	7.5%
Older than usual for grade	3.2%	Up from 1.4%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=2)				
Teachers with advanced degrees	N/A	N/A	54.5%	56.7%
Continuing contract teachers	N/A	N/A	73.3%	77.3%
Teachers with emergency or provisional certificates	N/A	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	85.4%	86.4%
Teacher attendance rate	N/R	N/R	94.9%	94.9%
Average teacher salary	I/S	I/S	\$44,199	\$45,345
Professional development days/teacher	32.0 days	Up from 29.3 days	12.9 days	12.6 days
School				
Principal's years at school	4.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	30.0 to 1	Up from 23.3 to 1	17.9 to 1	18.5 to 1
Prime instructional time	N/R	N/R	89.0%	89.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	96.6%	Down from 99.2%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	N/A	N/A	\$7,513	\$7,052
Percent of expenditures for instruction*	N/A	N/A	69.1%	69.1%
Percent of expenditures for teacher salaries*	N/A	N/A	63.2%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Charged with a great challenge, yet very thankful for the opportunity, Palmetto Youth Academy (PYA) encourages students, empowers parents, equips staff, and enlightens the community, as we build the foundation that supports our pyramid of progress. Last year, PYA met AYP. At the entrance of our school, is a sign that reads, "Enter Expecting Excellence." We maintain very high standards and we expect everyone to do their best at all times. The eagles on our school uniforms represent our individual strengths, and when we leave PYA, we "Exit Exceeding Expectations."

In addition to the significant measure of progress made in 2006/2007, this year members of our local school board visited PYA on National Reading Day and read to our students; our Chamber of Commerce arranged for several business leaders to eat lunch at our school; our sixth graders took a trip to Washington, DC, to visit key historical monuments and landmarks; our fourth and fifth graders visited the SC State House and were recognized by our local Representative; our third graders had the opportunity to travel to Charleston and see some of the places they learned about in South Carolina History; and our Fine Arts Department performed at numerous events throughout the year.

Our mission is to provide an opportunity for all students, regardless of income or ability, to reach their full potential, academically, socially, and behaviorally. In an effort to carryout this mission, and meet all district, state, and federal requirements, PYA will continue to maintain high standards and student expectations; implement proven strategies and programs based on assessment results and data analysis; provide ongoing professional development; maintain high levels of parental involvement; and Increase corporate partnerships and community relations. We believe that education is the key to our future, and everyone planning to have a future must invest in the key. However, there are only two options, "pay now, or pay later."

With Sincere Appreciation,

Yvonne Brown-Burgess, Executive Director

Janice Saulters, President, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	2	25	21
Percent satisfied with learning environment	I/S	96.0%	100.0%
Percent satisfied with social and physical environment	I/S	100.0%	100.0%
Percent satisfied with school-home relations	I/S	100.0%	100.0%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

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

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	25.0%	0.0%	No
Student attendance rate	98.7%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	60	100	30.4	46.4	19.6	3.6	35.7	49.1	48.2	Yes	Yes
Gender											
Male	32	100	32.1	46.4	17.9	3.6	39.3	43.1	41.7	N/A	N/A
Female	28	100	28.6	46.4	21.4	3.6	32.1	55.1	55	N/A	N/A
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	61.8	60	I/S	I/S
African American	58	100	31.5	46.3	18.5	3.7	35.2	35.7	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	80.2	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.3	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	19	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	51	100	29.2	50	16.7	4.2	31.3	36.9	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	60	100	39.3	39.3	16.1	5.4	30.4	43.8	45.8	Yes	Yes
Gender											
Male	32	100	32.1	46.4	14.3	7.1	32.1	44	45.6	N/A	N/A
Female	28	100	46.4	32.1	17.9	3.6	28.6	43.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	58.1	59	I/S	I/S
African American	58	100	40.7	38.9	14.8	5.6	29.6	28.9	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	79.3	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	46.2	I/S	I/S
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	18.4	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	51	100	41.7	37.5	14.6	6.3	25	30.8	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	37	100	61.1	27.8	8.3	2.8	11.1	33.1	35.7	98.7	95.8
Gender											
Male	19	100	50	27.8	16.7	5.6	22.2	36.6	37.4	98.9	95.6
Female	18	100	72.2	27.8	0	0	0	29.6	33.8	98.5	96
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	47.8	49.2	98.4	95.7
African American	36	100	62.9	25.7	8.6	2.9	11.4	18.4	17	98.7	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	58	N/A	97.9
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	29.4	24.9	N/A	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.9
Disability Status											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	20.3	14	95.9	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	23.8	24.4	N/A	97.1
Socio-Economic Status											
Subsized meals	31	100	63.3	30	3.3	3.3	6.7	19.6	21.1	98.6	95.2
Social Studies											
All Students	38	100	44.1	44.1	8.8	2.9	11.8	29.3	34	98.7	95.8
Gender											
Male	21	100	35.3	47.1	17.6	0	17.6	33.7	36.6	98.9	95.6
Female	17	100	52.9	41.2	0	5.9	5.9	24.9	31.3	98.5	96
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	40.4	44.5	98.4	95.7
African American	37	100	45.5	42.4	9.1	3	12.1	17.1	19.1	98.7	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.4	58.9	N/A	97.9
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.5	N/A	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.9
Disability Status											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	16.4	14.4	95.9	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.3	N/A	97.1
Socio-Economic Status											
Subsized meals	32	100	44.8	44.8	6.9	3.4	10.3	17.4	21	98.6	95.2

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	12	91.7	11.1	44.4	44.4	0	44.4	
	4	16	93.8	46.2	46.2	0	7.7	7.7	
	5	15	93.3	21.4	57.1	21.4	0	21.4	
	6	22	100	31.8	54.5	13.6	0	13.6	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	13	100	8.3	41.7	41.7	8.3	50	
	4	15	100	50	42.9	7.1	0	7.1	
	5	16	100	43.8	43.8	12.5	0	12.5	
	6	16	100	14.3	57.1	21.4	7.1	28.6	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	12	83.3	55.6	44.4	0	0	0	
	4	16	93.8	53.8	38.5	7.7	0	7.7	
	5	15	93.3	28.6	57.1	14.3	0	14.3	
	6	22	100	59.1	36.4	4.5	0	4.5	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	13	100	25	41.7	25	8.3	33.3	
	4	15	100	71.4	14.3	14.3	0	14.3	
	5	16	100	43.8	43.8	6.3	6.3	12.5	
	6	16	100	14.3	57.1	21.4	7.1	28.6	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	4	16	93.8	61.5	30.8	7.7	0	7.7	
	5	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	6	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	6	I/S	I/S	I/S	I/S	I/S	I/S	
	4	15	100	85.7	14.3	0	0	0	
	5	7	I/S	I/S	I/S	I/S	I/S	I/S	
	6	9	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	4	16	93.8	38.5	46.2	15.4	0	15.4	
	5	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	6	12	100	33.3	66.7	0	0	0	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	7	I/S	I/S	I/S	I/S	I/S	I/S	
	4	15	100	50	50	0	0	0	
	5	9	I/S	I/S	I/S	I/S	I/S	I/S	
	6	7	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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