



## Palmetto Youth Academy

1209 N. Douglas Street  
Florence, SC 29501

<b>Grades</b>	3-6 Elementary School	
<b>Enrollment</b>	59 Students	
<b>Principal</b>	Yvonne Brown-Burgess	843-679-7070
<b>Superintendent</b>	Larry Jackson	843-669-4141
<b>Board Chair</b>	Porter Stewart	843-669-6395

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>At-Risk</b>	<b>Average*</b>
2008	At-Risk	At-Risk
2007	At-Risk	Excellent
2006	At-Risk	At-Risk
2005	N/A	N/A

\* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

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

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

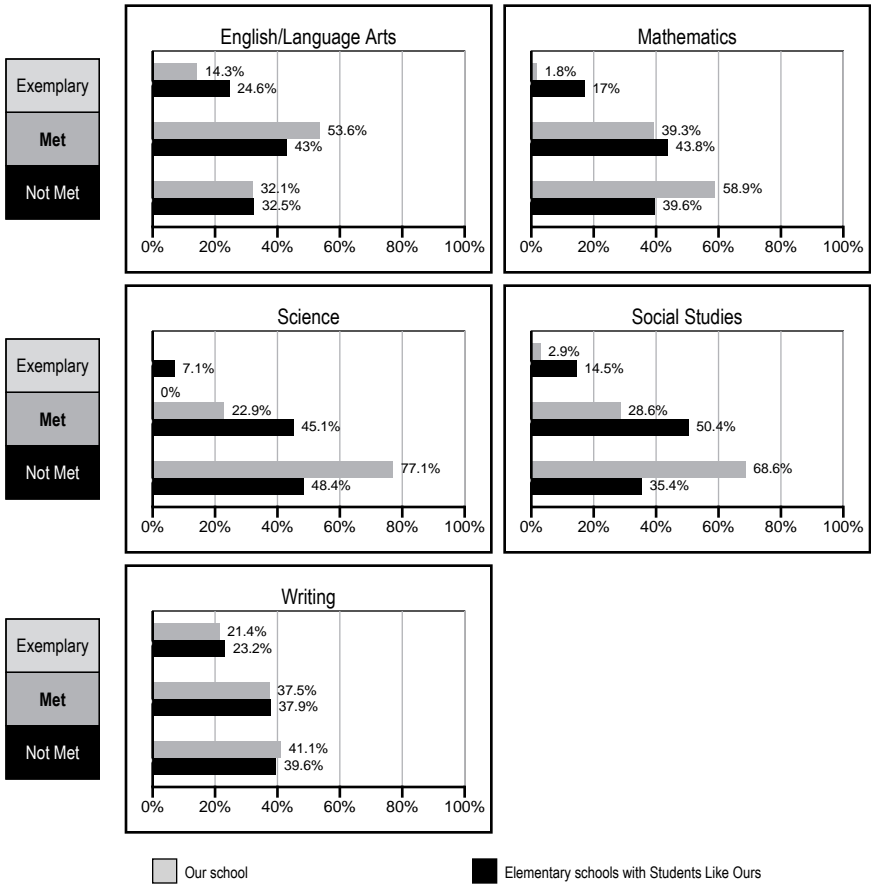
84%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
1	4	91	53	16

\* Ratings are calculated with data available by 06/01/2010.

**Palmetto Assessment of State Standards (PASS)**



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

**Definition of Critical Terms**

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=59)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.5%	Down from 4.8%	2.5%	1.9%
Attendance rate	99.6%	Up from 98.7%	96.1%	96.3%
Eligible for gifted and talented	1.5%	Down from 4.8%	4.4%	10.0%
With disabilities other than speech	13.8%	Up from 7.9%	8.0%	7.7%
Older than usual for grade	3.4%	Up from 3.2%	0.9%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=3)</b>				
Teachers with advanced degrees	N/A	N/A	57.1%	59.4%
Continuing contract teachers	N/A	N/A	73.5%	80.0%
Teachers with emergency or provisional certificates	N/A	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	83.9%	85.9%
Teacher attendance rate	N/R	N/R	95.1%	95.1%
Average teacher salary*	I/S	I/S	\$45,669	\$47,149
Professional development days/teacher	21.3 days	Down from 32.0 days	10.9 days	11.1 days
<b>School</b>				
Principal's years at school	4.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Down from 30.0 to 1	17.4 to 1	18.8 to 1
Prime instructional time	N/R	N/R	90.1%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.6%	100.0%	100.0%
Character development program	Excellent	No Change	Good	Excellent
Dollars spent per pupil**	N/A	N/A	\$8,292	\$7,458
Percent of expenditures for instruction**	N/A	N/A	68.5%	68.8%
Percent of expenditures for teacher salaries**	N/A	N/A	62.2%	63.2%

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

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

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

The students, parents, staff, and supporters of Palmetto Youth Academy (PYA) are very grateful for the opportunity to make a positive difference both locally and throughout the state. As a public charter school in Florence School District One (FSD1), our mission is to provide an opportunity for all students, regardless of income or ability, to reach their full potential academically, socially, and behaviorally.

Through standards-based curricula, individualized instruction, and continuous assessment, our students have made tremendous progress academically. Based on the results of initial placement tests compared to quarterly benchmarks and end of year assessments, every student at PYA made at least 1 year's progress in both reading and math this school year. Almost 30 percent of students at PYA scored above grade level on the NWEA-approved STAR Reading and Math tests. All of our sixth grade students who applied for acceptance into the International Baccalaureate (IB) Program were accepted. Eleven of our third and fourth graders participated in our district spelling bee, four of which made it to the final round. As we maintain high standards of achievement and always expect excellence, we believe that our students will continue to make academic progress and "exceed expectations" at school and throughout the community.

Last year, PYA met AYP, which marked our second consecutive year after only three years of operation.

We attribute this and all other significant measures of progress to the commitment and dedication of our parents and the expertise and passion of our staff, and we certainly acknowledge the ongoing support of our community. Last February, ten (10) of the most prominent African American Leaders in the Pee Dee Community participated in our Annual Black History Program. Our Fine Arts Groups performed while staff recognized the many contributions of each participant, and parents demonstrated enormous support through their attendance. Community events as such, have proven essential in meeting our school's annual goals, as well as provide opportunities for student growth academically, socially, and behaviorally. With sincere appreciation and an attitude of gratitude, we will continue to carry out our school's mission and "exceed expectations."

Yvonne Brown-Burgess, Executive Director  
 Rosa Murray, School Improvement Council

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	0	17	10
Percent satisfied with learning environment	N/R	100.0%	100.0%
Percent satisfied with social and physical environment	N/R	100.0%	100.0%
Percent satisfied with school-home relations	N/R	100.0%	100.0%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 12 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	14.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	25.0%	0.0%	No
Student attendance rate	99.6%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	65	98.5	32.1	53.6	14.3	78.6	85	82.8	Yes	Yes
<b>Gender</b>										
Male	37	97.3	36.7	56.7	6.7	80	82.3	79.3	N/A	N/A
Female	28	100	26.9	50	23.1	76.9	87.8	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	89.5	I/S	I/S
African American	65	98.5	32.1	53.6	14.3	78.6	78.3	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	10	I/S	I/S	I/S	I/S	I/S	58.8	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	84.8	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	54	98.2	36.2	53.2	10.6	76.6	78.6	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	65	98.5	58.9	39.3	1.8	58.9	79	78.9	Yes	Yes
<b>Gender</b>										
Male	37	97.3	N/AV	N/AV	N/AV	56.7	77	77	N/A	N/A
Female	28	100	61.5	34.6	3.8	61.5	81	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	88.6	87.2	I/S	I/S
African American	65	98.5	58.9	39.3	1.8	58.9	69.3	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	82.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	10	I/S	I/S	I/S	I/S	I/S	47.6	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	81.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	54	98.2	63.8	34	2.1	55.3	70.6	70.2	No	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	41	97.6	N/AV	N/AV	N/AV	22.9	67.8	67.5
<b>Gender</b>								
Male	25	96	N/AV	N/AV	N/AV	20	68.2	67
Female	16	100	N/AV	N/AV	N/AV	26.7	67.3	68
<b>Racial/Ethnic Group</b>								
White	N/A	N/AV	N/A	N/A	N/A	N/A	81.5	79.5
African American	41	97.6	N/AV	N/AV	N/AV	22.9	54.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.4	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	9	I/S	I/S	I/S	I/S	I/S	41.4	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	59.4	59.6
<b>Socio-Economic Status</b>								
Subsided meals	37	97.3	N/AV	N/AV	N/AV	25	55.3	55.1
<b>Social Studies</b>								
All Students	40	97.5	68.6	28.6	2.9	31.4	72.3	72.3
<b>Gender</b>								
Male	21	95.2	N/AV	N/AV	N/AV	33.3	71.7	71.5
Female	19	100	70.6	23.5	5.9	29.4	73	73.2
<b>Racial/Ethnic Group</b>								
White	N/A	N/AV	N/A	N/A	N/A	N/A	81.7	80.7
African American	40	97.5	68.6	28.6	2.9	31.4	62.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	2	I/S	I/S	I/S	I/S	I/S	47.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	71.7	67.9
<b>Socio-Economic Status</b>								
Subsided meals	31	96.8	74.1	22.2	3.7	25.9	61.8	62.1

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	65	98.5	41.1	37.5	21.4	58.9	72.6	70.2	99.6	95.6
<b>Gender</b>										
Male	37	97.3	53.3	30	16.7	46.7	66	63.2	99.6	95.4
Female	28	100	26.9	46.2	26.9	73.1	79.3	77.5	99.6	95.8
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	80.9	79.1	N/A	95.5
African American	65	98.5	41.1	37.5	21.4	58.9	64.1	57.6	99.6	95.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	86.2	N/A	97.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	71.6	62.6	N/A	95.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	68.7	N/A	95.9
<b>Disability Status</b>										
Disabled	10	I/S	I/S	I/S	I/S	I/S	30.9	26.1	99.7	94.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	20
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.3	61.2	N/A	96.1
<b>Socio-Economic Status</b>										
Subsided meals	54	98.2	46.8	36.2	17	53.2	62.9	58.9	99.7	95

Abbreviations for Missing Data

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**PASS Performance By Grade Level**

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	8	I/S	I/S	I/S	I/S	I/S
	4	16	93.8	42.9	35.7	21.4	57.1
	5	24	100	25	70	5	75
	6	17	100	31.3	50	18.8	68.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	8	I/S	I/S	I/S	I/S	I/S
	4	16	93.8	35.7	57.1	7.1	64.3
	5	24	100	N/AV	N/AV	N/AV	30
	6	17	100	N/AV	N/AV	N/AV	37.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	4	I/S	I/S	I/S	I/S	I/S
	4	16	93.8	N/AV	N/AV	N/AV	28.6
	5	12	100	I/S	I/S	I/S	I/S
	6	9	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Social Studies</b>							
<b>2009</b>	3	4	I/S	I/S	I/S	I/S	I/S
	4	16	93.8	N/AV	N/AV	N/AV	21.4
	5	12	100	I/S	I/S	I/S	I/S
	6	8	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	8	I/S	I/S	I/S	I/S	I/S
	4	16	93.8	50	21.4	28.6	50
	5	24	100	25	65	10	75
	6	17	100	56.3	12.5	31.3	43.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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