



PALMETTO YOUTH ACADEMY

1209 N. Douglas Street
Florence, SC 29501

Grades	3-6 Elementary School	
Enrollment	58 Students	
Principal	Yvonne Brown-Burgess	843-679-7070
Superintendent	Dr. Allie E. Brooks	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Good*
2010	At-Risk	At-Risk
2009	At-Risk	Average
2008	At-Risk	At-Risk
2007	At-Risk	Excellent

* The School's 2011 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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

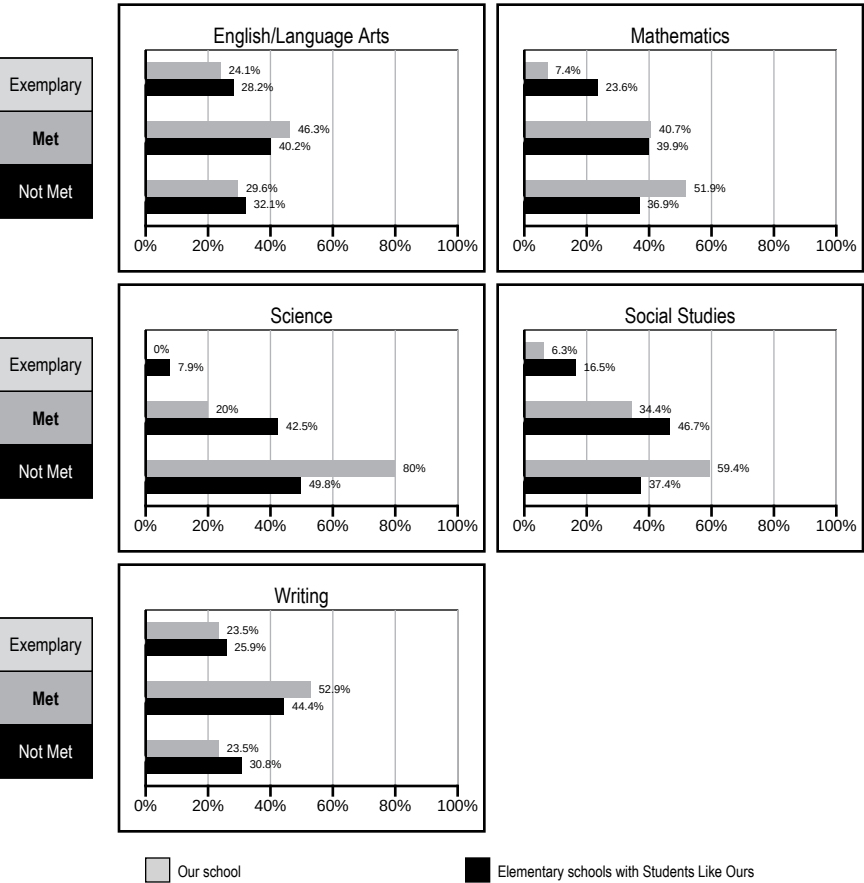
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	7	109	47	16

* Ratings are calculated with data available by 11/09/2011.

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
Students (n=58)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	No Change	1.5%	1.1%
Attendance rate	99.9%	Up from 98.9%	95.9%	96.2%
Served by gifted and talented program	1.7%	Up from 0.0%	6.3%	13.4%
With disabilities other than speech	5.6%	Down from 7.5%	4.4%	4.1%
Older than usual for grade	3.4%	Up from 1.3%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=3)				
Teachers with advanced degrees	N/A	N/A	61.5%	62.5%
Continuing contract teachers	N/A	N/A	83.3%	88.2%
Teachers returning from previous year	N/A	N/A	85.3%	87.8%
Teacher attendance rate	N/R	N/R	95.2%	95.2%
Average teacher salary*	I/S	I/S	\$45,373	\$46,773
Professional development days/teacher	18.0 days	Down from 22.0 days	10.1 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	3.5	4.0
Student-teacher ratio in core subjects	23.6 to 1	Down from 25.0 to 1	18.1 to 1	19.9 to 1
Prime instructional time	N/R	N/R	90.0%	90.4%
Opportunities in the arts	Poor	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 95.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$8,109	\$7,447
Percent of expenditures for instruction**	N/A	N/A	67.9%	68.4%
Percent of expenditures for teacher salaries**	N/A	N/A	64.2%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Palmetto Youth Academy, PYA, is a public charter school in Florence School District One. The mission of PYA is to provide an opportunity for all students, regardless of income or ability, to reach their full potential (academically, socially, and behaviorally).

To carry out this mission, PYA provides an individualized, innovative program that embraces diversity and is governed by parents and educators. Our school offers grades 3 through 6 with a maximum enrollment of 75 students. We operate on a year-round schedule with a 2-week break after each 9- week period. Student enrichment and remediation is provided during fall break and spring break. PYA also provides an academic-based afterschool program to assist with homework.

Because transportation is not available to PYA students, parents transport their children to and from school daily. In addition, all students must be signed out by a parent or designee before leaving school each day. While a major sacrifice for most parents, this allows daily face to face communication between home and school, which results in 100 % parent participation.

In addition to program innovation and parent participation, PYA believes staff development, is also essential to student success.. PYA provides ongoing training and staff development on various topics throughout the year. All teachers and staff are highly qualified, as defined by No Child Left Behind. They are dedicated to the progress of each student and they are committed as a team to the overall success of the school.

Each year of the schools 6 years in operation, PYA students have made significant progress. PYA will continue all efforts to supplement and enhance the programs currently available in traditional public schools. Through parent choice and accountability, PYA will assist the district and state in attaining the long term goals outlined for the 2020 SC Performance Vision.

Yvonne Brown-Burgess
Executive Director
Shalonda Johnson
School Improvement Council

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	2	15	15
Percent satisfied with learning environment	I/S	100.0%	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	NI-DELAY
---------------------------	----------

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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	6.5%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	37.5%	0.0%	No
Student attendance rate	99.9%	94.0%**	Yes

* Or greater than last year

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
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	58	100	29.6	46.3	24.1	81.5	84.3	82.4	Yes	Yes
Gender										
Male	31	100	34.5	48.3	17.2	75.9	81.6	78.7	N/A	N/A
Female	27	100	24	44	32	88	87	86.2	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.6	88.9	I/S	I/S
African American	58	100	29.6	46.3	24.1	81.5	78.2	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.5	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	85.6	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	96	83	I/S	I/S
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	54.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	85.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	49	100	29.2	47.9	22.9	83.3	78.5	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	58	100	51.9	40.7	7.4	68.5	81.6	81.9	Yes	Yes
Gender										
Male	31	100	44.8	48.3	6.9	69	79.2	79.9	N/A	N/A
Female	27	100	60	32	8	68	84.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.1	88.9	I/S	I/S
African American	58	100	51.9	40.7	7.4	68.5	73.3	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	85.6	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	96	84.4	I/S	I/S
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	49.2	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	49	100	52.1	39.6	8.3	70.8	74.9	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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
--	----------------------------------	----------	-----------	-------	-------------	------------------------------	--------------------------------	-----------------------------

Science

All Students	36	100	N/AV	N/AV	N/AV	20	69.7	68.6
Gender								
Male	18	100	N/AV	N/AV	N/AV	22.2	70	68.3
Female	18	100	N/AV	N/AV	N/AV	17.6	69.4	68.9
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	83.9	80.7
African American	36	100	N/AV	N/AV	N/AV	20	56.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.1	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.7	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	70.8
Disability Status								
Disabled	4	I/S	I/S	I/S	I/S	I/S	42.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	60.7
Socio-Economic Status								
Subsidized meals	33	100	N/AV	N/AV	N/AV	21.9	58.7	57.3

Social Studies

All Students	35	100	59.4	34.4	6.3	40.6	72.8	72.5
Gender								
Male	20	100	50	44.4	5.6	50	72.3	72
Female	15	100	71.4	21.4	7.1	28.6	73.4	73.1
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	81.2	81
African American	35	100	59.4	34.4	6.3	40.6	64.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.5	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	73.5
Disability Status								
Disabled	4	I/S	I/S	I/S	I/S	I/S	45.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	81.6	69.7
Socio-Economic Status								
Subsidized meals	29	100	62.1	31	6.9	37.9	64.6	62.9

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	17	100	23.5	52.9	23.5	76.5	73.8	73.2	99.9	95.9
Gender										
Male	9	I/S	I/S	I/S	I/S	I/S	67.8	67.2	99.8	95.8
Female	8	I/S	I/S	I/S	I/S	I/S	79.8	79.4	99.9	96.1
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	82	81.5	N/A	95.7
African American	17	100	23.5	52.9	23.5	76.5	66	61.3	99.9	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	80	87	N/A	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	66.7	N/A	95.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.3
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	28	26	99.9	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	65.5	65.7	N/A	96
Socio-Economic Status										
Subsidized meals	14	100	28.6	57.1	14.3	71.4	65.2	63.2	99.9	95.5

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	17	100	29.4	35.3	35.3	70.6
	4	15	100	46.7	40	13.3	53.3
	5	18	100	38.9	55.6	5.6	61.1
	6	25	72	N/A	N/A	N/A	27.8
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	13	100	I/S	I/S	I/S	I/S
	4	13	100	15.4	61.5	23.1	84.6
	5	17	100	29.4	47.1	23.5	70.6
	6	15	100	35.7	42.9	21.4	64.3
	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
Mathematics							
2010	3	17	100	52.9	41.2	5.9	47.1
	4	15	100	N/A	N/A	N/A	20
	5	18	100	50	44.4	5.6	50
	6	25	72	N/A	N/A	N/A	33.3
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	13	100	I/S	I/S	I/S	I/S
	4	13	100	N/AV	N/AV	N/AV	53.8
	5	17	100	52.9	35.3	11.8	47.1
	6	15	100	42.9	50	7.1	57.1
	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
Science							
2010	3	9	I/S	I/S	I/S	I/S	I/S
	4	15	100	N/A	N/A	N/A	26.7
	5	10	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	7	I/S	I/S	I/S	I/S	I/S
	4	13	100	N/AV	N/AV	N/AV	23.1
	5	8	I/S	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	8	I/S	I/S	I/S	I/S	I/S
	4	15	100	N/A	N/A	N/A	33.3
	5	8	I/S	I/S	I/S	I/S	I/S
	6	8	I/S	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	6	I/S	I/S	I/S	I/S	I/S
	4	13	100	N/AV	N/AV	N/AV	30.8
	5	9	I/S	I/S	I/S	I/S	I/S
	6	7	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
Writing							
2010	3	17	100	58.8	11.8	29.4	41.2
	4	15	100	73.3	6.7	20	26.7
	5	18	100	38.9	33.3	27.8	61.1
	6	25	100	56	36	8	44
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	17	100	23.5	52.9	23.5	76.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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

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