



YOUTH ACADEMY CHARTER

711 Tomlinson Street
Kingstree, SC 29556

Grades	4-12 High School	
Enrollment	27 Students	
Principal	Stephanie B. Tisdale	843-355-5424
Superintendent	Dr. Yvonne Jefferson-Barnes	843-355-5571
Board Chair	Rev. Norman Gamble	843-244-1676

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A

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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	1	6

* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	N/A	N/A	N/A	52.8%	50.8%	46.7%
Passed 1 subtest (%)	N/A	N/A	20.0%	18.2%	21.7%	20.8%
Passed no subtests (%)	N/A	N/A	80.0%	31.0%	34.8%	41.0%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	16.7%	72.2%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	N/A	18	N/A	82
Number of Graduates in Cohort	N/A	0	N/A	41
Rate	N/A	0.0%	N/A	32.2%

*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	0.0%	36.9%
English 1	10.0%	41.6%
Physical Science	.	30.3%
US History and the Constitution	0.0%	20.5%
All Tests	3.7%	31.3%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
Students (n=27)				
Retention rate	17.2%	Up from 6.5%	10.6%	3.7%
Attendance rate	85.9%	Down from 97.8%	93.8%	95.4%
Eligible for gifted and talented	0.0%	No Change	0.0%	12.4%
With disabilities other than speech	31.7%	Up from 24.1%	17.4%	12.8%
Older than usual for grade	44.4%	Up from 36.7%	15.8%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	55.6%	N/R	1.7%	1.1%
Enrolled in AP/IB programs	10.1%	N/R	0.0%	13.1%
Successful on AP/IB exams	N/A	N/A	N/A	50.4%
Eligible for LIFE Scholarship	N/R	N/R	11.4%	30.4%
Annual dropout rate	5.0%	Up from 0.0%	2.4%	3.1%
Career/technology students in co-curricular organizations	0.0%	N/A	0.0%	2.2%
Enrollment in career/technology courses	26	N/A	142	424
Students participating in work-based experiences	0.0%	N/A	1.9%	11.7%
Career/technology students attaining technical skills	N/A	N/A	73.4%	78.7%
Career/technology completers placed	N/A	N/A	96.9%	98.5%
Teachers (n=2)				
Teachers with advanced degrees	N/A	N/A	55.4%	60.4%
Continuing contract teachers	N/A	N/A	65.1%	76.6%
Teachers with emergency or provisional certificates	N/A	N/A	13.5%	6.5%
Teachers returning from previous year	N/A	N/A	80.2%	86.8%
Teacher attendance rate	N/R	N/R	95.5%	95.8%
Average teacher salary*	I/S	I/S	\$45,984	\$47,390
Professional development days/teacher	10.0 days	N/R	9.7 days	10.0 days
School				
Principal's years at school	1.5	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	12.4 to 1	N/R	14.5 to 1	25.8 to 1
Prime instructional time	N/R	N/R	90.7%	90.1%
Dollars spent per pupil**	\$3,416	N/A	\$12,332	\$7,974
Percent of expenditures for teacher salaries**	100.0%	N/A	50.8%	55.4%
Percent of expenditures for instruction**	100.0%	N/A	58.4%	60.4%
Opportunities in the arts	Poor	No Change	Good	Excellent
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	N/R	100.0%	96.0%
Character development program	Below Average	N/R	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Average

* 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

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	6	16.7%	27	3.7%	18	0.0%	N/A
Gender							
Male	N/A	N/A	14	0.0%	13	0.0%	N/A
Female	N/A	N/A	13	7.7%	N/A	N/A	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	26	3.8%	18	0.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	N/A	N/A	27	3.7%	18	0.0%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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

The Youth Academy is made up of grades K - 12. There is an elementary school, grades K - 5, and secondary school, grades 6 - 12. The school has received an "unsatisfactory" rating and is currently receiving Title I funding due to the high percentage of students eligible for free and reduced lunch.

In addition to state and district mandated assessments, MAP, PASS, HSAP, EOC, Academy Math & Reading, we use the APEX Learning and the American School to gives us an accurate picture of needs connected to student achievement.

Our corrective action entails that we significantly decrease management authority at the school levels; restructure the internal organization; and appoint an outside expert to advise the school in its inability to make adequate yearly progress. Teachers are being trained and evaluated to make sure that they meet the highly qualified standards to reach the students' educational needs.

There is a strong need to improve the communication between the community, parents, teachers, students, the district, and the school. The Youth Academy will strive to provide a safe environment, promote self-esteem, and educate all students to become independent lifelong learners and productive citizens. We will also focus on becoming the pride of the community, a place where all students are empowered to excel to high academic standards and are guided by highly-qualified professionals and dedicated citizens.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	2	10	10
Percent satisfied with learning environment	I/S	80.0%	90.0%
Percent satisfied with social and physical environment	I/S	90.0%	100.0%
Percent satisfied with school-home relations	I/S	I/S	100.0%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 4 out of 4 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	RP-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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	11.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	100.0%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	---------------	---------	--------------	------------	-------------------------------------	---------------------------------------	------------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	7	I/S	I/S	I/S	I/S	I/S	I/S	48.9	65.9	Yes	Yes
Male	5	I/S	I/S	I/S	I/S	I/S	I/S	40	60.8	N/A	N/A
Female	2	I/S	I/S	I/S	I/S	I/S	I/S	57.6	71	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	I/S	59.1	77.5	I/S	I/S
African American	5	I/S	I/S	I/S	I/S	I/S	I/S	48.2	49.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	80.2	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.9	I/S	I/S
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	8.1	21.3	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47.3	I/S	I/S
Subsidized meals	7	I/S	I/S	I/S	I/S	I/S	I/S	49.2	51.5	I/S	I/S

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	7	I/S	I/S	I/S	I/S	I/S	I/S	47.7	62.3	Yes	Yes
Male	5	I/S	I/S	I/S	I/S	I/S	I/S	42	61.7	N/A	N/A
Female	2	I/S	I/S	I/S	I/S	I/S	I/S	53.4	63	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	I/S	59.1	75	I/S	I/S
African American	5	I/S	I/S	I/S	I/S	I/S	I/S	46.6	44	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	85.5	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	62.5	I/S	I/S
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	8.1	22.1	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	52.6	I/S	I/S
Subsidized meals	7	I/S	I/S	I/S	I/S	I/S	I/S	47.9	48.1	I/S	I/S

Physical Science (End-of-Course Test performance by Group)

All Students	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Male	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Female	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data										
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2009	4	I/S	I/S	I/S	I/S	I/S	I/S	40.5	61.8
	2010	7	I/S	I/S	I/S	I/S	I/S	I/S	48.9	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	4	I/S	I/S	I/S	I/S	I/S	I/S	44.9	62.7
	2010	7	I/S	I/S	I/S	I/S	I/S	I/S	47.7	62.3

* Adjusted to account for natural variation in performance.