

Department of Juvenile Justice

4900 Broad River Road, Columbia SC 29212

Grades	6–12	
Enrollment	Average 1000 students per day	
Superintendent	Meda C. Cobb	803-896-9110
• Birchwood School	Anita Latham	
• Willow Lane School & Detention Center	Nancy Montgomery	
• Evaluation Center Schools	Jason Ladd	
• Community Residence Placements	Michele Fisher	
Board Chair	William R. Byars, Jr., Director	

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Excellent	Excellent
2006	Excellent	Excellent

ADEQUATE YEARLY PROGRESS

N/A

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.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk − School 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.

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://www.eoc.sc.gov

Department of Juvenile Justice

PERFORMANCE CRITERIA*

Criterion	5	4	3	2	1
GED Completion Rate (.25)	50%+	45-49%	40-44%	35-39%	Below 35%
HS Credits Earned (.50)	5+	4+	3+	2+	Less than 2 credits
MAP Gains/Reading (.05)	75%+	60-74%	45-59%	30-44%	Below 30%
MAP Gains/Math (.05)	75%	60-74%	45-59%	30-44%	Below 30%
Middle School Classes Passed (.15)	4	3	2	1	No Classes Passed (Science/Math/English/SS)

2009–10 Results	Data	Points
GED Completion Rate	67%	5
High School Credits Earned	5.7	5
MAP Gains Reading	65%	4
MAP Gains Math	72%	4
Middle School Classes Passed	5.2	5

*Calculations are based on the DJJ School District calendar year, August 1 through July 31.

DEMOGRAPHICS*

Ethnicity	Percent	Gender	Percent	Ages of Juveniles Committed to BRRC	Percent
African American	71%	Male	89%	15 Year Old	29%
White	27%	Female	11%	16 Year Old	39%
Other	2%			17 Year Old	14%

Parental Status	Percent	Living Arrangement	Percent	Legal Characteristics	Percent
Divorced/Separated	22%	Single Parent	53%	Violent/Serious Offense	49%
Living Together, Married	8%	Natural Parents	7%	Probation Violation	51%
Living Apart, Never Married	47%	All Other	40%		

Counties Comprising Majority of Commitments

County	*Percent*	*County*	*Percent*	*County*	*Percent*
Richland	12%	Greenville	8%	Charleston	7%
Aiken	6%	Lexington	8%	Pickens	4%
TOTAL	45%				

*Data represents most recent information available from SCDJJ database.

Abbreviations for Missing Data

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

Department of Juvenile Justice

END OF COURSE TESTS

Percent of students scoring 70 or above on:	Our School
Algebra 1/Math for the Technologies 2	22.0%
English 1	35.0%
US History and the Constitution	0%
Physical Science, Chemistry, Physics / Biology 1	13% / 0%
All Subjects	20%

SCHOOL PROFILE

	Our School	Change from Last Year
Students (n=539)*		
Retention rate	2.9%	Up from 1.8%
Attendance rate	100%	Same
With disabilities other than speech	48%	Up from 34%
Older than usual for grade	97%	Up from 96%
Out-of-school expulsions for violent &/or criminal offenses	0%	Same
Annual dropout rate	0%	Same
Teachers (n=70)		
Teachers with advanced degrees	69%	Up from 68%
Continuing contract teachers	N/A	Same
Percent of classes not taught by highly qualified teachers	9.80%	Up from 9.21%
Teachers with emergency or provisional certificates	0%	Same
Teachers returning from previous year	73%	Down from 76%
Teacher attendance rate	N/A	Same
Average teacher salary	$64,548	Down from $64,591
Professional development days	5.0	Down from 6
School		
Superintendent's years at school	8	Up from 7
Student-teacher ratio in core subjects	12:1	Same
Prime instructional time	N/R	Same
Percent of expenditures for instruction	23%	Down from 40%
Dollars spent per pupil	$5,740	Down from $6,160
Percent of expenditures for teacher salaries	94.5%	Up from 60%
Opportunities in the arts	Good	Up from Fair
SACS accreditation	Yes	Same

*Data for the 2009-10 school year are derived from the BRRC schools only.

Note: DJJ is a continuous-progress special school district within a state agency that provides 24/7 residential care. The amount reflected in "Dollars per Student" is for the Division of Educational Services only. Instruction is provided wherever the juveniles are, such as in special management units; therefore attendance is 100%. Teachers are state employees and therefore do not have contracts.

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REPORT OF SUPERINTENDENT

The SC Department of Juvenile Justice Special School District provides academic and career and technology training to students in grades six through twelve in a variety of settings, including institutional schools, evaluation centers, a detention center, and ten community residence placements.

The student population consists of South Carolina youth that are adjudicated delinquent for committing one or more offenses. Forty-eight percent of the juveniles committed to the Broad River Road complex (BRRC), which includes Birchwood and Willow Lane schools, are receiving special education and related services as specified under the Individuals with Disabilities Education Act. Many of the juveniles have been either suspended or expelled from their previous school district. Thus DJJ juveniles often have not had the opportunity to receive the full benefit of educational opportunities. Ninety-seven percent of the BRRC student population is older than normal for their grade placement.

In the spirit of accountability, the Department of Juvenile Justice Special School District has selected five criteria as measurements of our school district: 1) increasing middle school students' reading skills, 2) increasing middle school students' math skills, 3) increasing the percentage of students who earn their GED, 4) increasing the average number of Carnegie units earned and 5) increasing the average middle school core courses passed. Each criterion is weighted based upon the percentage of students in each category. Middle school students' math and reading achievement is measured by comparing pre-post tests scores with the MAP computer assessment program. DJJ tracks the percentage of students who earn their GED as well as Carnegie units and core middle school courses passed. For the 2009-2010 school year, sixty-seven percent of those who took the exam earned their GED. The average number of Carnegie units earned was 5.7 and middle school students' skills increased by 65% for math and 72% for reading. During this school year, the DJJ Special School district had 142 GED graduates and one student earned a high school diploma. An additional focus of DJJ educational services is to provide students marketable job skills. The career and technology education (CATE) curriculum continues to support thirteen programs. CATE programs integrate academics and technical education standards, while providing marketable workplace skills. Students have the opportunity to enter the workforce or post-secondary education.

The DJJ Special School District staff is committed to working toward higher standards of education and achievement as well as marketable workplace skills for all our students.

Meda C. Cobb

EVALUATIONS BY STUDENTS, TEACHERS, AND PARENTS

	Students	Teachers	Parents
Number of surveys returned	5	25	0
Satisfied with learning environment	IS	80.0%	N/A
Satisfied with social and physical environment	IS	84.0%	N/A
Satisfied with school-home relations	IS	44.0%	N/A