

## Department of Juvenile Justice

4900 Broad River Road, Columbia SC 29212

<b>Grades</b>	6–12	
<b>Enrollment</b>	Average 750 students per day	
<b>Superintendent</b>	<b>Meda C. Cobb</b>	<b>803-896-9110</b>
• Birchwood School	Tim Bunch (Interim)	
• Evaluation/Detention Centers and Community Residence Placements	Nancy Montgomery	
<b>Board Chair</b>	Margaret Barber, Director	

# THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2012 REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	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>

**PERFORMANCE CRITERIA\***

<b>Criterion</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
GED Completion Rate (.25)	50%+	45-49%	40-44%	35-39%	Below 35%
<b>HS Credits Earned (.50)</b>	<b>5+</b>	<b>4+</b>	<b>3+</b>	<b>2+</b>	<b>Less than 2 credits</b>
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)

<b>2011–12 Results</b>	<b>Data</b>	<b>Points</b>
GED Completion Rate	77%	5
High School Credits Earned	5.5	5
MAP Gains Reading	44%	2
MAP Gains Math	56%	3
Middle School Classes Passed	5.0	5

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

**DEMOGRAPHICS\***

<b>Ethnicity</b>	<b>Percent</b>	<b>Gender</b>	<b>Percent</b>	<b>Ages of Juveniles Committed to BRRC</b>	<b>Percent</b>
African American	65%	Male	86%	15 Years and Younger	9%
White	30%	Female	14%	16 Year Old	18%
Other	5%			17 and Older	73%

  

<b>Grade Placement</b>	<b>Percent</b>	<b>Daily Population</b>	<b>Percent</b>	<b>Length of Custody</b>	<b>Percent</b>
5 <sup>th</sup> – 7 <sup>th</sup>	6%	Hardware/Staff Secure	68%	0 – 6 Months	43%
8 <sup>th</sup> - 9 <sup>th</sup>	57%	Multi-Agency & Therapeutic Placements	19%	6.1 – 24 Months	24%
10 <sup>th</sup> – 12 <sup>th</sup>	37%	All Other	13%	> than 24 Months	12%

**Counties Comprising Majority of Commitments**

<i>County</i>	<i>Percent</i>	<i>County</i>	<i>Percent</i>	<i>County</i>	<i>Percent</i>
Richland	21%	Greenville	7%	Charleston	4%
York	11%	Lexington	6%	Horry	6%
<b>TOTAL</b>	<b>55%</b>				

\*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

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:	Our School
Algebra 1/Math for the Technologies 2	6%
English 1	19%
US History and the Constitution	4%
Biology 1, Applied Biology 2	25%
All Subjects	15%

**SCHOOL PROFILE**

	Our School	Change from Last Year
<b>Students (n=749)</b>		
Retention rate	N/A	Same
Attendance rate	100%	Same
With disabilities other than speech	31%	Down from 32%
Older than usual for grade	82%	Down from 88%
Out-of-school expulsions for violent &/or criminal offenses	N/A	Same
Annual dropout rate	N/A	Same
<b>Teachers (n=57)</b>		
Teachers with advanced degrees	87%	Up from 78%
Continuing contract teachers	N/A	Same
Percent of classes not taught by highly qualified teachers	3.19%	Down from 8.2%
Teachers with emergency or provisional certificates	0%	Same
Teachers returning from previous year	88%	Up from 70%
Teacher attendance rate	N/A	Same
Average teacher salary	\$61,773	Down from \$62,139
Professional development days	7.0	Up from 5.4
<b>School</b>		
Superintendent's years at school	10	Up from 9
Student-teacher ratio in core subjects	12:1	Same
Prime instructional time	N/R	Same
Percent of expenditures for instruction	38.9%	Up from 23.6%
Dollars spent per pupil	\$5,328.94	Up from \$2,313.00
Percent of expenditures for teacher salaries	89.0%	Down from 96.3%
Opportunities in the arts	Good	Same
SACS accreditation	Yes	Same

**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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Department of Juvenile Justice

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. Thirty-one percent of the juveniles committed to the Broad River Road complex (BRRRC), 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. Eight-two percent of the BRRRC 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 2011-2012 school year, seventy-seven percent of those who took the exam earned their GED. The average number of Carnegie units earned was 5.5 and middle school students' skills increased by 56% for math and 44% for reading. During this school year, the DJJ Special School district had 116 GED graduates and three students 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 fourteen 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	58	7	N/A
Satisfied with learning environment	60.4%	85.7%	N/A
Satisfied with social and physical environment	64.9%	28.6%	N/A
Satisfied with school-home relations	57.9%	100.00%	N/A