



LAMBS ELEMENTARY

6800 Dorchester Road
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	398 Students	
Principal	Kenneth R. Plaster	843-767-5900
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Average	Average
2007	Below Average	Good

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

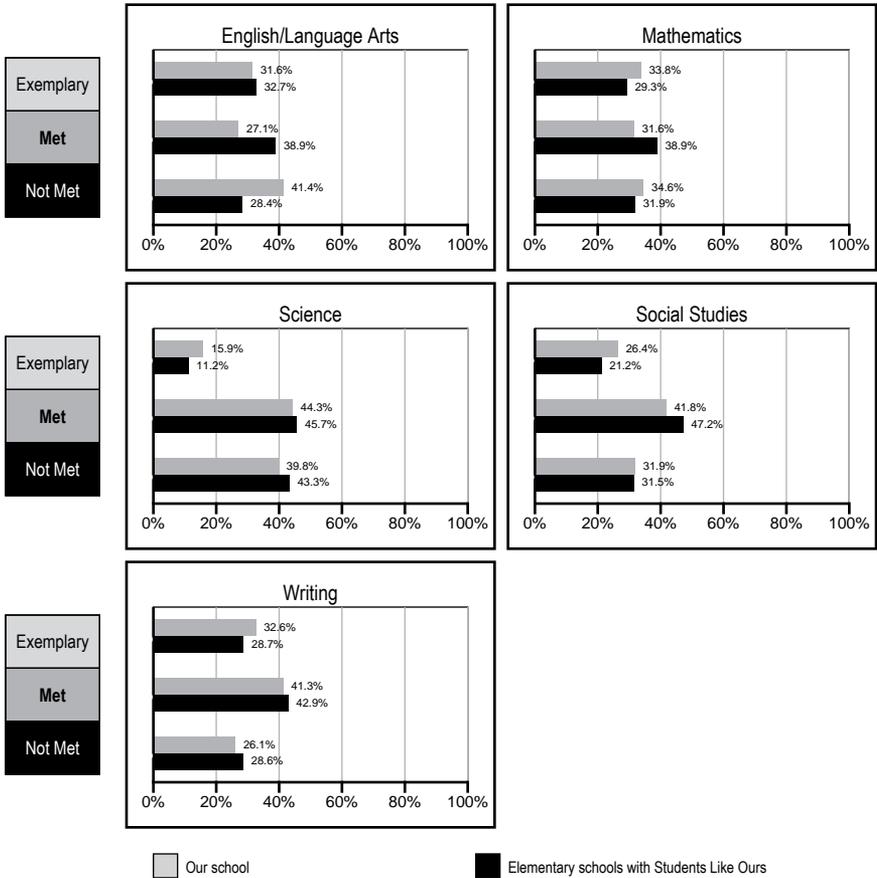
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	12	97	17	4

* 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=398)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.3%	Up from 0.0%	1.5%	1.1%
Attendance rate	94.8%	Down from 95.2%	95.9%	96.2%
Served by gifted and talented program	12.3%	Up from 9.1%	8.9%	13.4%
With disabilities other than speech	1.6%	Down from 2.6%	4.5%	4.1%
Older than usual for grade	0.0%	No Change	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	51.6%	Down from 57.6%	60.7%	62.5%
Continuing contract teachers	93.5%	Up from 81.8%	87.1%	88.2%
Teachers returning from previous year	86.9%	Up from 82.5%	86.6%	87.8%
Teacher attendance rate	97.2%	Up from 97.1%	95.1%	95.2%
Average teacher salary*	\$43,718	Down 5.1%	\$45,982	\$46,773
Professional development days/teacher	9.8 days	Down from 10.7 days	10.4 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 17.8 to 1	19.1 to 1	19.9 to 1
Prime instructional time	91.8%	Down from 91.9%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,492	Down 4.9%	\$7,513	\$7,447
Percent of expenditures for instruction**	67.5%	Down from 68.6%	67.2%	68.4%
Percent of expenditures for teacher salaries**	65.3%	Down from 65.7%	64.1%	65.8%

* 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

This report card is presented annually to give the parents, community, and interested citizens the status of Lambs Elementary School. The report is designed to give the reader information about the progress of the school, faculty, staff, and students.

Lambs Elementary School is a Title 1 school with 83% of the students at or below the poverty level. In 2010, the student attendance rate was 95.2%. Teacher attendance is 97.1% compared to 94.3% the previous year. Teachers with advanced degrees increased from 54.5% to 57.6% in 2010.

The faculty, staff and administration are dedicated to the full implementation of the Charleston Plan for Excellence. Professional development activities are planned that provide the teachers with additional skills to help each student reach their potential in a safe and orderly environment.

Lambs Elementary has been recognized as an Exemplar School for PBIS implementation for three consecutive years. The faculty is also trained in CHAMPS. Students are taught Lambs traits throughout the curriculum and are rewarded frequently and consistently for positive behavior. Some of the recognitions include incentive drawings, quarterly celebrations and shopping at the Lambs Loot store. As a result, suspensions and office referrals have decreased significantly. Lambs Elementary has dropped the suspension rate from 1.0% to 0.2% in the last year.

The administration, faculty, and staff use school data to develop strategic plans for improvement. With the Charleston County School District's theme, "Excellence is our Standard", as the backdrop, the mission at Lambs Elementary is to provide quality instruction for all students.

The lead teacher and the principal met weekly with the grade level teams to discuss instructional strategies, monitor student progress, and discuss implementation of strategies and the coherent curriculum. The coherent curriculum and instructional calendars drive the instructional program for all students. Student progress is monitored by using a variety of assessments including DIBELS, DRA, and MAP testing.

A new initiative for the 2010-11 school year is the update and school-wide implementation of Accelerated Reader and Accelerated Math. Based on the positive data produced by teachers using these programs, the faculty decided to implement the programs school-wide. Students' progress towards reading goals are displayed in the hallways and recognized in quarterly awards ceremonies.

Volunteers continue to provide excellent support to the teachers and students. The number of volunteers working with Lambs continues to increase, and the Parent Advocate will continue to expand the program. During the school year, the PTA was awarded the Lowe's Toolbox for Education Grant and new playground equipment and basketball goals were acquired to enrich the environment at Lambs. A Parent Breakfast was held each quarter during 2010-11 with special guests from the community including Ms. Fran Hawk and a detective from the North Charleston Police Department who works to promote internet safety for children. Over 50 parents attended each breakfast.

Jennifer Wicker, Lead Teacher
Kenneth R. Plaster, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	49	23
Percent satisfied with learning environment	96.6%	77.6%	82.6%
Percent satisfied with social and physical environment	96.4%	85.4%	91.3%
Percent satisfied with school-home relations	69.0%	89.6%	95.7%

* 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 7 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

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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.8%	0.0%	No
Student attendance rate	94.8%	94.0%**	Yes

* Or greater than last year

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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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	158	100	41.4	27.1	31.6	69.9	83.1	82.4	No	Yes
Gender										
Male	90	100	39.7	34.2	26	69.9	79.9	78.7	N/A	N/A
Female	68	100	43.3	18.3	38.3	70	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	32	100	18.5	29.6	51.9	85.2	94.8	88.9	I/S	I/S
African American	101	100	47.7	25.6	26.7	65.1	71.9	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.3	93	I/S	I/S
Hispanic	23	100	50	27.8	22.2	66.7	78	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	87.5	83	I/S	I/S
Disability Status										
Disabled	25	100	N/AV	N/AV	N/AV	9.1	42.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	56.3	18.8	25	62.5	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	127	100	47.7	27.1	25.2	64.5	72.9	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	158	100	34.6	31.6	33.8	75.2	82.8	81.9	No	Yes
Gender										
Male	90	100	37	27.4	35.6	71.2	81.1	79.9	N/A	N/A
Female	68	100	31.7	36.7	31.7	80	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	32	100	18.5	22.2	59.3	88.9	94.9	88.9	I/S	I/S
African American	101	100	39.5	33.7	26.7	67.4	70.9	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	94.6	I/S	I/S
Hispanic	23	100	33.3	38.9	27.8	88.9	79.2	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	93.8	84.4	I/S	I/S
Disability Status										
Disabled	25	100	N/AV	N/AV	N/AV	22.7	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	37.5	37.5	25	87.5	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	127	100	39.3	33.6	27.1	70.1	72.7	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	107	98.1	39.8	44.3	15.9	60.2	69.2	68.6
Gender								
Male	56	96.4	38.6	40.9	20.5	61.4	68.4	68.3
Female	51	100	40.9	47.7	11.4	59.1	70	68.9
Racial/Ethnic Group								
White	19	100	20	33.3	46.7	80	90.4	80.7
African American	71	97.2	43.1	48.3	8.6	56.9	48.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.2	85.3
Hispanic	16	100	50	42.9	7.1	50	63.3	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87	70.8
Disability Status								
Disabled	14	100	N/AV	N/AV	N/AV	N/AV	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	14	100	50	41.7	8.3	50	60.4	60.7
Socio-Economic Status								
Subsidized meals	86	97.7	44.3	47.1	8.6	55.7	51.8	57.3
Social Studies								
All Students	107	99.1	32.6	41.3	26.1	67.4	75.5	72.5
Gender								
Male	63	98.4	35.8	37.7	26.4	64.2	74.4	72
Female	44	100	28.2	46.2	25.6	71.8	76.6	73.1
Racial/Ethnic Group								
White	26	100	18.2	40.9	40.9	81.8	91	81
African American	67	98.5	36.2	41.4	22.4	63.8	60.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	89
Hispanic	13	100	36.4	45.5	18.2	63.6	69	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	73.5
Disability Status								
Disabled	17	100	80	13.3	6.7	20	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	81	98.8	38	39.4	22.5	62	61.8	62.9

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
Writing										
All Students	54	100	26.1	41.3	32.6	73.9	75.8	73.2	94.8	96
Gender										
Male	35	100	29.6	40.7	29.6	70.4	70.7	67.2	94.2	95.9
Female	19	100	21.1	42.1	36.8	78.9	81.1	79.4	95.6	96.1
Racial/Ethnic Group										
White	10	I/S	I/S	I/S	I/S	I/S	90.8	81.5	94.2	96.1
African American	33	100	28.6	35.7	35.7	71.4	61.3	61.3	95	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	87	95.7	96.9
Hispanic	10	I/S	I/S	I/S	I/S	I/S	69.4	66.7	94.8	96
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	95.9	95.9
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	23.9	26	92.5	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	67.9	65.7	95.1	96.3
Socio-Economic Status										
Subsidized meals	45	100	30.8	41	28.2	69.2	62.2	63.2	94.7	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	57	100	18.5	37	44.4	81.5
	4	60	100	38.2	40	21.8	61.8
	5	55	100	21.6	45.1	33.3	78.4
	6	0	N/A	N/A	N/A	N/A	N/A
	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	50	100	48.8	11.6	39.5	51.2
	4	56	100	37	39.1	23.9	63
	5	52	100	38.6	29.5	31.8	61.4
	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
Mathematics							
2010	3	57	100	38.9	35.2	25.9	61.1
	4	60	100	36.4	30.9	32.7	63.6
	5	55	100	31.4	25.5	43.1	68.6
	6	0	N/A	N/A	N/A	N/A	N/A
	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	50	100	44.2	16.3	39.5	55.8
	4	56	100	26.1	45.7	28.3	73.9
	5	52	100	34.1	31.8	34.1	65.9
	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
Science							
2010	3	29	100	59.3	29.6	11.1	40.7
	4	60	100	40	49.1	10.9	60
	5	29	100	57.7	38.5	3.8	42.3
	6	0	N/A	N/A	N/A	N/A	N/A
	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	26	100	71.4	14.3	14.3	28.6
	4	56	100	32.6	54.3	13	67.4
	5	25	92	23.8	52.4	23.8	76.2
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	28	100	29.6	48.1	22.2	70.4
	4	60	100	50.9	38.2	10.9	49.1
	5	26	100	48	20	32	52
	6	0	N/A	N/A	N/A	N/A	N/A
	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	24	100	31.8	31.8	36.4	68.2
	4	56	100	21.7	54.3	23.9	78.3
	5	27	96.3	54.2	25	20.8	45.8
	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
Writing							
2010	3	56	100	42.6	31.5	25.9	57.4
	4	61	100	39.3	44.6	16.1	60.7
	5	55	98.2	24	38	38	76
	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
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	54	100	26.1	41.3	32.6	73.9
	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

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