



State and federal laws require public schools to release report cards to the public each year. This year, the report card has been updated to reflect changes in reporting directed by the SC Education Oversight Committee. Schools will not be rated for state accountability purposes until Fall 2017 when the state will transition to a single accountability system. The following reports student performance in school year 2014-15.

<b>Grades:</b>	PK-5 Elementary	<b>Principal:</b>	Jarmalar Logan
<b>Enrollment:</b>	398 students	<b>Superintendent:</b>	Mr. Michael L. Bobby, Acting Superinte
<b>School Phone:</b>	843-767-5900	<b>Board Chair:</b>	Mrs. Cindy Bohn Coats
<b>School Website:</b>	<a href="http://lambs.ccsdschools.com/">http://lambs.ccsdschools.com/</a>		



## Profile of the SC Graduate

### World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences\*

### World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

### Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

\* 21st Century core courses in Social Sciences include History, Geography, Economics, Government and Civics.

## WORLD CLASS SKILLS & LIFE AND CAREER CHARACTERISTICS

*Our school is helping all students develop the world class skills and life and career characteristics of the Profile of the Graduate by ...*

Lambs Elementary is helping all students develop the world class skills and life and career characteristics of the South Carolina Graduate by creating a learning environment where all learners set goals and work with integrity to become leaders who strive for excellence! Our diverse student population exhibits the expected traits of a Lambs' Learner: Listening Carefully; Accepting Responsibility; Making Good Choices; Being Prepared; and Showing Respect.

We are implementing the combination of Positive Behavior Intervention and Support (PBIS), Personalized Learning, and Universal Design for Learning (UDL) to enhance students' critical thinking and problem solving skills. Teachers receive ongoing professional development to support implementation of these frameworks. PBIS assists teachers in adopting and organizing evidence-based behavioral interventions into our integrated continuum that enhances academic and social behavior outcomes for students. Personalized Learning seeks to accelerate student learning by tailoring the instructional environment – what, when, how, and where students learn – to address the individual needs, skills, and interests of each student. Students are encouraged to take ownership of their learning, while also developing deep, personal connections with each other, their teachers, and other adults. UDL is used to improve and optimize teaching and learning for all students based on scientific insights into how humans learn.

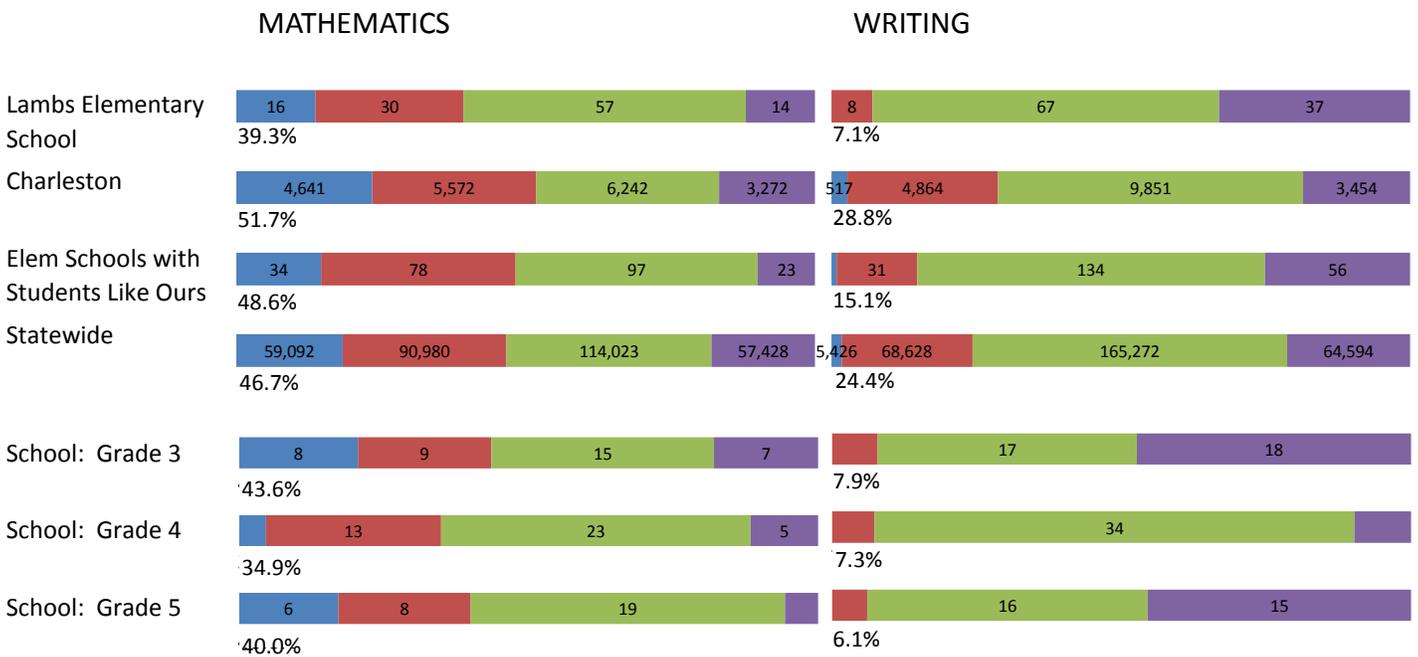
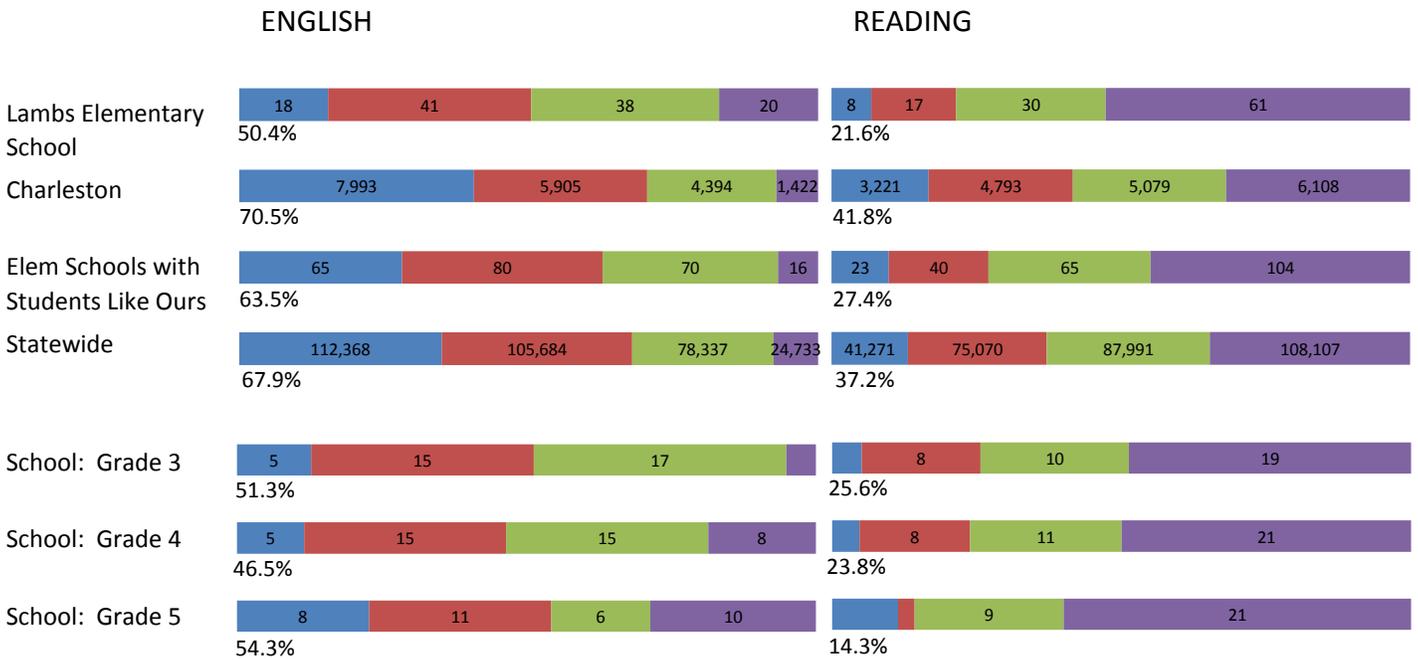
Pivotal to student success is the setting of goals for all (administration, teachers, and students). Teachers and students use data notebooks to set goals and track mastery of these goals as well as to unpack and track mastery of academic standards. Within the student-centered classroom at Lambs Elementary, you will find: Class and School Shared Vision Statements, a classroom Code of Cooperation, and Standard Operating Procedures (SOPs). Students use a proficiency scale to indicate where they are on the learning spectrum, which ranges from being in need of assistance to being able to teach someone else.

Teachers at Lambs utilize small group guided instruction in reading and math, Writer's Workshop, Accelerated Reader, Calendar Math, First in Math, STEM, and science kits to meet the learning needs of students. Lambs' families attended our annual Fall Festival, Holiday Showcase, and Spring Family Night. This year, we had our first Lambs' Art Show to showcase student creativity. We thank all of our families and community partners for continued support!

Ms. Jarmalar Y. Logan, Principal  
Ms. Conroy, SIC Chair

**KNOWLEDGE**

The ACT Aspire assessment was given to students in grades 3-8 in Spring 2015. Students were assessed in the subject areas of Reading, English, Mathematics and Writing



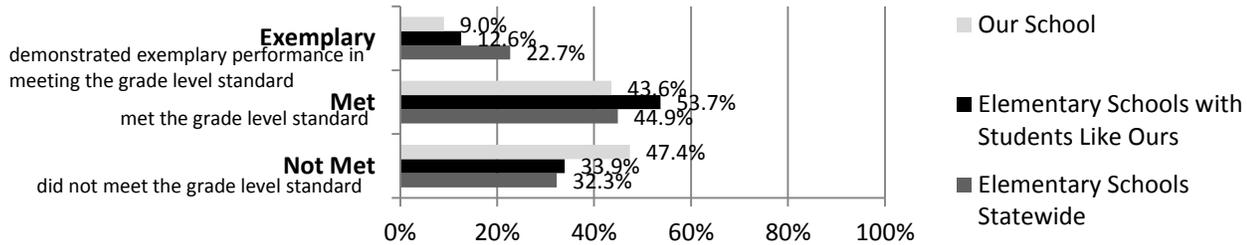
Abbreviations for Missing Data

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

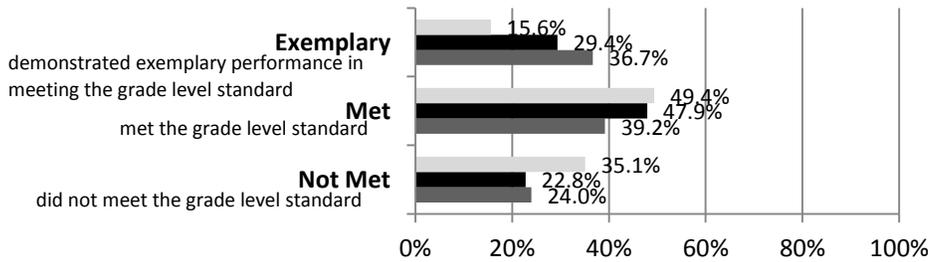
**KNOWLEDGE**

The SC Palmetto Assessment of State Standards (SCPASS) was given to students in grades 4 - 8 in Spring 2015. Students were assessed in the subject areas of Science and Social Studies.

**Science**



**Social Studies**



Science SCPASS	
Our School: Percent Met and Above for each grade level	
4th grade	5th grade
48.8	57.1
Social Studies SCPASS	
Our School: Percent Met and Above for each grade level	
4th grade	5th grade
69.0	60.0

Note: Results include SC-Alt assessment results.

Exemplary	"Exemplary": student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met": student met the grade level standard.
Not Met	"Not Met": student did not meet the grade level standard.

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.

Abbreviations for Missing Data

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

**OPPORTUNITIES****For students to meet the profile of the SC Graduate**

	Our School	Change from Last Year	Elementary Schools with students like ours
<b>Students (n = 398)</b>			
Percent of students participating in Medicaid, SNAP, or TANF; homeless, foster, or migrant students (poverty index)	79.0	Down from 88.6%	N/A
Attendance Rate	93.9	Down from 95.4%	95.5
With disabilities	8.9	Down from 10.3%	13.5
Out of school suspensions or expulsions for violent and/or criminal offenses	0.8	No change	0.0
Percentage of students served by gifted and talented programs	3.7	Down from 3.8%	6.4
Percentage of students retained	0.3	No change	1.3
<b>Teachers (n = 31)</b>			
Percentage of teachers with advanced degrees	58.1	Up from 54.5%	58.3
Percentage of teachers on continuing contract	67.7	Up from 66.7%	80.9
Teachers returning from previous year	81.2	Up from 80.4%	88.2
Teacher attendance rate	95.4	Down from 97.0%	94.9
Average teacher salary*	\$46,810	Down 0.6%	\$48,151
Professional development days / teacher	6.5 days	Down from 20.2 days	10.7 days
Percentage of teacher vacancies for more than 9 weeks	0.0	N/A	0.5
<b>School</b>			
Principal's years at school	4.0	Up from 2.5	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 18.4 to 1	20.0 to 1
Prime instructional time	87.4	Down from 91.1%	89.2
Opportunities in the arts	Good	No change	Good
Opportunities in foreign languages	Poor	N/A	Poor
AdvancEd (SACS) accreditation	No	No change	Yes
Parents attending conferences	97.6	Down from 100.0%	100.0
Character development program	Excellent	No change	Excellent
Avg. age of books / electronic media in the school library	12.0	N/A	14.9
Number of resources available per student in the school library media center	14.5	N/A	25.4
Bandwidth capacity per student	>100 Mbps	N/C	N/A
Percent of classrooms with wireless access	76-100%	N/C	N/A
District-issued learning devices per student	2.0	N/C	1.0
District-issued technology devices per teacher	2.0	N/C	1.9
Percentage of classes not taught by highly qualified teachers	0.0	Down from 3.8%	0.0
Dollars spent per pupil**	\$10,179	Down 2.7%	\$7,860
Percent of expenditures for instruction**	65.7	Up from 64.8%	65.2
Percent of expenditures for teachers' salaries**	66.4	Up from 65.0%	66.7

\* Includes current year teachers contracted for 190 days or more.

\*\* 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

**OPPORTUNITIES****Evaluations by Teachers, Students, and Parents****Evaluations by Teachers, Students, and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	21	32	25
Percent satisfied with learning environment	76.2	96.9	96.0
Percent satisfied with social and physical environment	60.0	100.0	84.6
Percent satisfied with school-home relations	52.4	97.0	76.9

\* Only students at the highest elementary school grade and their parents were included.

**State Ratings History of School**

<b>Year</b>	<b>Absolute Rating</b>	<b>Growth Rating</b>
2014	Average	Average
2013	Below Average	Excellent
2012	Below Average	Below Average

Based on state law, schools will not be rated for state accountability purposes until Fall 2017.

**Additional Resources**

SC State Content Standards  
[Family-Friendly Guides to the SC Content Standards](#)  
[2014-15 Accountability Manual](#)  
[Report Card Data Files](#)  
[ESEA Data Files](#)

## Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample