



## Lake Carolina Elementary

1151 Kelly Mill Road  
Blythewood, SC 29016

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	871 Students	
<b>Principal</b>	Dr. James Ann Lynch	803-714-1300
<b>Superintendent</b>	Dr. Stephen Hefner	803-787-1910
<b>Board Chair</b>	Melinda Anderson	803-736-5530

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Excellent*</b>
2008	Excellent	Excellent
2007	Excellent	Excellent
2006	Excellent	Excellent
2005	Excellent	Excellent

\* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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.

**Percent of Student PASS Records Matched for Purpose of Computing Growth Rating**

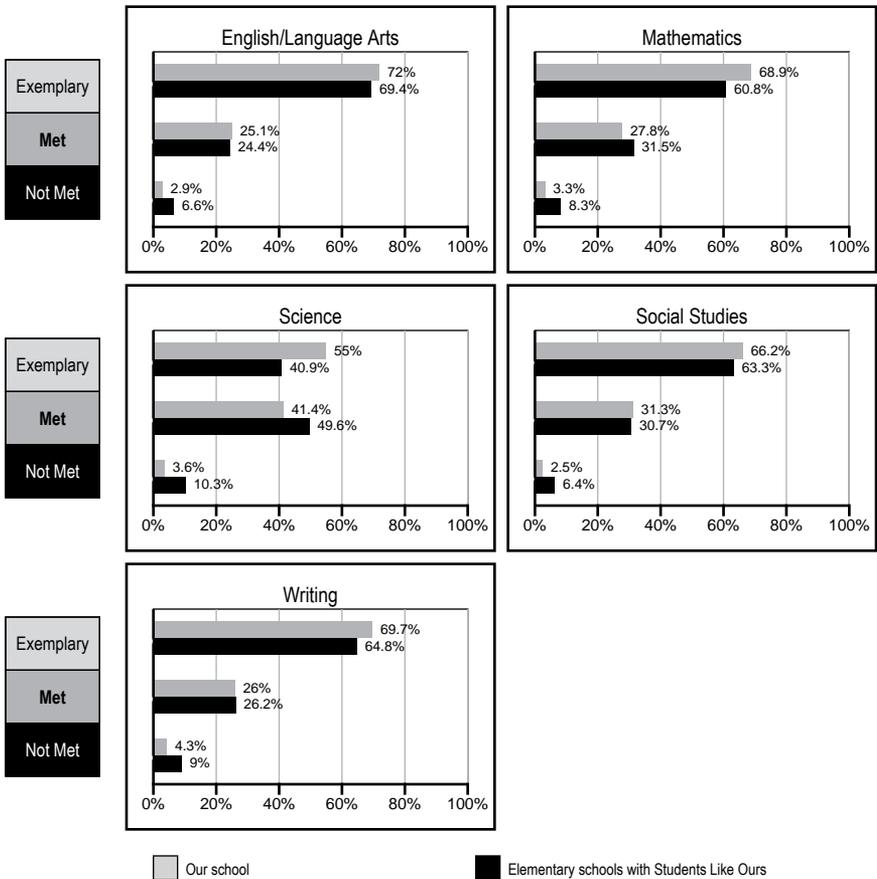
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 89.9%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
14	0	0	0	0

\* Ratings are calculated with data available by 06/01/2010.

**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
<b>Students (n=871)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	99.4%	100.0%
Retention rate	0.3%	Down from 0.5%	0.6%	1.9%
Attendance rate	97.2%	No Change	96.9%	96.3%
Eligible for gifted and talented	26.3%	Up from 21.5%	30.8%	10.0%
With disabilities other than speech	4.0%	Up from 2.4%	4.3%	7.7%
Older than usual for grade	0.0%	No Change	0.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=57)</b>				
Teachers with advanced degrees	70.2%	Up from 66.7%	67.5%	59.4%
Continuing contract teachers	84.2%	Up from 69.7%	84.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 1.9%	0.0%	0.0%
Teachers returning from previous year	82.4%	Down from 83.3%	84.7%	85.9%
Teacher attendance rate	93.8%	Up from 93.5%	95.7%	95.1%
Average teacher salary*	\$53,065	Up 12.8%	\$50,622	\$47,149
Professional development days/teacher	14.2 days	Down from 17.7 days	9.4 days	11.1 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	6.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 19.7 to 1	20.4 to 1	18.8 to 1
Prime instructional time	89.6%	Up from 89.2%	91.8%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.4%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,415	Up 4.8%	\$6,502	\$7,458
Percent of expenditures for instruction**	72.5%	Down from 73.4%	68.0%	68.8%
Percent of expenditures for teacher salaries**	69.6%	Down from 70.5%	64.9%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

Our seventh year was a huge gator success! Lake Carolina was recognized for the sixth year for closing the Achievement Gap for historically underperforming students. In addition, we achieved Adequate Yearly Progress in all 17 of our 17 descriptors, and Lake Carolina was selected as Team of the Year for Richland District Two. Again our school earned the Palmetto Gold distinction, which is the highest academic honor recognized by the State Department of Education. We were also awarded the highest national recognition, as Lake Carolina was nominated and earned the National Blue Ribbon of Excellence by the US Department of Education.

Lake Carolina has 23 National Board Certified teachers and one of our teachers was selected as a Milken Award Winner. In addition, LCE 's partnership with the University of South Carolina as a Professional Development School brought 13 interns and student teachers into our school during the course of the year. One hundred percent of our faculty and staff have been trained in brain compatibility, and in the summer of 2008 we began our work with Curriculum Mapping and Personal Responsibility through collaboration. We celebrate our children's growth through Honor Roll recognitions and celebrations, 5th Grade Leadership Meetings, Reading Counts Celebrations, and Peace Flag Celebrations. After-school clubs for 4th and 5th grades, as well as Mad Science, karate, dance, aerobics, and gymnastics, offered additional enrichment opportunities for our students. In addition, qualifying 3rd, 4th, and 5th graders had the opportunity to participate in Wilson Tier Two and PASS Blitz. The LCE Leadership Academy continued to focus on opportunities for 4th- and 5th-grade boys to learn and build competency skills in leadership, and 150 of our children participated in a Boys and Girls Club program. Our 891 students read 113,118 books and earned 235,168 Reading Counts Points. Each day we averaged 593 books checked out in our Media Center. Two "Literacy at the Lake" books helped to frame our focus of 18 LIFESKILLS and 5 Lifelong Guidelines.

Based on the feedback from our Health Advisory and School Improvement Council surveys, strategies which included Exercise Counts were implemented to increase our focus on Heart Healthy Living. Our School Improvement Council sponsored an extremely successful uniform sale and was co-host in sponsoring Dr. Hefner's Accountability session for our community. Service learning projects selected and supported by our SIC were as follows: Harvest Hope Canned Food Drive, Seeing Eye Guide Dog Project, Jump Rope for Heart, and Empty Bowls Project. Our PTO's tremendous efforts enabled us to purchase 9 smart boards and projectors, an additional Lobby Guard system, and a new series of Student Media Testing. Our Board also sponsored Family Fun Nights, Gator Fest, and our Father/Daughter Dance.

Due to the dedication and commitment of TEAM LCE and the support and pride of our parents and community, our accolades are many. However, what we truly cherish is our sense of community where TOGETHER we will continue to "sail beyond excellence" for ALL children at Lake Carolina Elementary School.

James Ann Lynch, Principal  
Mark Curfman, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	141	110
Percent satisfied with learning environment	100.0%	100.0%	98.2%
Percent satisfied with social and physical environment	100.0%	98.6%	98.2%
Percent satisfied with school-home relations	100.0%	97.9%	94.5%

\* 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

YES

This school met 17 out of 17 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.2%	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
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	440	100	2.9	25.1	72	98.8	86	82.8	Yes	Yes
<b>Gender</b>										
Male	209	100	4	28.5	67.5	98	82.8	79.3	N/A	N/A
Female	231	100	1.8	22	76.1	99.5	89.3	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	215	100	1	20.5	78.5	99.5	94.5	89.5	Yes	Yes
African American	174	100	5.4	34.9	59.6	97.6	81.9	73.7	Yes	Yes
Asian/Pacific Islander	28	100	4	8	88	100	92.2	92.3	I/S	I/S
Hispanic	11	100	N/AV	N/AV	N/AV	100	78.3	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	71.4	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	26	100	29.2	37.5	33.3	87.5	51.6	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	31	100	4	16	80	96	80.4	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	61	100	3.6	42.9	53.6	98.2	77.8	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	440	100	3.3	27.8	68.9	97.8	80.9	78.9	Yes	Yes
<b>Gender</b>										
Male	209	100	5	26	69	97.5	78.4	77	N/A	N/A
Female	231	100	1.8	29.4	68.8	98.2	83.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	215	100	1	18.5	80.5	99.5	93.2	87.2	Yes	Yes
African American	174	100	6.6	41.6	51.8	95.2	74.4	66.7	Yes	Yes
Asian/Pacific Islander	28	100	4	8	88	100	94.1	93	I/S	I/S
Hispanic	11	100	N/AV	N/AV	N/AV	100	74.9	76	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	78.6	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	26	100	33.3	25	41.7	75	46.8	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	31	100	N/AV	N/AV	N/AV	100	80.1	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	61	100	7.1	33.9	58.9	96.4	70.6	70.2	Yes	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
<b>Science</b>								
All Students	296	99.7	3.6	41.6	54.8	96.4	73.4	67.5
<b>Gender</b>								
Male	139	99.3	5.3	39.8	54.9	94.7	72.4	67
Female	157	100	2	43.2	54.7	98	74.5	68
<b>Racial/Ethnic Group</b>								
White	141	100	1.5	26.1	72.4	98.5	91.1	79.5
African American	120	99.2	7	62.3	30.7	93	64.1	50.3
Asian/Pacific Islander	20	100	N/AV	N/AV	N/AV	100	88.2	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	67.1	60.7
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	63.6	71.2
<b>Disability Status</b>								
Disabled	19	94.7	29.4	23.5	47.1	70.6	41.7	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	20	100	N/AV	N/AV	N/AV	100	69.4	59.6
<b>Socio-Economic Status</b>								
Subsided meals	40	97.5	8.6	60	31.4	91.4	59	55.1
<b>Social Studies</b>								
All Students	293	100	2.5	31.3	66.2	97.5	79.1	72.3
<b>Gender</b>								
Male	136	100	0.8	30.8	68.5	99.2	77.8	71.5
Female	157	100	4.1	31.8	64.2	95.9	80.3	73.2
<b>Racial/Ethnic Group</b>								
White	144	100	0.7	24.8	74.5	99.3	90.6	80.7
African American	117	100	5.4	40.5	54.1	94.6	72.9	60
Asian/Pacific Islander	17	100	N/AV	N/AV	N/AV	100	88.4	88.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	74.8	68
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	18	100	12.5	56.3	31.3	87.5	50.2	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	21	100	N/AV	N/AV	N/AV	100	77.9	67.9
<b>Socio-Economic Status</b>								
Subsided meals	43	100	7.5	55	37.5	92.5	68.6	62.1

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
<b>Writing</b>										
All Students	440	100	4.3	26	69.7	95.7	75.5	70.2	97.2	97.4
<b>Gender</b>										
Male	210	100	6.4	28.1	65.5	93.6	69	63.2	97.3	97.3
Female	230	100	2.3	24.1	73.6	97.7	82.3	77.5	97	97.5
<b>Racial/Ethnic Group</b>										
White	214	100	3.9	19.3	76.8	96.1	88.1	79.1	96.8	97.3
African American	173	100	6	36.1	57.8	94	68.9	57.6	97.5	97.4
Asian/Pacific Islander	29	100	N/AV	N/AV	N/AV	100	90.6	86.2	98	98
Hispanic	12	100	N/AV	N/AV	N/AV	100	67.1	62.6	97.7	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	68.7	94.1	97.1
<b>Disability Status</b>										
Disabled	27	100	24	44	32	76	29.4	26.1	96.7	96.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.9
<b>English Proficiency</b>										
Limited English Proficient	31	100	N/AV	N/AV	N/AV	100	70.4	61.2	97.7	97.4
<b>Socio-Economic Status</b>										
Subsided meals	61	100	10.7	35.7	53.6	89.3	62.3	58.9	96.5	96.8

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	142	100	1.5	19.4	79.1	98.5
	4	149	100	3.6	22.3	74.1	96.4
	5	149	100	3.4	33.1	63.4	96.6
	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
<b>Mathematics</b>							
<b>2009</b>	3	142	100	3	23.9	73.1	97
	4	149	100	2.9	20.1	77	97.1
	5	149	100	4.1	38.6	57.2	95.9
	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
<b>Science</b>							
<b>2009</b>	3	71	100	3	32.8	64.2	97
	4	149	99.3	1.4	40.7	57.9	98.6
	5	76	100	8.1	51.4	40.5	91.9
	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
<b>Social Studies</b>							
<b>2009</b>	3	71	100	4.5	31.3	64.2	95.5
	4	149	100	1.4	32.4	66.2	98.6
	5	73	100	2.8	29.2	68.1	97.2
	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
<b>Writing</b>							
<b>2009</b>	3	142	100	6.6	21.3	72.1	93.4
	4	147	100	2.9	29.3	67.9	97.1
	5	151	100	3.4	27.2	69.4	96.6
	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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