

LAKE FOREST ELEMENTARY

16 Berkshire Avenue
Greenville, South Carolina

Grades	PK-5 Elementary School	
Enrollment	770 Students	
Principal	Cynthia Coggins	864-355-4000
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Excellent*
2009	Average	Average
2008	Average	Good
2007	Average	At-Risk
2006	Average	Average

* The School's 2010 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

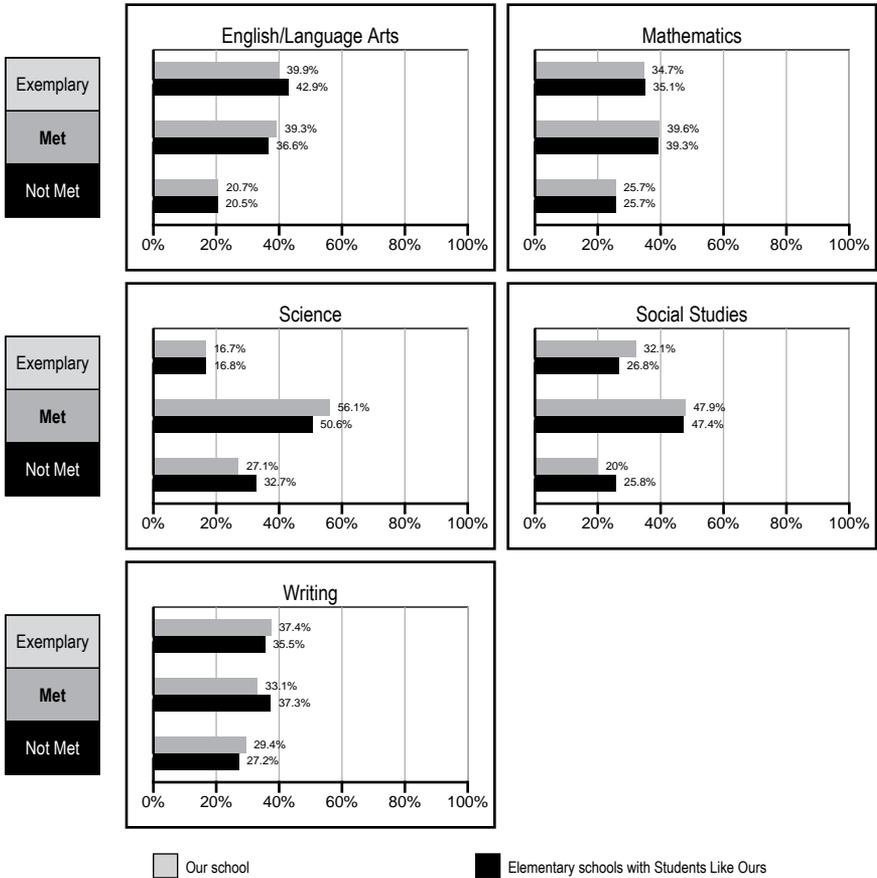
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	30	55	1	0

* Ratings are calculated with data available by 03/09/2011.

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=770)				
First graders who attended full-day kindergarten	93.8%	Down from 95.7%	100.0%	100.0%
Retention rate	1.2%	Up from 1.0%	1.1%	1.2%
Attendance rate	96.4%	No Change	96.1%	96.1%
Eligible for gifted and talented	12.0%	Up from 10.8%	13.3%	11.7%
With disabilities other than speech	14.9%	Down from 16.1%	8.5%	8.0%
Older than usual for grade	0.2%	Down from 0.3%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	59.2%	Up from 56.9%	58.6%	60.5%
Continuing contract teachers	85.7%	Up from 84.3%	84.6%	84.6%
Teachers with emergency or provisional certificates	2.3%	Up from 2.2%	0.0%	0.0%
Teachers returning from previous year	90.9%	Up from 88.3%	86.7%	87.0%
Teacher attendance rate	97.2%	Up from 95.1%	95.5%	95.4%
Average teacher salary*	\$46,501	Up 2.0%	\$47,219	\$47,288
Professional development days/teacher	8.4 days	Up from 7.7 days	9.9 days	10.5 days
School				
Principal's years at school	15.0	Up from 14.0	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 18.0 to 1	19.5 to 1	19.2 to 1
Prime instructional time	93.6%	Up from 91.2%	91.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,677	Down 6.3%	\$7,133	\$7,548
Percent of expenditures for instruction**	68.9%	Down from 69.7%	68.4%	68.7%
Percent of expenditures for teacher salaries**	66.4%	Up from 63.5%	64.9%	65.1%

* 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

Lake Forest is a suburban school with an International Studies theme. We work to provide quality educational experiences for students in K4 through grade 5. The school has students from various countries and cultures, reflecting our theme, "A Community of Nations." Our mission is to equip each child with skills to achieve his/her full potential, become an adaptive, life-long learner and responsible citizen, by providing opportunities that promote achievement and excellence through partnership with home, school and community.

School achievements include two South Carolina Red Carpet School awards, Closing the Gap School and National PTA School of Excellence. Lake Forest has also been recognized twice as a Palmetto Silver Award winning school for outstanding achievement in raising PACT/PASS test scores. This school was awarded over \$13,000 for supplies and technology. Lake Forest also received the PBIS (Positive Behavior Intervention Supports) Ribbon Award in 2010 for achievement as a first year PBIS school. PBIS focuses on positive discipline techniques and teaching students appropriate ways to handle behavior.

As a community school Lake Forest has excellent support from PTA, SIC, parents and community members.

These groups provide invaluable support for school activities and ensure that quality educational programs are available for all students. Volunteers assist students through individual tutoring, small group work, and provide access to community programs. The Alliance for Quality Education, local businesses and church groups partner with the school to provide individual tutors for students at all grade levels.

Core academic subjects: reading, language, writing, mathematics, social studies, and science, are given special emphasis in the classroom. Teachers integrate subjects throughout the entire curriculum. Students performing above and below grade level are identified to receive special assistance. The RTI specialists, computer lab manager, ESOL teacher and assistants, and volunteers assist students in core areas. Students learning to speak and write English participate in computerized tutoring using the "English in a Flash" program. Other students who did not meet standards on the 2009 PASS test participated in morning tutoring two days each week. Students achieving at higher levels participated in programs for the academically gifted. Artistically talented children participated in programs at the district level. The after school care program continued to be very popular at Lake Forest. We offer a structured program with a wide variety of activities available for participants. Lake Forest continues to strive for improved educational opportunities for every student, increased test scores in all subjects, and achieving excellence at all levels. We encourage parent and community participation in all aspects of our school life to truly be a community school for our children.

Siria Harrison Cynthia Coggins
SIC Chairperson Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	100	45
Percent satisfied with learning environment	97.9%	93.0%	97.7%
Percent satisfied with social and physical environment	100.0%	91.9%	95.5%
Percent satisfied with school-home relations	100.0%	87.9%	83.7%

* 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 28 out of 29 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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.9%	0.0%	No
Student attendance rate	96.4%	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	367	100	20.7	39.3	39.9	86.7	84.7	83.5	Yes	Yes
Gender										
Male	194	100	24	37.4	38.6	83	81.3	80.1	N/A	N/A
Female	173	100	17.1	41.4	41.4	90.8	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	176	100	12.6	39	48.4	93.1	90	89.6	Yes	Yes
African American	88	100	34.3	35.8	29.9	74.6	73.4	74.6	Yes	Yes
Asian/Pacific Islander	29	100	7.1	32.1	60.7	92.9	94.3	92.7	I/S	I/S
Hispanic	67	100	30.6	45.2	24.2	83.9	78.4	79.6	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
Disability Status										
Disabled	78	100	51.5	42.4	6.1	60.6	53.3	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	88	100	24.7	41.2	34.1	85.9	78.7	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	225	100	29.3	40.4	30.3	80.3	76.1	76.9	Yes	Yes

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

All Students	367	100	25.7	39.6	34.7	83.9	82	80.4	Yes	Yes
Gender										
Male	194	100	27.5	38	34.5	83	80.5	78.4	N/A	N/A
Female	173	100	23.7	41.4	34.9	84.9	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	176	100	15.1	41.5	43.4	89.3	87.7	87.8	Yes	Yes
African American	88	100	50.7	29.9	19.4	68.7	68.4	69.3	Yes	Yes
Asian/Pacific Islander	29	100	17.9	39.3	42.9	92.9	94.9	93.5	I/S	I/S
Hispanic	67	100	29	45.2	25.8	83.9	78.3	78.3	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
Disability Status										
Disabled	78	100	74.2	15.2	10.6	39.4	46.1	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	88	100	24.7	43.5	31.8	87.1	79.2	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	225	100	36.2	39.9	23.9	77.1	72.9	72.8	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
Science								
All Students	249	98.8	26.5	56.6	16.9	73.5	70.6	67.3
Gender								
Male	132	97.7	25	56	19	75	70.1	66.9
Female	117	100	28.2	57.3	14.6	71.8	71.1	67.7
Racial/Ethnic Group								
White	120	99.2	13	63	24.1	87	80.2	79.6
African American	53	98.1	52.5	35	12.5	47.5	50.4	49.7
Asian/Pacific Islander	19	100	26.3	63.2	10.5	73.7	86.4	84.4
Hispanic	51	98	30.4	60.9	8.7	69.6	60.1	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76.3	69.5
Disability Status								
Disabled	53	96.2	60	37.8	2.2	40	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	62	98.4	30	61.7	8.3	70	60.6	58.6
Socio-Economic Status								
Subsidized meals	160	98.1	37	51.9	11.1	63	57.1	55.4
Social Studies								
All Students	241	99.6	19.6	48.1	32.2	80.4	73.2	70.9
Gender								
Male	126	99.2	20.5	41.1	38.4	79.5	72.8	70.1
Female	115	100	18.6	55.9	25.5	81.4	73.7	71.7
Racial/Ethnic Group								
White	116	100	14	43	43	86	79.8	79.2
African American	58	98.3	27.9	53.5	18.6	72.1	57.9	58.4
Asian/Pacific Islander	19	100	11.1	50	38.9	88.9	86.9	86.8
Hispanic	43	100	24.4	56.1	19.5	75.6	67.8	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	69.8	71.2
Disability Status								
Disabled	53	98.1	47.7	36.4	15.9	52.3	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	61	100	22.4	50	27.6	77.6	69	68
Socio-Economic Status								
Subsidized meals	144	100	26.4	51.2	22.3	73.6	61.6	60.8

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	366	99.2	29.2	33.2	37.5	70.8	74	72.1	96.4	96.2
Gender										
Male	192	99	37.4	34.5	28.1	62.6	67.2	65.2	96.4	96.2
Female	174	99.4	20.1	31.8	48.1	79.9	81.1	79.2	96.4	96.3
Racial/Ethnic Group										
White	175	98.9	18.9	32.7	48.4	81.1	81.6	80.8	96.3	96.1
African American	88	98.9	42	34.8	23.2	58	58.6	59.7	95.6	96.2
Asian/Pacific Islander	29	100	14.3	35.7	50	85.7	88.8	87	97.7	97.5
Hispanic	67	100	45.2	32.3	22.6	54.8	63.1	64.6	97.1	96.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	74.7	73.4	93.5	94.8
Disability Status										
Disabled	78	100	69.6	23.2	7.2	30.4	29.5	27.7	95.6	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	87	100	36.5	30.6	32.9	63.5	62.9	63.7	97.6	97
Socio-Economic Status										
Subsidized meals	223	98.7	40.6	35.3	24.1	59.4	61.1	61.9	95.9	95.6

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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							
2009	3	127	100	33.1	33.9	33.1	66.9
	4	109	100	27.4	42.1	30.5	72.6
	5	114	99.1	23.1	45.2	31.7	76.9
	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
2010	3	127	100	17.4	25.7	56.9	82.6
	4	123	100	27.4	48.7	23.9	72.6
	5	117	100	16.8	43.6	39.6	83.2
	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
Mathematics							
2009	3	127	100	33.1	38.1	28.8	66.9
	4	109	100	23.2	43.2	33.7	76.8
	5	114	99.1	26	48.1	26	74
	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
2010	3	127	100	26.6	30.3	43.1	73.4
	4	123	100	26.5	39.8	33.6	73.5
	5	117	100	23.8	49.5	26.7	76.2
	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
Science							
2009	3	64	100	28.3	53.3	18.3	71.7
	4	109	100	29.5	49.5	21.1	70.5
	5	57	98.3	29.4	60.8	9.8	70.6
	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
2010	3	64	96.9	25	46.2	28.8	75
	4	123	100	23	62.8	14.2	77
	5	62	98.4	35.2	53.7	11.1	64.8
	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

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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							
2009	3	63	98.4	24.1	55.2	20.7	75.9
	4	109	100	13.7	49.5	36.8	86.3
	5	56	100	24.5	47.2	28.3	75.5
	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	N/A
2010	3	63	98.4	18.5	40.7	40.7	81.5
	4	123	100	17.7	54	28.3	82.3
	5	55	100	25.5	42.6	31.9	74.5
	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	N/A
Writing							
2009	3	126	99.2	38.3	35	26.7	61.7
	4	104	99	34.7	28.4	36.8	65.3
	5	112	100	22.9	37.1	40	77.1
	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	N/A
2010	3	127	100	24.8	33.9	41.3	75.2
	4	122	99.2	36.8	34.2	28.9	63.2
	5	117	98.3	25.5	31.4	43.1	74.5
	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	N/A

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