



Lloyd Kennedy Charter School (LKCS)

130 Avery Lane
Aiken, SC 29801

Grades	5-8 Middle School	
Enrollment	71 Students	
Principal	Keisha Lloyd-Kennedy	803-644-4824
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Ms. Rosemary B. English	803-648-1128

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Below Average	Below Average
2011	At-Risk	Below Average
2010	At-Risk	At-Risk
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk

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://www.eoc.sc.gov>

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

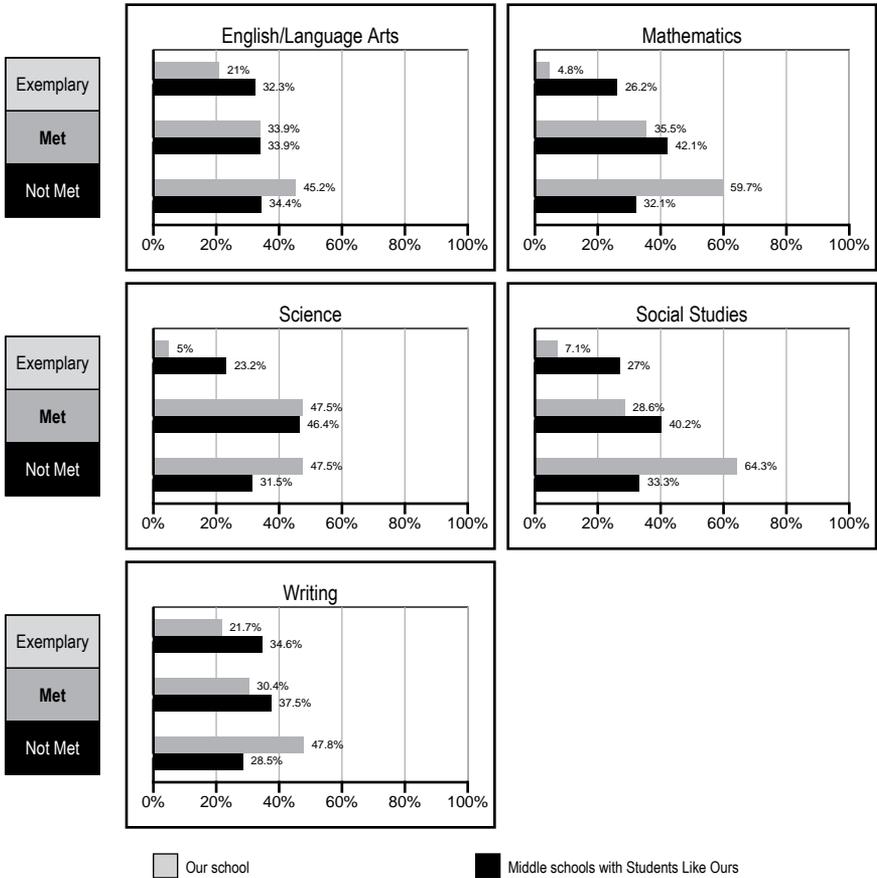
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 93.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	8	41	3	2

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	50.0%	96.6%
English 1	100.0%	95.3%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	66.7%	96.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=71)				
Students enrolled in high school credit courses (grades 7 & 8)	6.9%	Up from 6.1%	21.7%	22.9%
Retention rate	0.0%	No Change	0.8%	0.8%
Attendance rate	98.8%	Down from 99.7%	96.0%	96.2%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.6%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=13)				
Teachers with advanced degrees	83.3%	Up from 57.1%	59.7%	61.3%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	55.6%	Down from 66.7%	86.7%	86.7%
Teacher attendance rate	100.0%	No Change	95.4%	95.2%
Average teacher salary*	\$20,000	Up 7.7%	\$45,551	\$46,422
Professional development days/teacher	7.1 days	Up from 3.1 days	10.3 days	10.0 days
School				
Principal's years at school	10.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	4.9 to 1	Down from 7.1 to 1	22.4 to 1	22.0 to 1
Prime instructional time	98.8%	Down from 99.7%	89.8%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	98.7%	Up from 94.2%	98.5%	98.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$7,418	Down 10.6%	\$7,283	\$7,245
Percent of expenditures for instruction**	53.0%	Down from 56.0%	61.9%	63.1%
Percent of expenditures for teacher salaries**	40.2%	Down from 42.7%	60.1%	60.9%

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

** 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

Report of Principal and School Improvement Council

The LKCS was created to educate students who are academically, personally and/or socially at risk. Our school is also attractive to parents and students searching for a smaller, nurturing, academic environment. The goal for the next ten years is to continue servicing 3rd thru 8th grade students. We define our "unique approach" as taking into account each student's background and setting individual benchmarks for their academic growth. Student enrollment is limited to ensure a smaller class size and a maximum teacher-student ratio of 1:18 for all academic classes. It has always been our goal to identify the needs of students and educate them accordingly. Because we believe each child learns in a unique way, the LKCS recognizes individual learning by incorporating visual, auditory, and psychomotor components in our daily lesson plans. Although our population spans from the academically gifted and talented to those with special needs, the majority of our students come to us from the traditional area schools performing below grade level. However, parent and student goals remain the same. Everyone who enters our doors wants their children to succeed academically.

Due to the nature of our mission, the primary goals for all students are to focus on student achievement, improve student test scores, increase opportunities for student success and maintain a nurturing school culture. These goals are packaged into our World Class initiative which promotes a new outlook, new teaching standards and a positive learning environment. We understand change does not happen overnight, but with steady persistent progress. The key to positive student change is maintaining a positive outlook. In order to be successful in the classroom, we provide a daily example of what being positive "looks" like. Our benchmark for measuring the fulfillment of academic standards is evaluating each quarter on how well your students perform on standardized norm-based testing. Teacher job security is based, in part, on how well the students perform or improve on testing. All benchmark tests are controlled documents created to mirror the format of standardized tests. Student achievements are recognized quarterly and annually, as we believe there is always something to celebrate about a child. Our overall school environment is nurturing and our staff is trained to be compassionate to the needs of each student.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	8	29	23
Percent satisfied with learning environment	87.5%	82.8%	82.6%
Percent satisfied with social and physical environment	100.0%	78.6%	82.6%
Percent satisfied with school-home relations	100.0%	85.7%	73.9%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

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

ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	57.8
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Lloyd Kennedy Charter School (LKCS) school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.9%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	3.5%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	57.4%	0.0%	No
Student attendance rate	98.8%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	629.5	597.5	587.7	591.9	97.4	98.7
Male	N/A	N/A	N/A	N/A	94.4	100.0
Female	629.2	598.7	586.9	585.6	100.0	97.6
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	626.2	595.5	578.5	591.8	98.2	98.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	631.6	601.9	588.1	592.7	98.0	98.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0
Grades 6-8						
All Students	627.6	616.6	608.5	597.5	97.4	98.7
Male	N/A	N/A	N/A	N/A	94.4	100.0
Female	640.2	620.7	624.3	605.4	100.0	97.6
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	621.1	614.6	605.4	594.9	98.2	98.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	628.8	618.5	611.3	597.2	98.0	98.0
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	6	I/S	I/S	I/S	I/S	I/S
	4	4	I/S	I/S	I/S	I/S	I/S
	5	8	I/S	I/S	I/S	I/S	I/S
	6	8	I/S	I/S	I/S	I/S	I/S
	7	16	100	46.7	20	33.3	53.3
	8	18	94.4	58.3	33.3	8.3	41.7
2012	3	7	I/S	I/S	I/S	I/S	I/S
	4	10	I/S	I/S	I/S	I/S	I/S
	5	15	100	27.3	54.5	18.2	72.7
	6	17	100	40	40	20	60
	7	14	100	61.5	7.7	30.8	38.5
	8	15	100	41.7	33.3	25	58.3
Mathematics							
2011	3	6	I/S	I/S	I/S	I/S	I/S
	4	4	I/S	I/S	I/S	I/S	I/S
	5	8	I/S	I/S	I/S	I/S	I/S
	6	8	I/S	I/S	I/S	I/S	I/S
	7	16	100	N/AV	N/AV	N/AV	40
	8	18	94.4	N/AV	N/AV	N/AV	25
2012	3	7	I/S	I/S	I/S	I/S	I/S
	4	10	I/S	I/S	I/S	I/S	I/S
	5	15	100	N/AV	N/AV	N/AV	27.3
	6	17	100	40	53.3	6.7	60
	7	14	100	61.5	30.8	7.7	38.5
	8	15	100	58.3	33.3	8.3	41.7
Science							
2011	3	3	I/S	I/S	I/S	I/S	I/S
	4	4	I/S	I/S	I/S	I/S	I/S
	5	4	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S
	7	16	100	53.3	40	6.7	46.7
	8	7	I/S	I/S	I/S	I/S	I/S
2012	3	4	I/S	I/S	I/S	I/S	I/S
	4	10	I/S	I/S	I/S	I/S	I/S
	5	8	I/S	I/S	I/S	I/S	I/S
	6	9	I/S	I/S	I/S	I/S	I/S
	7	14	100	30.8	53.8	15.4	69.2
	8	7	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	3	I/S	I/S	I/S	I/S	I/S
	4	4	I/S	I/S	I/S	I/S	I/S
	5	4	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S
	7	16	100	46.7	40	13.3	53.3
	8	11	90.9	I/S	I/S	I/S	I/S
2012	3	3	I/S	I/S	I/S	I/S	I/S
	4	10	I/S	I/S	I/S	I/S	I/S
	5	7	I/S	I/S	I/S	I/S	I/S
	6	8	I/S	I/S	I/S	I/S	I/S
	7	14	100	53.8	38.5	7.7	46.2
	8	8	I/S	I/S	I/S	I/S	I/S
Writing							
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	6	I/S	I/S	I/S	I/S	I/S
	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	17	100	N/AV	N/AV	N/AV	38.5
2012	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	15	100	54.5	36.4	9.1	45.5
	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	15	100	41.7	25	33.3	58.3

Abbreviations for Missing Data

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