



## Lake City College Prep Academy

1009 E. Main Street  
LakeCity, SC 29560

<b>Grades</b>	K-11 Middle School	
<b>Enrollment</b>	191 Students	
<b>Principal</b>	Dr. Deloris Brown	843 374-0128
<b>Superintendent</b>	Wayne Brazell, Ph. D.	803-734-8322
<b>Board Chair</b>	Don McLaurin	803-603-1441

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>At-Risk</b>	<b>Average</b>
2012	At-Risk	At-Risk
2011	At-Risk	At-Risk
2010	N/A	N/A
2009	N/A	N/A

## 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**

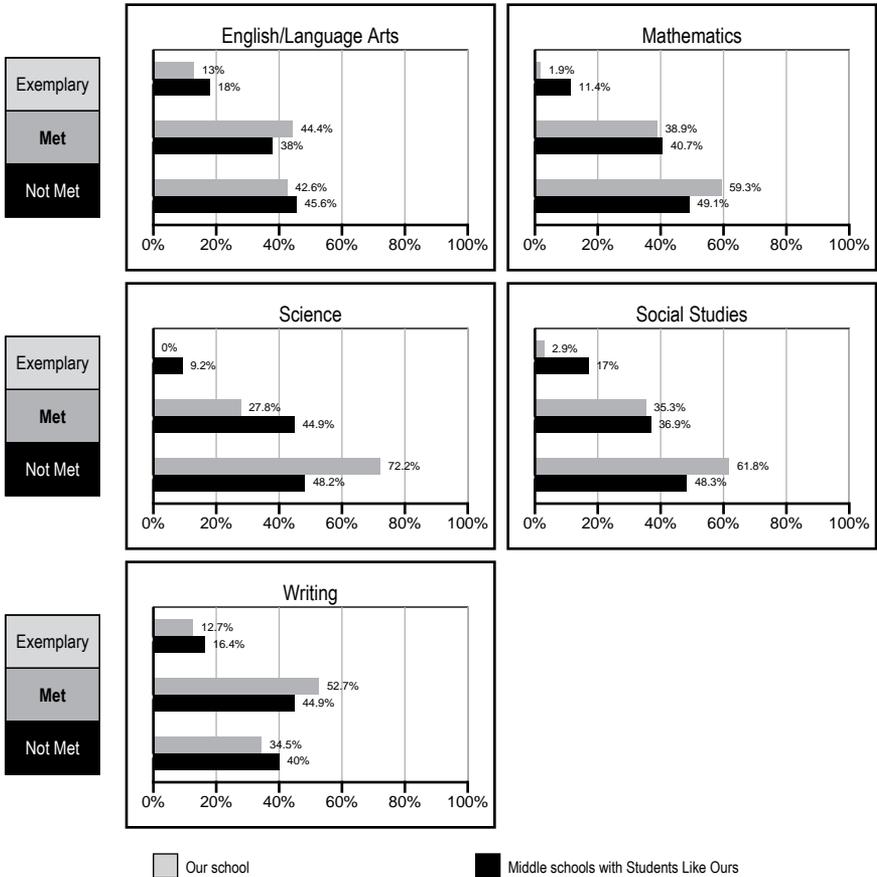
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.8%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	23	21	15

\* Ratings are calculated with data available by 03/14/2014.

**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**

<b>Exemplary</b>	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
<b>Met</b>	"Met" means the student met the grade level standard.
<b>Not Met</b>	"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	45.5%	87.9%
English 1	81.8%	85.0%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	65.2%	88.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=191)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	12.5%	Up from 4.9%	14.3%	24.6%
Retention rate	1.1%	Up from 0.0%	0.9%	0.6%
Attendance rate	94.1%	Down from 94.2%	95.5%	95.9%
Served by gifted and talented program	0.0%	N/A	7.0%	18.5%
With disabilities	22.9%	N/A	16.1%	13.0%
Older than usual for grade	7.8%	N/A	7.5%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 1.0%	0.5%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=18)</b>				
Teachers with advanced degrees	27.8%	Down from 35.0%	60.0%	61.5%
Continuing contract teachers	44.4%	Down from 50.0%	66.8%	77.2%
Teachers returning from previous year	N/A	N/A	79.0%	85.9%
Teacher attendance rate	99.2%	No Change	95.3%	94.9%
Average teacher salary*	\$32,400	Up 2.4%	\$44,380	\$47,313
Professional development days/teacher	1.3 days	Up from 1.1 days	9.2 days	10.1 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	15.4 to 1	Up from 14.3 to 1	18.4 to 1	22.1 to 1
Prime instructional time	93.2%	Up from 93.1%	89.5%	89.6%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.4%	98.5%	99.0%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$11,607	Up 32.0%	\$9,665	\$7,239
Percent of expenditures for instruction**	46.0%	Down from 60.0%	60.0%	63.0%
Percent of expenditures for teacher salaries**	40.0%	Down from 45.8%	55.0%	61.0%

\* 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**

LCCPA utilizes a research-based artistic model in conjunction with the academic curriculum to address the needs of the whole child. The school provides strong character development lessons for both students and their parents/guardians through our family University series. Through our Family University we offer classes that give parents an opportunity to learn how to help their children with academic needs in all core areas. One example includes our Reading and Math Parent Conference and our Parent Student Northeastern and Southeastern College Tours. We also provide students with standardized lessons in core curriculum courses such as math, science, social studies, and English using the arts to motivate students to complete the assignments. Because we cater to the whole child, each student has an opportunity to receive free tutoring during our extended school day.

Additionally, students at LCCPA also participate in a variety of Artistic classes like: Band, Chorus, Dance, and Theatre and Visual Arts. To this end, each student actively prepares for a minimum of two through four major artistic performances. These artistic preparations allow students to utilize a variety of academic skills that correlate to their artistic classes. These academically supportive assignments in artistic classes include reading scripts in theatre arts; reading or singing lyrics that use specific rhythms and patterns in English or a foreign language, and learning how to use geometry, geography skills and fractions that relate to math (1/2 note, quarter notes etc.), social studies. Some other accomplishments and opportunities include:

- Honors Classes- Advancement Via Individual Determination (A.V.I.D.) Program)
- Opportunities to participate in all sports
- Computer Repair Classes
- Band, Chorus, Dance, Theatre, and Visual Arts Classes Performances
- 2013 National History Day State Champions
- 2nd Place Sandhills Regional Science Fair Winners

At LCCPA we realize that some students need additional supports in the form of more time on tasks. These supports were incorporated in the extended school day program which begins at 8:00AM and ends at 4PM. Also, during this time students receive additional supports in the form of small group individualized tutoring and intervention classes titled Performing at Higher Levels Systematically (PALS). These built in classes take place at the end of the day to assist students by giving teachers additional time to review strategies and skills that may take longer for students to learn, or for test prep practice. Advance students use this time to extend their knowledge and practice in a specific artistic course that the student selects.

Dr. Deloris Brown, Principal  
 Ms. Kristen McCrea, Family University Coordinator

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	6	43	15
Percent satisfied with learning environment	100%	69.7%	100%
Percent satisfied with social and physical environment	100%	62.8%	93.3%
Percent satisfied with school-home relations	83.3%	81.4%	81.3%

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

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ESEA/Federal Accountability Rating System

In July 2013, 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.

<b>Overall Weighted Points Total</b>	<b>80.0</b>
<b>Overall Grade Conversion</b>	<b>B</b>

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

Lake City College Prep Academy 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	11.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	14.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	28.4%	0.0%	No
Student attendance rate	94.1%	94.0%*	Yes

\* Or greater than last year

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 6-8</b>						
All Students	620.6	608.1	579.8	595.5	100.0	100.0
Male	N/A	N/A	N/A	N/A	100.0	100.0
Female	623.5	612.3	587.0	592.5	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	621.0	608.5	579.8	596.1	100.0	100.0
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	617.3	606.7	579.0	593.4	100.0	100.0
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

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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>2012</b>	3	22	100	47.6	38.1	14.3	52.4
	4	20	100	N/AV	N/AV	N/AV	21.1
	5	20	100	55	40	5	45
	6	22	100	45	45	10	55
	7	25	100	58.3	25	16.7	41.7
	8	13	100	N/AV	N/AV	N/AV	8.3
<b>2013</b>	3	20	100	21.1	26.3	52.6	78.9
	4	19	100	38.9	55.6	5.6	61.1
	5	18	100	27.8	55.6	16.7	72.2
	6	19	100	50	33.3	16.7	50
	7	17	100	12.5	81.3	6.3	87.5
	8	21	100	60	25	15	40
<b>Mathematics</b>							
<b>2012</b>	3	22	100	N/AV	N/AV	N/AV	23.8
	4	20	100	N/AV	N/AV	N/AV	10.5
	5	20	100	N/AV	N/AV	N/AV	40
	6	22	100	N/AV	N/AV	N/AV	45
	7	25	100	N/AV	N/AV	N/AV	37.5
	8	13	100	N/AV	N/AV	N/AV	16.7
<b>2013</b>	3	20	100	57.9	36.8	5.3	42.1
	4	19	100	55.6	38.9	5.6	44.4
	5	18	100	38.9	44.4	16.7	61.1
	6	19	100	55.6	38.9	5.6	44.4
	7	17	100	N/AV	N/AV	N/AV	37.5
	8	21	100	N/AV	N/AV	N/AV	40
<b>Science</b>							
<b>2012</b>	3	11	100	N/AV	N/AV	N/AV	27.3
	4	20	100	N/AV	N/AV	N/AV	10.5
	5	9	I/S	I/S	I/S	I/S	I/S
	6	11	100	N/AV	N/AV	N/AV	45.5
	7	25	100	N/AV	N/AV	N/AV	29.2
	8	6	I/S	I/S	I/S	I/S	I/S
<b>2013</b>	3	10	I/S	I/S	I/S	I/S	I/S
	4	19	100	N/AV	N/AV	N/AV	33.3
	5	9	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	7	17	100	N/AV	N/AV	N/AV	43.8
	8	11	100	N/AV	N/AV	N/AV	18.2

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2012</b>	3	11	100	I/S	I/S	I/S	I/S
	4	20	100	N/AV	N/AV	N/AV	26.3
	5	11	100	54.5	36.4	9.1	45.5
	6	11	100	I/S	I/S	I/S	I/S
	7	25	100	N/AV	N/AV	N/AV	25
	8	7	I/S	I/S	I/S	I/S	I/S
<b>2013</b>	3	10	I/S	I/S	I/S	I/S	I/S
	4	19	100	N/AV	N/AV	N/AV	50
	5	9	I/S	I/S	I/S	I/S	I/S
	6	9	I/S	I/S	I/S	I/S	I/S
	7	17	100	N/AV	N/AV	N/AV	37.5
	8	10	I/S	I/S	I/S	I/S	I/S
<b>Writing</b>							
<b>2012</b>	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	21	100	52.4	19	28.6	47.6
	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	13	100	N/AV	N/AV	N/AV	41.7
<b>2013</b>	3	20	100	31.6	36.8	31.6	68.4
	4	19	94.7	17.6	64.7	17.6	82.4
	5	18	100	16.7	50	33.3	83.3
	6	18	100	44.4	38.9	16.7	55.6
	7	18	100	23.5	58.8	17.6	76.5
	8	21	100	35	60	5	65

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