



## Lake Forest Elementary

16 Berkshire Avenue  
Greenville, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	707 Students	
<b>Principal</b>	Cynthia Coggins	864-355-4000
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Dr. Keith Ray	864-288-0476

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Good*</b>
2007	Average	At-Risk
2006	Average	Average
2005	Good	Below Average
2004	Average	Average

\* The School's 2008 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 DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

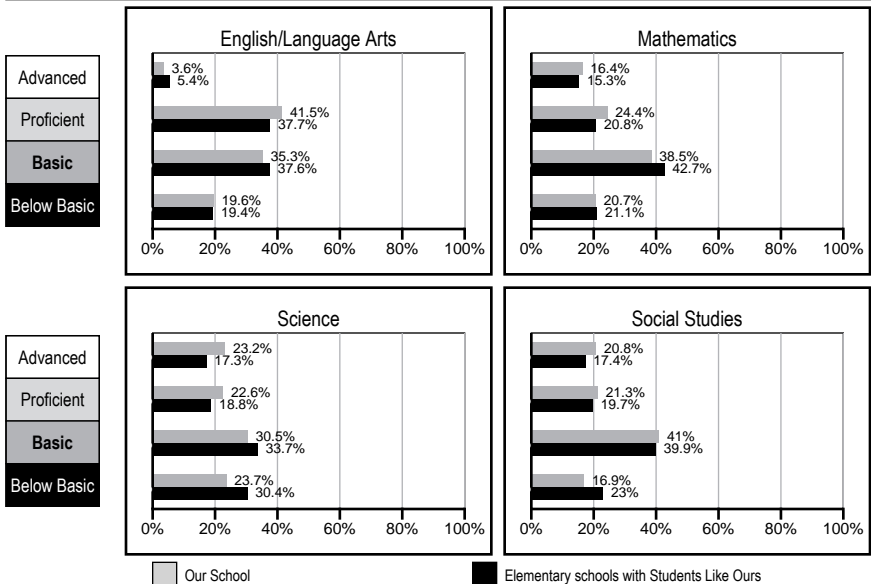
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.3%

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

Excellent	Good	Average	Below Average	At-Risk
0	8	66	16	1

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=707)</b>				
First graders who attended full-day kindergarten	96.4%	Up from 92.7%	100.0%	100.0%
Retention rate	0.8%	Up from 0.6%	2.3%	2.3%
Attendance rate	96.7%	Up from 96.6%	96.3%	96.3%
Eligible for gifted and talented	11.4%	Up from 10.6%	10.9%	10.4%
With disabilities other than speech	16.1%	Up from 14.0%	8.4%	7.5%
Older than usual for grade	0.2%	No Change	0.6%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=48)</b>				
Teachers with advanced degrees	56.3%	Down from 60.4%	56.5%	56.7%
Continuing contract teachers	87.5%	Up from 83.3%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 2.3%	0.0%	0.0%
Teachers returning from previous year	86.9%	Down from 88.9%	87.8%	86.4%
Teacher attendance rate	95.1%	Up from 94.2%	95.0%	94.9%
Average teacher salary	\$44,613	Up 2.3%	\$45,181	\$45,345
Professional development days/teacher	8.9 days	Down from 19.8 days	12.4 days	12.6 days
<b>School</b>				
Principal's years at school	13.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 18.2 to 1	18.5 to 1	18.5 to 1
Prime instructional time	90.5%	Up from 89.1%	89.8%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,768	Up 6.7%	\$6,746	\$7,052
Percent of expenditures for instruction*	70.3%	Up from 70.1%	68.9%	69.1%
Percent of expenditures for teacher salaries*	66.2%	Down from 66.6%	65.0%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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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 all 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, as well as to become an adaptive, lifelong learner and responsible citizen, by providing opportunities that promote achievement and excellence through partnership with home, school and community. School achievements include South Carolina Red Carpet School, Closing the Gap School and National PTA School of Excellence. Lake Forest has been recognized as a Palmetto Silver Award winning school for outstanding achievement in raising PACT test scores. The award brought the school over \$8000 for supplies and technology. 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 by providing access to community programs. The Alliance for Quality Education, Furman University, and area senior citizen and church groups partner with the school to provide individual tutors for students at all grade levels. Core academic subjects of Reading, Language, Writing, Mathematics, Social Studies, and Science are given special emphasis in the classroom. Teachers integrate subjects throughout the entire curriculum. A full-time Science Lab teacher provides hands-on activities for students in grades 1-5. Students performing above and below grade level are identified to receive special assistance. The reading specialists, computer lab manager, specialized teachers, ESOL teacher and assistants, and volunteers assist students in core areas. The year-long, after school tutorial program assisted students in grades 3-5 in the areas of Reading, Math, Science, and Social Studies two days each week. Students achieving at higher levels participate in programs for the academically gifted. Artistically talented children participate in programs at the district level. The after school care program continued to be 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 every level. We encourage parent and community participation in all aspects of our school life to truly be a community school for our children.

Cynthia Coggins, Principal  
Pam Attaway, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	91	68
Percent satisfied with learning environment	100.0%	92.2%	90.8%
Percent satisfied with social and physical environment	100.0%	91.2%	88.1%
Percent satisfied with school-home relations	96.2%	90.1%	86.8%

\* 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 25 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. Sanction: Implement the restructuring plan.
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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	306	99.7	19.3	35.4	41.6	3.6	58.4	52.4	48.2	Yes	Yes
<b>Gender</b>											
Male	167	99.4	25.2	28	43.4	3.5	58.7	46.1	41.7	N/A	N/A
Female	139	100	13	43.5	39.7	3.8	58	59.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	149	100	13.7	31.7	50.4	4.3	64.7	62.3	60	Yes	Yes
African American	67	100	30.9	32.7	34.5	1.8	47.3	31.7	31.7	Yes	Yes
Asian/Pacific Islander	27	96.3	9.1	54.5	27.3	9.1	59.1	74.9	70.4	I/S	I/S
Hispanic	57	100	28.8	42.3	26.9	1.9	48.1	36.7	38.4	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	71	98.6	50.8	35.6	13.6	0	23.7	20.3	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	84	98.8	21.6	43.2	29.7	5.4	55.4	36.1	36.9	Yes	Yes
<b>Socio-Economic Status</b>											
Subsided meals	160	99.4	24.4	44.4	29.6	1.5	46.7	34.3	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	306	100	20.7	38.5	24.4	16.4	53.5	49.5	45.8	Yes	Yes
<b>Gender</b>											
Male	167	100	21.5	34	25.7	18.8	56.9	49.9	45.6	N/A	N/A
Female	139	100	19.8	43.5	22.9	13.7	49.6	49	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	149	100	15.1	36.7	26.6	21.6	66.2	59.4	59	Yes	Yes
African American	67	100	40	34.5	18.2	7.3	32.7	27.2	26.9	Yes	Yes
Asian/Pacific Islander	27	100	17.4	30.4	21.7	30.4	60.9	75.3	71.3	I/S	I/S
Hispanic	57	100	19.2	51.9	23.1	5.8	34.6	37.4	38.1	No	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	71	100	53.3	36.7	6.7	3.3	18.3	20.1	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	84	100	17.3	45.3	22.7	14.7	44	38.4	38.7	Yes	Yes
<b>Socio-Economic Status</b>											
Subsided meals	160	100	28.7	47.1	16.2	8.1	33.1	32.2	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	209	100	23.7	30.5	22.6	23.2	45.8	39.3	35.7	96.7	96.5
<b>Gender</b>											
Male	110	100	21.6	27.8	23.7	26.8	50.5	41.6	37.4	96.7	96.4
Female	99	100	25.8	33.3	21.5	19.4	40.9	36.9	33.8	96.7	96.6
<b>Racial/Ethnic Group</b>											
White	104	100	15.6	25	25	34.4	59.4	49.7	49.2	96.6	96.4
African American	45	100	41	38.5	10.3	10.3	20.5	18.2	17	96.2	96.4
Asian/Pacific Islander	14	100	8.3	41.7	33.3	16.7	50	60.9	58	98.2	97.7
Hispanic	42	100	33.3	33.3	25.6	7.7	33.3	23.7	24.9	97.1	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	89.7	95.3
<b>Disability Status</b>											
Disabled	49	100	46.5	34.9	16.3	2.3	18.6	16.3	14	95.9	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	95	96.4
<b>English Proficiency</b>											
Limited English Proficient	56	100	25.5	33.3	25.5	15.7	41.2	22.6	24.4	97.3	97.2
<b>Socio-Economic Status</b>											
Subsided meals	114	100	32	36	20	12	32	21.3	21.1	96.4	95.8
<b>Social Studies</b>											
All Students	206	100	16.9	41	21.3	20.8	42.1	38.1	34	96.7	96.5
<b>Gender</b>											
Male	116	100	19	36	21	24	45	41	36.6	96.7	96.4
Female	90	100	14.5	47	21.7	16.9	38.6	35	31.3	96.7	96.6
<b>Racial/Ethnic Group</b>											
White	102	100	13.7	38.9	18.9	28.4	47.4	46.1	44.5	96.6	96.4
African American	45	100	35.1	35.1	10.8	18.9	29.7	20.5	19.1	96.2	96.4
Asian/Pacific Islander	17	100	14.3	57.1	21.4	7.1	28.6	60.2	58.9	98.2	97.7
Hispanic	38	100	9.1	51.5	33.3	6.1	39.4	27.7	27.5	97.1	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	89.7	95.3
<b>Disability Status</b>											
Disabled	46	100	51.4	37.8	8.1	2.7	10.8	17.1	14.4	95.9	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	95	96.4
<b>English Proficiency</b>											
Limited English Proficient	53	100	11.1	51.1	24.4	13.3	37.8	27.6	27.3	97.3	97.2
<b>Socio-Economic Status</b>											
Subsided meals	105	100	20.5	51.1	20.5	8	28.4	22.8	21	96.4	95.8

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	105	99.1	14.1	27.2	52.2	6.5	58.7	
	4	109	100	18.9	43.2	35.8	2.1	37.9	
	5	116	100	21	46.7	31.4	1	32.4	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	102	100	14	30.2	48.8	7	55.8	
	4	109	100	21.4	26.5	48	4.1	52	
	5	95	99	22.2	50	27.8	0	27.8	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>									
<b>2007</b>	3	105	99.1	19.6	53.3	21.7	5.4	27.2	
	4	109	100	16.8	43.2	24.2	15.8	40	
	5	116	100	22.9	45.7	21	10.5	31.4	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	102	100	29.1	37.2	19.8	14	33.7	
	4	109	100	16.3	33.7	24.5	25.5	50	
	5	95	100	17.6	45.1	28.6	8.8	37.4	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>									
<b>2007</b>	3	53	98.1	32.6	39.1	19.6	8.7	28.3	
	4	109	100	40	35.8	14.7	9.5	24.2	
	5	56	100	30.6	42.9	18.4	8.2	26.5	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	50	100	29.5	25	34.1	11.4	45.5	
	4	109	100	17.3	32.7	19.4	30.6	50	
	5	50	100	31.3	31.3	18.8	18.8	37.5	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>									
<b>2007</b>	3	52	100	19.6	50	30.4	0	30.4	
	4	109	100	21.1	44.2	22.1	12.6	34.7	
	5	60	100	26.8	46.4	19.6	7.1	26.8	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	52	100	11.9	47.6	21.4	19	40.5	
	4	109	100	16.3	42.9	21.4	19.4	40.8	
	5	45	100	23.3	30.2	20.9	25.6	46.5	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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