



Lloyd-Kennedy Charter School

222 Beaufort Street, NE
Aiken, South Carolina

Grades	5-8 Middle School	
Enrollment	35 Students	
Principal	Keisha Lloyd-Kennedy	803-644-4824
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	At-Risk	Average

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

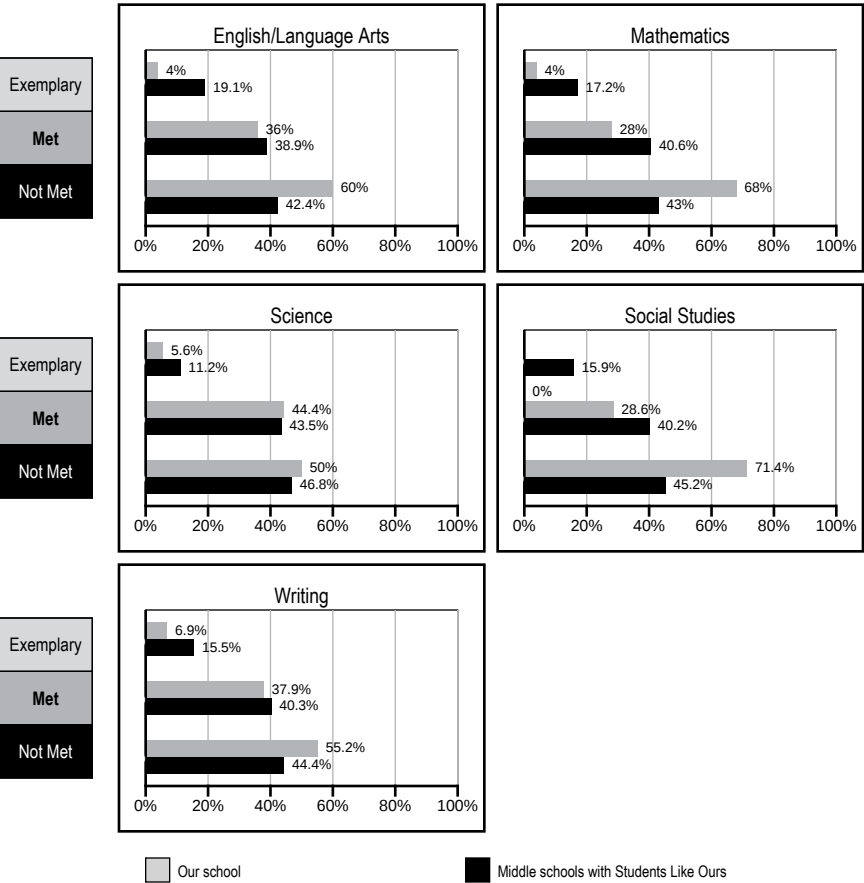
92%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	19	24	6

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

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	N/A	91.0%
English 1	N/A	88.3%
Physical Science	N/A	76.5%
US History and the Constitution	N/A	N/A
All Subjects	N/A	90.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=35)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	Down from 11.8%	14.9%	21.6%
Retention rate	11.9%	Up from 9.7%	1.9%	1.2%
Attendance rate	95.0%	Down from 96.4%	95.3%	95.9%
Eligible for gifted and talented	2.2%	Down from 9.4%	9.1%	14.8%
With disabilities other than speech	15.6%	Down from 18.8%	14.2%	12.6%
Older than usual for grade	5.7%	Down from 6.5%	4.4%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.7%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=6)				
Teachers with advanced degrees	20.0%	Up from 0.0%	56.9%	56.9%
Continuing contract teachers	40.0%	Up from 0.0%	65.4%	72.7%
Teachers with emergency or provisional certificates	50.0%	Down from 66.7%	10.0%	5.3%
Teachers returning from previous year	N/A	N/A	79.6%	82.9%
Teacher attendance rate	96.5%	Down from 96.8%	95.0%	95.2%
Average teacher salary*	\$26,947	N/A	\$46,275	\$46,599
Professional development days/teacher	2.9 days	Down from 4.2 days	11.6 days	10.8 days
School				
Principal's years at school	4.0	Down from 6.0	3.0	3.0
Student-teacher ratio in core subjects	7.0 to 1	Up from 6.8 to 1	18.6 to 1	20.1 to 1
Prime instructional time	91.1%	Down from 93.9%	89.3%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.2%	97.0%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	N/A	N/A	\$8,777	\$7,645
Percent of expenditures for instruction**	N/A	N/A	62.7%	63.4%
Percent of expenditures for teacher salaries**	N/A	N/A	55.2%	57.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The LKCS was created to help middle school aged students who may be experiencing academic, social, and/or personal difficulties in a traditional school setting. Our mission is to improve student learning, increase learning opportunities for students, encourage the use of a variety of productive teaching methods, and assist the State of South Carolina in reaching academic excellence by providing equitable opportunities for students to acquire an education focusing on the whole student by improving their academic development by and through promoting their social and personal growth.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	6	10	9
Percent satisfied with learning environment	83.3%	80.0%	I/S
Percent satisfied with social and physical environment	83.3%	70.0%	I/S
Percent satisfied with school-home relations	50.0%	90.0%	I/S

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

Abbreviations for Missing Data

School Adequate Yearly Progress

N

This school met 3 out of 5 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

R

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	0.7%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	27.6%	0.0%	No
Student attendance rate	95.0%	94.0%*	Yes

* Or greater than last year

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	37	100	60	36	4	56	85.7	82.8	No	Yes
Gender										
Male	22	100	N/AV	N/AV	N/AV	55.6	83.2	79.3	N/A	N/A
Female	15	100	I/S	I/S	I/S	I/S	88.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	9	I/S	I/S	I/S	I/S	I/S	90.8	89.5	I/S	I/S
African American	27	100	60	35	5	50	78.1	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.3	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	77.9	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.2	82.5	I/S	I/S
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	51.2	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	76.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	30	100	66.7	28.6	4.8	52.4	79.5	75.5	I/S	I/S

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

All Students	37	100	68	28	4	32	81.6	78.9	No	Yes
Gender										
Male	22	100	N/AV	N/AV	N/AV	33.3	80.6	77	N/A	N/A
Female	15	100	I/S	I/S	I/S	I/S	82.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	9	I/S	I/S	I/S	I/S	I/S	87.6	87.2	I/S	I/S
African American	27	100	70	25	5	30	71.7	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	78.7	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75	79.5	I/S	I/S
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	45.4	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	78.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	30	100	76.2	19	4.8	23.8	74.1	70.2	I/S	I/S

* 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

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	26	100	50	44.4	5.6	50	68.5	67.5
Gender								
Male	13	100	N/AV	N/AV	N/AV	58.3	69.4	67
Female	13	100	I/S	I/S	I/S	I/S	67.6	68
Racial/Ethnic Group								
White	9	I/S	I/S	I/S	I/S	I/S	78.5	79.5
African American	17	100	57.1	35.7	7.1	42.9	52.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.5	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.2	71.2
Disability Status								
Disabled	4	I/S	I/S	I/S	I/S	I/S	34.9	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.3	59.6
Socio-Economic Status								
Subsided meals	20	100	64.3	28.6	7.1	35.7	56.9	55.1

Social Studies

All Students	22	100	N/AV	N/AV	N/AV	28.6	69	72.3
Gender								
Male	15	100	N/AV	N/AV	N/AV	25	69.3	71.5
Female	7	I/S	I/S	I/S	I/S	I/S	68.8	73.2
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	76.5	80.7
African American	16	100	N/AV	N/AV	N/AV	9.1	56.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.5	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	62.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	72.2
Disability Status								
Disabled	4	I/S	I/S	I/S	I/S	I/S	40.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.8	67.9
Socio-Economic Status								
Subsided meals	18	100	N/AV	N/AV	N/AV	16.7	59	62.1

Abbreviations for Missing Data

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N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

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	39	97.4	53.6	39.3	7.1	46.4	71.8	70.2	95	95.9
Gender										
Male	23	95.7	N/AV	N/AV	N/AV	45	65.9	63.2	95.6	95.7
Female	16	100	I/S	I/S	I/S	I/S	78.1	77.5	93.9	96
Racial/Ethnic Group										
White	10	I/S	I/S	I/S	I/S	I/S	78.3	79.1	92.4	95.8
African American	28	96.4	59.1	31.8	9.1	40.9	61.4	57.6	95.4	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84	86.2	N/A	97.7
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	65.9	62.6	N/A	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	60.9	68.7	99.9	96
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	23	26.1	96	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	95
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	64.9	61.2	N/A	96.4
Socio-Economic Status										
Subsidized meals	32	96.9	62.5	29.2	8.3	37.5	61.4	58.9	94.9	95.2

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
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English/Language Arts

2009	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	5	I/S	I/S	I/S	I/S	I/S
	6	12	100	I/S	I/S	I/S	I/S
	7	11	100	I/S	I/S	I/S	I/S
	8	9	I/S	I/S	I/S	I/S	I/S

Mathematics

2009	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	5	I/S	I/S	I/S	I/S	I/S
	6	12	100	I/S	I/S	I/S	I/S
	7	11	100	I/S	I/S	I/S	I/S
	8	9	I/S	I/S	I/S	I/S	I/S

Science

2009	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	3	I/S	I/S	I/S	I/S	I/S
	6	7	I/S	I/S	I/S	I/S	I/S
	7	11	100	I/S	I/S	I/S	I/S
	8	5	I/S	I/S	I/S	I/S	I/S

Social Studies

2009	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	2	I/S	I/S	I/S	I/S	I/S
	6	5	I/S	I/S	I/S	I/S	I/S
	7	11	100	I/S	I/S	I/S	I/S
	8	4	I/S	I/S	I/S	I/S	I/S

Writing

2009	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	4	I/S	I/S	I/S	I/S	I/S
	6	11	100	I/S	I/S	I/S	I/S
	7	14	100	I/S	I/S	I/S	I/S
	8	10	I/S	I/S	I/S	I/S	I/S

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