

LLOYD-KENNEDY CHARTER SCHOOL

130 Avery Lane
Aiken, South Carolina

Grades	5-8 Middle School	
Enrollment	52 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	At-Risk	At-Risk
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	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 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

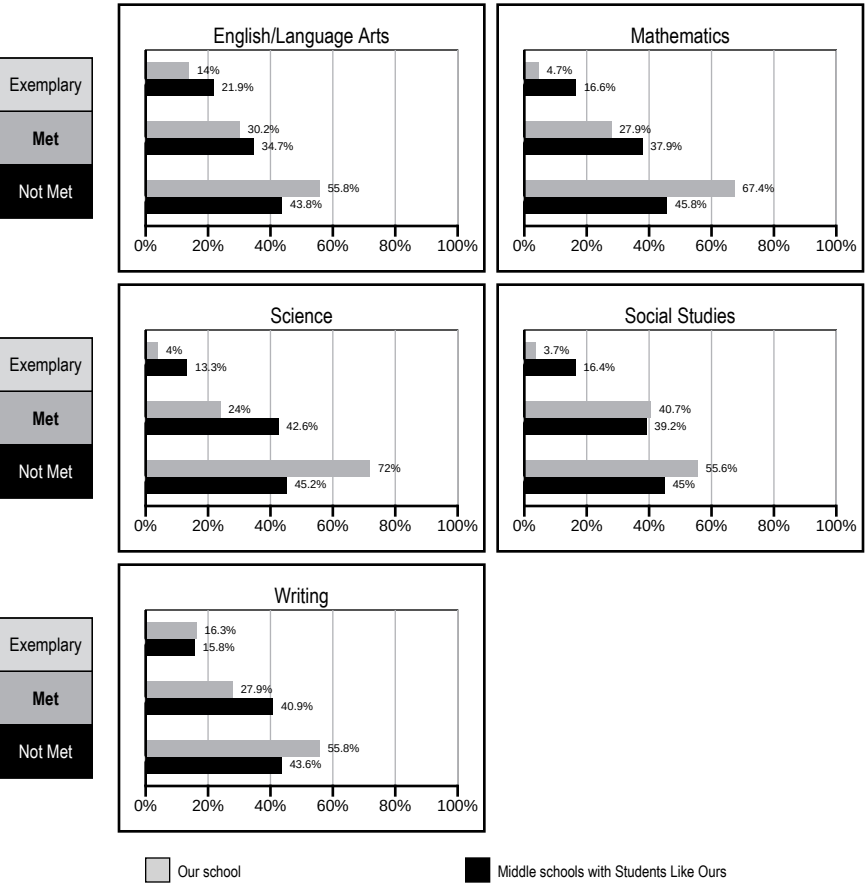
83.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	20	29	5

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

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	66.7%	92.6%
English 1	100.0%	90.2%
Physical Science	N/A	72.3%
US History and the Constitution	N/A	N/A
All Subjects	83.3%	91.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=52)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	13.9%	24.2%
Retention rate	0.0%	Down from 11.9%	1.0%	0.7%
Attendance rate	99.4%	Up from 95.0%	95.4%	95.9%
Eligible for gifted and talented	5.4%	Up from 2.2%	9.5%	16.4%
With disabilities other than speech	19.6%	Up from 15.6%	13.5%	12.0%
Older than usual for grade	7.7%	Up from 5.7%	4.2%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.4%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=6)				
Teachers with advanced degrees	40.0%	Up from 20.0%	58.3%	58.5%
Continuing contract teachers	20.0%	Down from 40.0%	69.2%	80.0%
Teachers with emergency or provisional certificates	33.3%	Down from 50.0%	10.7%	4.0%
Teachers returning from previous year	73.3%	N/A	80.6%	84.6%
Teacher attendance rate	99.6%	Up from 96.5%	95.4%	95.4%
Average teacher salary*	\$21,978	Down 18.4%	\$45,476	\$46,561
Professional development days/teacher	5.0 days	Up from 2.9 days	11.2 days	10.2 days
School				
Principal's years at school	9.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	5.3 to 1	Down from 7.0 to 1	19.7 to 1	21.1 to 1
Prime instructional time	99.1%	Up from 91.1%	89.7%	90.4%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	94.5%	Down from 99.8%	94.6%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$23,788	N/A	\$9,182	\$7,802
Percent of expenditures for instruction**	71.0%	N/A	62.1%	63.8%
Percent of expenditures for teacher salaries**	57.6%	N/A	57.5%	60.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

This school year was defined by a new outlook, new teaching standards and a new attitude. In order to reach our World Class initiative of achieving excellence in teaching, student performance and parent involvement; the Lloyd Kennedy Charter School (LKCS) focused on outlook, standards and attitude. Our mission has always been to service those students at-risk academically, socially and/or personally. However, for the past three years we have witnessed an ever increasing achievement gap in the majority of our students, and this gap is evidenced in student standardized test scores. In response to this growing trend, the teaching staff was trained on taking the Curriculum Standards and using creative/innovative ways of translating that information to the students. We also focused on student and parent accountability, as we have determined academic success must also be supported at home. The LKCS plans to implement our World Class initiative for the next two years, with the trial test ending in June of 2012. At the end of the three year period, we anticipate a marked improvement in student test scores, student attendance and parent involvement.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	5	16	13
Percent satisfied with learning environment	I/S	57.1%	84.6%
Percent satisfied with social and physical environment	100.0%	62.5%	76.9%
Percent satisfied with school-home relations	100.0%	62.5%	75.0%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 6 out of 7 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	1.1%		1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.4%		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	36.2%	0.0%	No
Student attendance rate	99.4%	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
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	49	100	55	32.5	12.5	55	85.1	83.5	No	Yes
Gender										
Male	27	100	75	20	5	35	82.1	80.1	N/A	N/A
Female	22	100	35	45	20	75	88.2	87	N/A	N/A
Racial/Ethnic Group										
White	20	100	55.6	27.8	16.7	55.6	89.8	89.6	I/S	I/S
African American	29	100	54.5	36.4	9.1	54.5	77.6	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	95.1	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	81.9	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.3	85.1	I/S	I/S
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	50.3	51.7	I/S	I/S
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	0	N/A	N/A	N/A	N/A	N/A	81.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	40	100	60.6	30.3	9.1	51.5	79.4	76.9	I/S	Yes

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

All Students	49	100	67.5	30	2.5	45	79.8	80.4	Yes	Yes
Gender										
Male	27	100	70	25	5	45	78.1	78.4	N/A	N/A
Female	22	100	N/A	N/A	N/A	45	81.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	20	100	55.6	38.9	5.6	55.6	86.1	87.8	I/S	I/S
African American	29	100	N/A	N/A	N/A	36.4	70	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	91.4	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	76.9	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	83.3	83.2	I/S	I/S
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	43.1	46.1	I/S	I/S
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	0	N/A	N/A	N/A	N/A	N/A	76.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	40	100	N/A	N/A	N/A	42.4	72.1	72.8	I/S	Yes

* 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	32	96.9	70.8	25	4.2	29.2	65.3	67.3
Gender								
Male	19	100	69.2	23.1	7.7	30.8	65.8	66.9
Female	13	92.3	N/A	N/A	N/A	27.3	64.8	67.7
Racial/Ethnic Group								
White	11	90.9	I/S	I/S	I/S	I/S	76.4	79.6
African American	21	100	N/A	N/A	N/A	20	48.8	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	87.2	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	53.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	70.6	69.5
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	29.9	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	0	N/A	N/A	N/A	N/A	N/A	53.7	58.6
Socio-Economic Status								
Subsidized meals	26	96.2	N/A	N/A	N/A	20	53	55.4

Social Studies

All Students	32	100	55.6	40.7	3.7	44.4	66.2	70.9
Gender								
Male	18	100	N/A	N/A	N/A	40	66.5	70.1
Female	14	100	50	41.7	8.3	50	66	71.7
Racial/Ethnic Group								
White	15	100	53.8	38.5	7.7	46.2	73.7	79.2
African American	17	100	N/A	N/A	N/A	42.9	53.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	80.3	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	65.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	81.8	71.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	31.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	65.1	68
Socio-Economic Status								
Subsidized meals	26	100	60.9	34.8	4.3	39.1	55.5	60.8

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	53	100	55.8	27.9	16.3	44.2	73.1	72.1	99.4	95.9
Gender										
Male	31	100	69.6	21.7	8.7	30.4	66.6	65.2	99.8	95.8
Female	22	100	40	35	25	60	80	79.2	98.9	96
Racial/Ethnic Group										
White	22	100	40	35	25	60	79.8	80.8	98.9	95.7
African American	31	100	69.6	21.7	8.7	30.4	62.9	59.7	99.7	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	87	N/A	97.6
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	66.1	64.6	N/A	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	80.6	73.4	N/A	96.4
Disability Status										
Disabled	11	100	I/S	I/S	I/S	I/S	24.3	27.7	98.1	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	95.6
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	65.3	63.7	N/A	96.5
Socio-Economic Status										
Subsidized meals	44	100	58.3	30.6	11.1	41.7	63.6	61.9	99.3	95.3

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
--	-------	----------------------------------	----------	-----------	-------	-------------	-----------------------

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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	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	15	100	66.7	25	8.3	33.3
	8	17	100	60	13.3	26.7	40

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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	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	15	100	N/A	N/A	N/A	16.7
	8	17	100	46.7	46.7	6.7	53.3

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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	4	I/S	I/S	I/S	I/S	I/S
	6	5	I/S	I/S	I/S	I/S	I/S
	7	15	100	N/A	N/A	N/A	25
	8	8	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							
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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	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	15	100	N/A	N/A	N/A	25
	8	9	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
2010	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	8	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	7	16	100	76.9	15.4	7.7	23.1
	8	19	100	25	50	25	75

Abbreviations for Missing Data

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