

## LAKE CITY COLLEGE PREP ACADEMY

1009 E. Main Street  
Lake City, SC 29560

<b>Grades</b>	K-9 Elementary School	
<b>Enrollment</b>	217 Students	
<b>Principal</b>	Dr. Deloris Brown	843-374-0128
<b>Superintendent</b>	Dr. Wayne Brazell	803-734-8322
<b>Board Chair</b>	Don McLaurin	803-603-1441

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>At-Risk</b>	<b>Below Average</b>
2010	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A
2007	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://eoc.sc.gov>

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

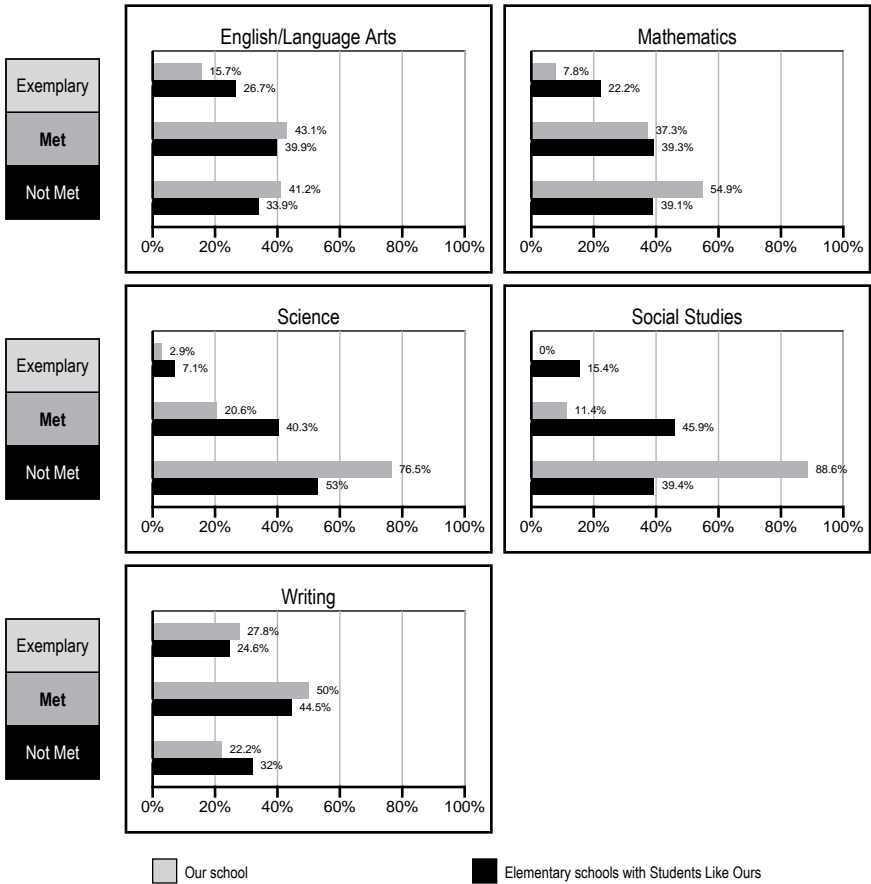
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 89.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	8	87	51	23

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary 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

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=217)</b>				
First graders who attended full-day kindergarten	100.0%	N/R	100.0%	100.0%
Retention rate	0.0%	N/A	1.5%	1.1%
Attendance rate	92.7%	N/A	96.2%	96.2%
Served by gifted and talented program	0.0%	N/A	5.3%	13.4%
With disabilities other than speech	15.1%	N/A	4.2%	4.1%
Older than usual for grade	3.6%	N/A	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
<b>Teachers (n=17)</b>				
Teachers with advanced degrees	35.3%	N/A	61.9%	62.5%
Continuing contract teachers	35.3%	N/A	82.3%	88.2%
Teachers returning from previous year	N/A	N/A	84.7%	87.8%
Teacher attendance rate	95.8%	N/R	95.2%	95.2%
Average teacher salary*	\$30,000	I/S	\$45,196	\$46,773
Professional development days/teacher	6.7 days	N/R	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	N/R	17.6 to 1	19.9 to 1
Prime instructional time	87.9%	N/R	90.3%	90.4%
Opportunities in the arts	Excellent	N/R	Good	Good
SACS accreditation	No	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	100.0%	100.0%
Character development program	Good	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$8,435	\$7,447
Percent of expenditures for instruction**	N/A	N/A	67.8%	68.4%
Percent of expenditures for teacher salaries**	N/A	N/A	64.7%	65.8%

\* 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**

Leo Bennett, Chair / Dean of Students We have completed one year and now we have a baseline to measure our efforts going forward. We have designed a comprehensive program for next school year. This program included bringing teams together including parents, community partners, students and teachers to improve our overall progress.

Dr. Deloris Brown, Principal All students attending our school will work collaboratively in teams this year along with their teachers, and student government to enhance our overall school spirit of excellence. Not only will students be involved in measuring their own growth, but we will also have parents involved; staff members, and community partners. This will occur as we look at data together using our newly formed Family University as a lab to launch a comprehensive plan for student achievement and high expectations as we strive for excellence for all students.

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

\* 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 5 out of 13 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	9.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	20.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	100.0%	0.0%	No
Student attendance rate	92.7%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**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 = 79.4% (Met or Exemplary)**

All Students	102	96.1	47.9	37.2	14.9	66	83	82.4	No	Yes
<b>Gender</b>										
Male	40	95	62.2	29.7	8.1	48.6	79.7	78.7	N/A	N/A
Female	62	96.8	38.6	42.1	19.3	77.2	86.3	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	2	I/S	I/S	I/S	I/S	I/S	85.6	88.9	I/S	I/S
African American	100	96	48.9	37	14.1	65.2	72.3	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.3	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	91.5	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.8	83	I/S	I/S
<b>Disability Status</b>										
Disabled	23	82.6	73.7	21.1	5.3	31.6	52.8	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	77	94.8	46.6	39.7	13.7	64.4	75	75.4	No	No

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	102	100	65.3	27.6	7.1	49	73.1	81.9	No	Yes
<b>Gender</b>										
Male	40	100	N/AV	N/AV	N/AV	35.9	72.5	79.9	N/A	N/A
Female	62	100	54.2	33.9	11.9	57.6	73.6	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	2	I/S	I/S	I/S	I/S	I/S	76.5	88.9	I/S	I/S
African American	100	100	65.6	28.1	6.3	47.9	58.8	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.9	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	82.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	67.9	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	23	100	N/AV	N/AV	N/AV	21.7	43.1	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	77	100	66.2	29.9	3.9	50.6	62.9	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## 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
<b>Science</b>								
All Students	65	98.5	70.5	27.9	1.6	29.5	64	68.6
<b>Gender</b>								
Male	26	96.2	72	24	4	28	64.3	68.3
Female	39	100	N/AV	N/AV	N/AV	30.6	63.6	68.9
<b>Racial/Ethnic Group</b>								
White	N/A	N/AV	I/S	I/S	I/S	I/S	69.5	80.7
African American	65	98.5	70.5	27.9	1.6	29.5	42.5	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.1	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	52.6	70.8
<b>Disability Status</b>								
Disabled	15	100	80	13.3	6.7	20	37.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	52	98.1	74.5	23.5	2	25.5	50.5	57.3
<b>Social Studies</b>								
All Students	66	98.5	73.4	23.4	3.1	26.6	62.8	72.5
<b>Gender</b>								
Male	27	96.3	76	20	4	24	62.6	72
Female	39	100	71.8	25.6	2.6	28.2	63.1	73.1
<b>Racial/Ethnic Group</b>								
White	2	I/S	I/S	I/S	I/S	I/S	65.9	81
African American	64	98.4	75.8	21	3.2	24.2	49.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.1	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	71.2	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	56.3	73.5
<b>Disability Status</b>								
Disabled	16	100	N/AV	N/AV	N/AV	18.8	31.3	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	51	98	74	22	4	26	49.6	62.9

Abbreviations for Missing Data

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**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
<b>Writing</b>										
All Students	38	94.7	40	40	20	60	70.3	73.2	92.9	97.4
<b>Gender</b>										
Male	12	91.7	N/AV	N/AV	N/AV	36.4	64	67.2	91.8	97.4
Female	26	96.2	29.2	41.7	29.2	70.8	76.6	79.4	93.9	97.4
<b>Racial/Ethnic Group</b>										
White	2	I/S	I/S	I/S	I/S	I/S	72.7	81.5	92.6	97.6
African American	36	94.4	39.4	42.4	18.2	60.6	61.4	61.3	93	96.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	87	N/A	98.6
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	75	66.7	78.7	97.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	50	72.2	N/A	96.8
<b>Disability Status</b>										
Disabled	8	I/S	I/S	I/S	I/S	I/S	29.9	26	92.7	97
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	N/A	84.9
<b>Socio-Economic Status</b>										
Subsidized meals	26	92.3	44	44	12	56	57.5	63.2	92.8	97.2

Abbreviations for Missing Data

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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>2010</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	16	93.8	50	28.6	21.4	50
	4	18	83.3	40	40	20	60
	5	19	100	22.2	66.7	11.1	77.8
	6	20	100	57.9	31.6	10.5	42.1
	7	11	100	N/AV	N/AV	N/AV	27.3
	8	18	100	52.9	23.5	23.5	47.1
<b>Mathematics</b>							
<b>2010</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	16	100	N/AV	N/AV	N/AV	13.3
	4	18	100	44.4	50	5.6	55.6
	5	19	100	38.9	44.4	16.7	61.1
	6	20	100	N/AV	N/AV	N/AV	10.5
	7	11	100	N/AV	N/AV	N/AV	27.3
	8	18	100	64.7	17.6	17.6	35.3
<b>Science</b>							
<b>2010</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	8	I/S	I/S	I/S	I/S	I/S
	4	18	100	N/AV	N/AV	N/AV	5.6
	5	10	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	7	11	100	N/AV	N/AV	N/AV	54.5
	8	8	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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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>2010</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	8	I/S	I/S	I/S	I/S	I/S
	4	18	100	N/AV	N/AV	N/AV	11.1
	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	11	100	N/AV	N/AV	N/AV	9.1
	8	10	I/S	I/S	I/S	I/S	I/S
<b>Writing</b>							
<b>2010</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
<b>2011</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	19	94.7	22.2	50	27.8	77.8
	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	19	94.7	58.8	29.4	11.8	41.2

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