



SC Annual School Report Card Summary

Lake City College Prep Academy
 SC Public Charter School District
 Grades: K-10 Enrollment: 209
 Principal: Deloris Brown
 Superintendent: Wayne Brazell, Ph.D.
 Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	At-Risk	At-Risk	TBD	TBD	F	Priority
2011	At-Risk	Below Average	N/A	N/A	Not Met	N/A
2010	N/A	N/A	N/A	N/A	N/A	N/A

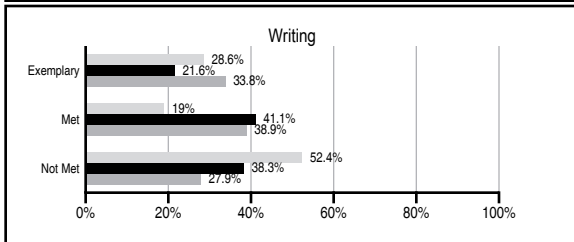
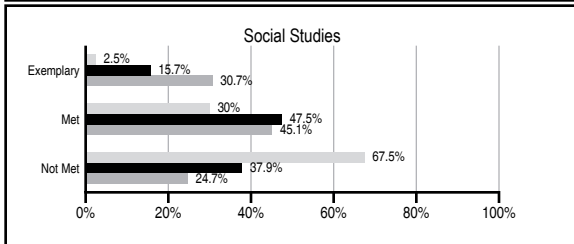
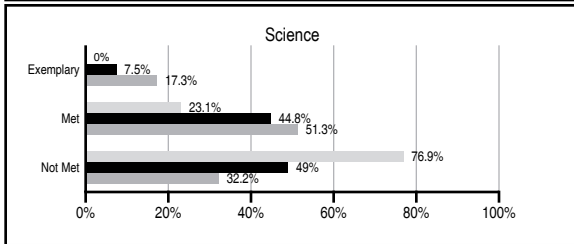
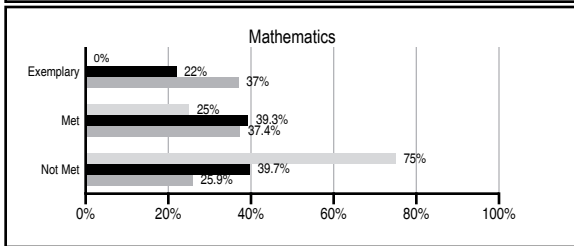
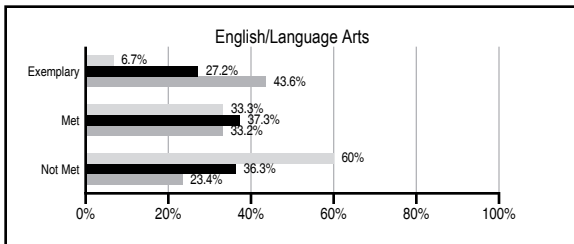
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
2	10	83	47	19

* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=209)				
Retention rate	0.0%	No Change	1.3%	1.0%
Attendance rate	94.2%	Up from 92.7%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Up from 0.0%	0.0%	0.0%
Teachers (n=20)				
Teachers with advanced degrees	35.0%	Down from 35.3%	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	N/A	N/A	85.4%	88.7%
Teacher attendance rate	99.2%	Up from 95.8%	95.4%	95.1%
Average teacher salary*	\$31,634	Up 5.4%	\$45,018	\$47,210
Classes not taught by highly qualified teachers	17.4%	Down from 100.0%	0.0%	0.0%
Professional development days/teacher	1.1 days	Down from 6.7 days	9.7 days	10.5 days
School				
Principal's years at school	3.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	14.3 to 1	Down from 20.0 to 1	18.0 to 1	20.0 to 1
Prime instructional time	93.1%	Up from 87.9%	90.7%	90.5%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	98.4%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,795	N/A	\$8,384	\$7,247
Percent of expenditures for instruction**	60.0%	N/A	66.1%	68.2%
Percent of expenditures for teacher salaries**	45.8%	N/A	62.9%	65.7%
ESEA composite index score	28.3	N/A	83.3	91.9

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
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 at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

LCCPA utilizes a research-based artistic model in conjunction with the Anderson Five 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 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
- Opportunities to participate in all sports
- Computer Repair Classes
- Band, Chorus, Dance, Theatre, and Visual Arts Classes Performances
- 2012 National History Project Statewide Regional Champions
- State-Wide District Science Fair Winners

Additionally, LCCPA realizes 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 McCreia, Family University Coordinator
 Ms. Mary McNair, Chairman School Improvement Council

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 NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status