



## Lake Forest Elementary

16 Berkshire Avenue  
Greenville, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	726 Students	
<b>Principal</b>	Cynthia Coggins	864-355-4000
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Average	Good
2007	Average	At-Risk
2006	Average	Average
2005	Good	Below 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**

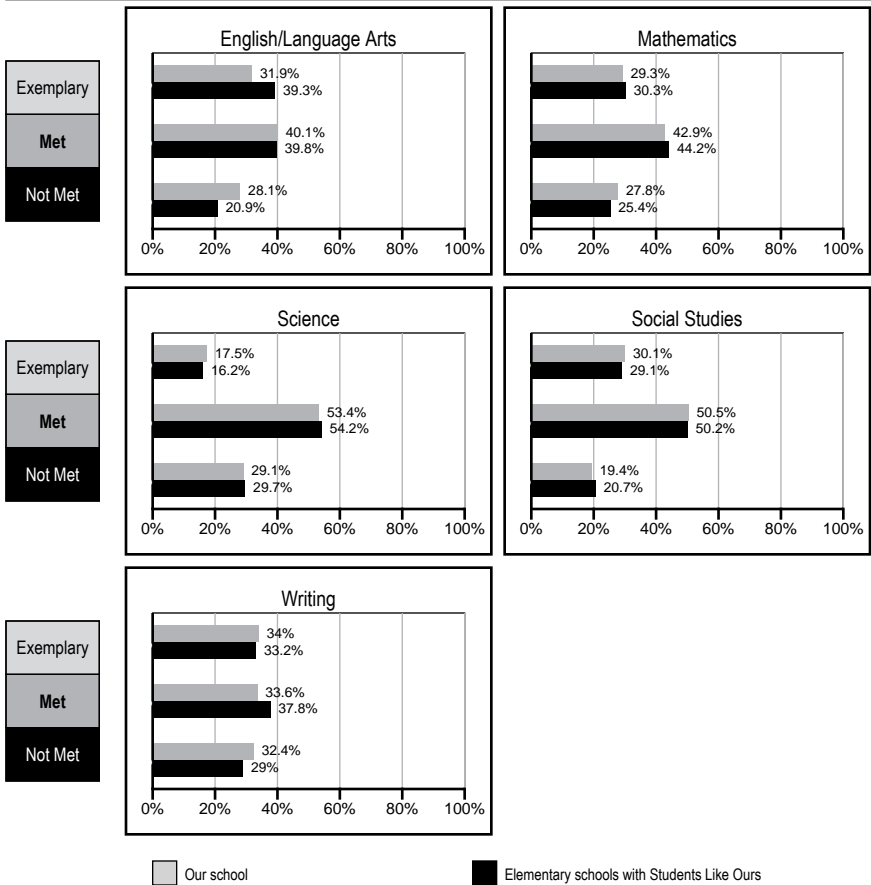
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 93.5%

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

Excellent	Good	Average	Below Average	At-Risk
5	28	61	2	0

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

**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=726)</b>				
First graders who attended full-day kindergarten	95.7%	Down from 96.4%	100.0%	100.0%
Retention rate	1.0%	Up from 0.8%	1.8%	1.9%
Attendance rate	96.4%	Down from 96.7%	96.2%	96.3%
Eligible for gifted and talented	10.8%	Down from 11.4%	11.4%	10.0%
With disabilities other than speech	16.1%	No Change	9.1%	7.7%
Older than usual for grade	0.3%	Up from 0.2%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=51)</b>				
Teachers with advanced degrees	56.9%	Up from 56.3%	58.4%	59.4%
Continuing contract teachers	84.3%	Down from 87.5%	83.1%	80.0%
Teachers with emergency or provisional certificates	2.2%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	88.3%	Up from 86.9%	86.2%	85.9%
Teacher attendance rate	95.1%	No Change	95.3%	95.1%
Average teacher salary*	\$45,606	Up 2.2%	\$47,006	\$47,149
Professional development days/teacher	7.7 days	Down from 8.9 days	11.6 days	11.1 days
<b>School</b>				
Principal's years at school	14.0	Up from 13.0	4.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Down from 20.4 to 1	19.1 to 1	18.8 to 1
Prime instructional time	91.2%	Up from 90.5%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,126	Up 5.3%	\$7,254	\$7,458
Percent of expenditures for instruction**	69.7%	Down from 70.3%	68.0%	68.8%
Percent of expenditures for teacher salaries**	63.5%	Down from 66.2%	63.8%	63.2%

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

\*\* 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 providing quality educational experiences for all students in K4 through 5th grade. Many of our students come 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 and become an adaptive, life-long learner, and responsible citizen by providing opportunities promoting 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. Additionally, Lake Forest has been recognized as a Palmetto Silver Award winning school in 2006 and 2008 for outstanding achievement in raising test scores. As a community school, Lake Forest has excellent support from PTA, SIC, parents, and community. These groups provide invaluable support for school activities and ensure that quality programs are available for all students. Volunteers assist students through individual tutoring, small group work, and by providing access to community programs. Volunteers from the Alliance for Quality Education, Furman University, and area senior citizens partner with the school to provide tutors for students. Core academic subjects are given special emphasis in the classroom and integrated throughout the curriculum. The Science Lab teacher provides hands-on activities for grade 1-5 students. Students performing below grade level receive special assistance from the reading interventionists, computer lab manager, ESOL teacher, assistants, and volunteers. The year-long before and after-school tutorial programs assist grade 3-5 students in core academic areas. Higher achieving students participated in programs for the academically gifted. Artistically talented children participate in district level programs. The Lake Forest after-school care program continues to be very popular, offering a structured program with a wide variety of activities. During 2008-2009 the school was awarded charters for a Junior Beta Club and a National Elementary Honor Society. Fourth and fifth grade students will be inducted into these two clubs in 2009-2010. Students also participate in Science Fun Day and Arts Integration Day, taking part in a variety of hands-on activities and demonstrations to increase interest and knowledge in these areas. During 2008, the school implemented a Marathon Club to recognize students participating in daily physical activity. Healthy Choices Day in November of 2009 will emphasize healthy eating, daily exercise, and becoming/staying physically fit. Lake Forest students also participated in service project activities sponsored by Student Council, including Jump Rope for Heart, March of Dimes, donations for local Food Banks, Leukemia Society Pennies for Patients, and collection of gently used children's books for distribution to Greenville Literacy Society and our community centers.

Lake Forest continues to strive for improved educational opportunities for every student, increased academic achievement in all subjects, and the pursuit of 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.

Pam Attaway, SIC Chairperson  
Cynthia Coggins, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	107	57
Percent satisfied with learning environment	100.0%	95.2%	91.1%
Percent satisfied with social and physical environment	100.0%	88.7%	94.6%
Percent satisfied with school-home relations	95.7%	95.3%	89.3%

\* 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 26 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

<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	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.2%	0.0%	No
Student attendance rate	96.4%	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 = 58.8% (Met or Exemplary)**

All Students	350	99.7	28.1	40.1	31.9	82.3	84	82.8	Yes	Yes
<b>Gender</b>										
Male	187	99.5	32.7	37.5	29.8	79.8	80.8	79.3	N/A	N/A
Female	163	100	22.8	43	34.2	85.2	87.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	166	100	14	38.2	47.8	93.6	89.5	89.5	Yes	Yes
African American	84	98.8	52.2	31.9	15.9	62.3	72.7	73.7	Yes	Yes
Asian/Pacific Islander	25	100	36	44	20	84	93	92.3	I/S	I/S
Hispanic	69	100	31.7	53.3	15	76.7	74.8	76.5	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	83	98.8	71.1	27.6	1.3	53.9	52.5	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	88	100	31.3	50	18.8	80	74.5	75.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	211	99.5	38.9	43.8	17.3	74.1	74.4	75.5	Yes	Yes

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

All Students	350	99.7	27.8	42.9	29.3	80.1	80.9	78.9	Yes	Yes
<b>Gender</b>										
Male	187	99.5	26.2	43.5	30.4	81.5	79.6	77	N/A	N/A
Female	163	100	29.5	42.3	28.2	78.5	82.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	166	100	15.9	40.8	43.3	87.9	87	87.2	Yes	Yes
African American	84	98.8	50.7	37.7	11.6	56.5	66.3	66.7	No	Yes
Asian/Pacific Islander	25	100	12	60	28	92	94.3	93	I/S	I/S
Hispanic	69	100	40	43.3	16.7	80	75.3	76	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	83	98.8	67.1	27.6	5.3	42.1	48.1	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	88	100	31.3	48.8	20	85	76.2	76.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	211	99.5	40	43.2	16.8	71.9	70.5	70.2	Yes	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	230	99.6	29.1	53.4	17.5	70.9	71.3	67.5
<b>Gender</b>								
Male	128	99.2	28.9	53.5	17.5	71.1	70.8	67
Female	102	100	29.3	53.3	17.4	70.7	71.8	68
<b>Racial/Ethnic Group</b>								
White	101	99	15.8	57.9	26.3	84.2	79.5	79.5
African American	58	100	48.9	44.4	6.7	51.1	53	50.3
Asian/Pacific Islander	18	100	27.8	50	22.2	72.2	86.9	84.3
Hispanic	49	100	38.6	52.3	9.1	61.4	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
<b>Disability Status</b>								
Disabled	50	100	60	37.8	2.2	40	39.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	65	100	36.1	49.2	14.8	63.9	60.4	59.6
<b>Socio-Economic Status</b>								
Subsided meals	142	99.3	41.9	50.8	7.3	58.1	57.5	55.1
<b>Social Studies</b>								
All Students	228	99.6	19.4	50.5	30.1	80.6	75.7	72.3
<b>Gender</b>								
Male	121	100	22	45	33	78	75.1	71.5
Female	107	99.1	16.5	56.7	26.8	83.5	76.3	73.2
<b>Racial/Ethnic Group</b>								
White	112	100	9.4	52.8	37.7	90.6	81.7	80.7
African American	57	100	45.8	33.3	20.8	54.2	61.5	60
Asian/Pacific Islander	19	100	15.8	57.9	26.3	84.2	88	88.5
Hispanic	37	97.3	13.3	63.3	23.3	86.7	69	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	78	72.2
<b>Disability Status</b>								
Disabled	57	100	50	46.3	3.7	50	47.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	49	98	14	58.1	27.9	86	69	67.9
<b>Socio-Economic Status</b>								
Subsided meals	128	99.2	29.7	52.3	18	70.3	63.9	62.1

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	342	99.4	32.2	33.8	34.1	67.8	72.9	70.2	96.4	96.5
<b>Gender</b>										
Male	185	99.5	38.2	33.5	28.2	61.8	66.4	63.2	96.4	96.4
Female	157	99.4	25.3	34	40.7	74.7	79.7	77.5	96.5	96.5
<b>Racial/Ethnic Group</b>										
White	166	100	20.6	31.3	48.1	79.4	80.5	79.1	96.4	96.3
African American	80	98.8	52.2	30.4	17.4	47.8	57.1	57.6	95.6	96.5
Asian/Pacific Islander	25	100	20	56	24	80	87.3	86.2	97.4	97.6
Hispanic	65	98.5	45	36.7	18.3	55	61.3	62.6	97.3	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.8	68.7	91.7	95.2
<b>Disability Status</b>										
Disabled	81	98.8	78.4	18.9	2.7	21.6	28.4	26.1	95.1	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
<b>English Proficiency</b>										
Limited English Proficient	85	98.8	40	36.3	23.8	60	60.5	61.2	97.4	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	204	99	43.8	36.2	20	56.2	58.8	58.9	96.1	95.8

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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>2009</b>	3	127	100	33.1	33.9	33.1	66.9
	4	109	100	27.4	42.1	30.5	72.6
	5	114	99.1	23.1	45.2	31.7	76.9
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	127	100	33.1	38.1	28.8	66.9
	4	109	100	23.2	43.2	33.7	76.8
	5	114	99.1	26	48.1	26	74
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	64	100	28.3	53.3	18.3	71.7
	4	109	100	29.5	49.5	21.1	70.5
	5	57	98.3	29.4	60.8	9.8	70.6
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Social Studies</b>							
<b>2009</b>	3	63	98.4	24.1	55.2	20.7	75.9
	4	109	100	13.7	49.5	36.8	86.3
	5	56	100	24.5	47.2	28.3	75.5
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	126	99.2	38.3	35	26.7	61.7
	4	104	99	34.7	28.4	36.8	65.3
	5	112	100	22.9	37.1	40	77.1
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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