



LAMBS ELEMENTARY

6800 Dorchester Road
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	406 Students	
Principal	Kenneth R. Plaster	843-767-5900
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Average	Average
2007	Below Average	Good
2006	Average	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 2009-10 whose 2008-09 test scores were located

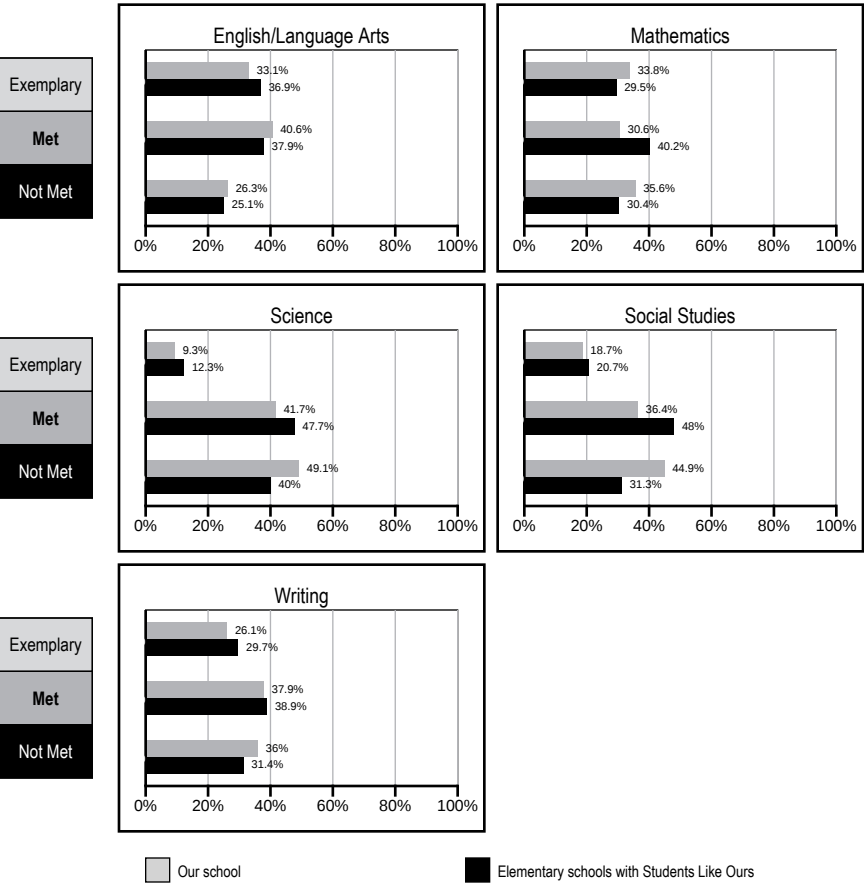
95.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	18	100	9	0

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

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
Students (n=406)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 1.8%	1.4%	1.2%
Attendance rate	95.2%	Down from 96.3%	95.7%	96.1%
Eligible for gifted and talented	9.1%	Up from 6.5%	10.3%	11.7%
With disabilities other than speech	2.6%	Down from 4.7%	8.8%	8.0%
Older than usual for grade	0.0%	No Change	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 1.0%	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	57.6%	Up from 54.5%	60.7%	60.5%
Continuing contract teachers	81.8%	Up from 72.7%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.5%	Up from 79.4%	87.7%	87.0%
Teacher attendance rate	97.1%	Up from 94.3%	94.9%	95.4%
Average teacher salary*	\$46,083	Up 0.1%	\$47,079	\$47,288
Professional development days/teacher	10.7 days	Up from 7.0 days	10.9 days	10.5 days
School				
Principal's years at school	1.0	Down from 8.0	4.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Up from 16.5 to 1	19.2 to 1	19.2 to 1
Prime instructional time	91.9%	Up from 90.3%	89.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 92.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,881	Up 2.7%	\$7,533	\$7,548
Percent of expenditures for instruction**	68.6%	Down from 70.6%	67.4%	68.7%
Percent of expenditures for teacher salaries**	65.7%	Down from 66.0%	64.6%	65.1%

* 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

This report card is presented annually to report to the parents, community, and interested citizens the status of Lambs Elementary School. The report is designed to give the reader information about the progress of the school, faculty, staff, and students.

Lambs Elementary School was recognized as a Silver Palmetto Award recipient for gains in the 2007-2008 PACT test. The school is a member of the Accelerated Schools Project and completed the third year of training for Project Read during the 2009-10 school year.

The faculty, staff, and administration are dedicated to the full implementation of the Charleston Plan for Excellence. Professional development activities are planned that provide the teachers with additional skills to help all students reach their potential in a safe and orderly environment.

For the second consecutive year, Lambs has been recognized as an Exemplar School for PBIS implementation. The faculty is also trained in CHAMPS. Students are taught Lambs traits throughout the curriculum and are rewarded frequently and consistently for positive behavior. Some of the recognitions include incentive drawings, quarterly celebrations and shopping at the Lambs Loot store. As a result, suspensions and office referrals have decreased significantly.

The administration, faculty, and staff use school data to develop strategic plans for improvement. With the Charleston County School District's theme, "Excellence is our Standard," as the backdrop, the mission at Lambs Elementary is to provide quality instruction for all students.

The lead teacher and the principal met weekly with the grade level teams to discuss instructional strategies, monitor student progress, and discuss implementation of strategies and the coherent curriculum. The coherent curriculum and instructional calendars drive the instructional program for all students. Student progress is monitored by using a variety of assessments, including DIBELS, DRA, and MAP testing.

The data from the 2009 PASS test and other student assessments is used to make decisions about intervention strategies. Special emphasis was placed on math and reading during the 2009-10 school year.

Volunteers continue to provide excellent support to the teachers and students. The number of volunteers working with Lambs continues to increase, and the Parent Advocate will continue to expand the program.

Jennifer Wicker, Lead Teacher
Kenneth R. Plaster, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	46	27
Percent satisfied with learning environment	100.0%	80.4%	96.3%
Percent satisfied with social and physical environment	96.2%	73.9%	85.2%
Percent satisfied with school-home relations	92.0%	97.8%	92.3%

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

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School Adequate Yearly Progress

YES

This school met 13 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	
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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.2%	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	172	100	26.3	40.6	33.1	80	85	83.5	Yes	Yes
Gender										
Male	88	100	34.6	30.9	34.6	71.6	81.6	80.1	N/A	N/A
Female	84	100	17.7	50.6	31.6	88.6	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	34	100	16.7	23.3	60	83.3	95.3	89.6	I/S	I/S
African American	105	100	27.3	48.5	24.2	79.8	75.2	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.1	92.7	I/S	I/S
Hispanic	27	100	40	36	24	72	80.1	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	98.1	85.1	I/S	I/S
Disability Status										
Disabled	14	100	N/A	N/A	N/A	14.3	49	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	23	100	45.5	36.4	18.2	68.2	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	132	100	29.3	43.9	26.8	78.9	76.4	76.9	Yes	Yes

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

All Students	172	100	35.6	30.6	33.8	72.5	81	80.4	Yes	Yes
Gender										
Male	88	100	40.7	23.5	35.8	67.9	78.9	78.4	N/A	N/A
Female	84	100	30.4	38	31.6	77.2	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	34	100	10	33.3	56.7	90	94.5	87.8	I/S	I/S
African American	105	100	40.4	33.3	26.3	69.7	68	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.1	93.5	I/S	I/S
Hispanic	27	100	52	16	32	56	77.2	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	94.4	83.2	I/S	I/S
Disability Status										
Disabled	14	100	N/A	N/A	N/A	28.6	43.8	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	23	100	59.1	13.6	27.3	50	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	132	100	39	34.1	26.8	69.9	70.2	72.8	Yes	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	118	100	49.1	41.7	9.3	50.9	67.4	67.3
Gender								
Male	58	100	48.1	38.5	13.5	51.9	66.2	66.9
Female	60	100	50	44.6	5.4	50	68.5	67.7
Racial/Ethnic Group								
White	25	100	28.6	42.9	28.6	71.4	89	79.6
African American	69	100	56.9	38.5	4.6	43.1	46.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.7	84.4
Hispanic	20	100	44.4	50	5.6	55.6	58.7	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.8	69.5
Disability Status								
Disabled	11	100	N/A	N/A	N/A	18.2	29.2	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	17	100	46.7	46.7	6.7	53.3	58.2	58.6
Socio-Economic Status								
Subsidized meals	93	100	55.8	39.5	4.7	44.2	49.3	55.4

Social Studies								
All Students	114	100	44.9	36.4	18.7	55.1	73.8	70.9
Gender								
Male	59	100	48.2	26.8	25	51.8	72.3	70.1
Female	55	100	41.2	47.1	11.8	58.8	75.3	71.7
Racial/Ethnic Group								
White	23	100	28.6	23.8	47.6	71.4	90.1	79.2
African American	71	100	47.8	43.3	9	52.2	58.4	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.3	86.8
Hispanic	17	100	56.3	25	18.8	43.8	66.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.6	71.2
Disability Status								
Disabled	11	100	N/A	N/A	N/A	9.1	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	16	100	56.3	25	18.8	43.8	66.7	68
Socio-Economic Status								
Subsidized meals	84	100	51.9	35.4	12.7	48.1	60.2	60.8

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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
Writing										
All Students	172	99.4	35.6	38.1	26.3	64.4	75	72.1	95.2	95.7
Gender										
Male	89	98.9	43.2	33.3	23.5	56.8	69.1	65.2	94.9	95.5
Female	83	100	27.8	43	29.1	72.2	81	79.2	95.5	95.8
Racial/Ethnic Group										
White	33	100	26.7	26.7	46.7	73.3	91	80.8	95.2	95.8
African American	106	99.1	34.3	46.5	19.2	65.7	60.2	59.7	95.2	95.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.2	87	96.4	97
Hispanic	27	100	56	20	24	44	63.7	64.6	94.9	96
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.1	73.4	97.5	95.6
Disability Status										
Disabled	13	100	N/AV	N/AV	N/AV	7.7	28.4	27.7	92.7	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	23	100	59.1	22.7	18.2	40.9	63.5	63.7	95.2	96.3
Socio-Economic Status										
Subsidized meals	131	99.2	39.8	38.2	22	60.2	61.1	61.9	94.9	95.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	60	100	43.1	35.3	21.6	56.9
	4	59	100	27.3	41.8	30.9	72.7
	5	38	100	23.5	35.3	41.2	76.5
	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
2010	3	57	100	18.5	37	44.4	81.5
	4	60	100	38.2	40	21.8	61.8
	5	55	100	21.6	45.1	33.3	78.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	60	100	41.2	35.3	23.5	58.8
	4	59	100	21.8	50.9	27.3	78.2
	5	38	100	20.6	44.1	35.3	79.4
	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
2010	3	57	100	38.9	35.2	25.9	61.1
	4	60	100	36.4	30.9	32.7	63.6
	5	55	100	31.4	25.5	43.1	68.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	30	96.7	N/AV	N/AV	N/AV	33.3
	4	59	100	32.7	56.4	10.9	67.3
	5	19	100	25	62.5	12.5	75
	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
2010	3	29	100	59.3	29.6	11.1	40.7
	4	60	100	40	49.1	10.9	60
	5	29	100	57.7	38.5	3.8	42.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	30	96.7	40.7	40.7	18.5	59.3
	4	59	100	20	65.5	14.5	80
	5	20	100	N/AV	N/AV	N/AV	66.7
	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
2010	3	28	100	29.6	48.1	22.2	70.4
	4	60	100	50.9	38.2	10.9	49.1
	5	26	100	48	20	32	52
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	62	100	47.3	30.9	21.8	52.7
	4	59	100	36.4	40	23.6	63.6
	5	37	100	23.5	32.4	44.1	76.5
	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
2010	3	56	100	42.6	31.5	25.9	57.4
	4	61	100	39.3	44.6	16.1	60.7
	5	55	98.2	24	38	38	76
	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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