

IN THE STATE OF SOUTH CAROLINA
COURT OF APPEALS

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SC Court of Appeals

FROM THE SOUTH CAROLINA ADMINISTRATIVE LAW COURT

John D. McLeod, Judge

Appellate Case No: 2014-002372
Civil Action No: 14-ALJ-30-1256-AP

Lake City College Preparatory Academy.....Appellant,

v.

South Carolina Public Charter School District.....Respondent

RECORD ON APPEAL
VOLUME VI

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South Carolina Public Charter School District Agreement

This Agreement is a contract between the South Carolina Public Charter School District, (hereinafter referred to as the "SCPCSD") as sponsor and authorizer, and Lake City College Preparatory Academy (sometimes referred to herein as the "Charter School") for the establishment and operation of a public charter school under the South Carolina Charter Schools Act, S.C. Code Ann. § 59-40-10 et seq. (2006) (the "Charter Schools Act").

This Agreement will be reviewed with the Governing Board of the Charter School on an annual basis or as needed to update and identify needed technical assistance.

The goals of every charter school within the SCPCSD are as follows:

1. To require the well-being of students to be the fundamental basis for all decision-making and actions;
2. To use objective and verifiable measures of student assessment and achievement as the primary measure of school quality; and
3. To operate schools with discipline, academic rigor and fiscal viability and integrity.

1. Definitions: South Carolina Charter Schools Act (Section 59-40-40)

1.1 The terms used in this Agreement shall have the meanings ascribed to such terms in the Charter Schools Act.

2. Relationship of the Parties and the Charter School

2.1 The SCPCSD is qualified to serve as a sponsor under the Charter Schools Act.

2.2 The SCPCSD, having reviewed, held a hearing and conditionally approved a Charter Application certified by the South Carolina State Charter Advisory Committee as complying with applicable law, grants this charter (the "Charter") to Lake City College Preparatory Academy and authorizes the Charter School on the terms and conditions stated herein; and shall serve as the Sponsor of the Charter School.

2.3 The SCPCSD shall exercise all oversight responsibilities with respect to the Charter School as set forth in the Charter Schools Act and under applicable law.

2.4 This Agreement confers the rights, franchises, privileges, and obligations upon the Charter School of a charter school in the State of South Carolina in accordance with the Charter Schools Act and the terms and conditions of this Agreement.

2.5 The Charter School is a public school, as defined in §59-40-40 of the Charter Schools Act, it agrees to adhere to the same health, safety, civil rights, and disability rights requirements as are applied to other public schools operating in South Carolina.

2.6 This Agreement must be evaluated, on an annual basis, by the Chair of the Planning Committee and in subsequent years by the Chair of the Governing Board of the Charter School and by the Chairman and Superintendent of the SCPCSD.

3. Charter Obligations of the Charter School

3.1 This Charter incorporates all assurances and commitments outlined in the charter application submitted by the Charter School and conditionally approved by the SCPCSD Board of Trustees on July 9, 2009.

3.2 The Charter School governing board, agrees to create and perform the operations of the Charter School as outlined in the following sections of the application, to include:

- (1) Mission and Purpose;
- (2) Admission Policies and Procedures;
- (3) Student Attendance-School Year – Calendar;
- (4) Educational Program, Goals, Objectives, Pupil Achievement Standards;
- (5) Curriculum & Instruction;
- (6) Assessment;
- (7) Accountability For Student And Teacher Performance Goals;
- (8) Reporting – Data Collection;
- (9) Finance-Budget-Accounting System;
- (10) Pupil accounting System;
- (11) Governance – Operation;
- (12) Records & Meetings;
- (13) Administrative & Teaching Staff;
- (14) Racial Composition;
- (15) Transportation;
- (16) Facilities;
- (17) Employee Relations;
- (18) Grievance & Termination Procedures;
- (19) State & Federal Regulations;
- (20) Student Conduct, Rights & Responsibilities;
- (21) Indemnification & Insurance; and
- (22) Staff Professional Development.

3.3 The Charter School shall comply with all applicable state and federal laws, together with the regulations promulgated with respect thereto, which may include, but are not limited to, the following:

- Title VI of the Civil Rights Act of 1964;
- Title IX of the Education Amendments of 1972;
- Title VII of the Civil Rights Act of 1964;
- The Family and Medical Leave Act of 1993;
- The Age Discrimination Act of 1975;
- The Age Discrimination in Employment Act of 1967;
- The Americans With Disabilities Act of 1990;

- Section 504 of the Rehabilitation Act of 1973;
- The Family Educational Rights and Privacy Act;
- All Title of the Elementary & Secondary Education Act; and
- NCLB and any other federal dollars for which the school applies and receives federal funds.
- SC Religious Freedom Act
- SC Religion and Public Schools Act
- SC Comprehensive Health Education Program which shall govern all homework, assigned material, including web sites and class discussions
- SC Student Led Message Act
- SC Release Time for Religious Training Act
- SC Release Time for Religious Training Credit Act

3.4 This Agreement may be revised only by the mutual agreement of the parties evidenced in writing and signed by the Chair and Superintendent of the SCPDSD and the Chair of the Charter School governing board.

3.5 Lake City College Preparatory Academy and its board of directors agree to be bound by each and every policy of the South Carolina Public Charter School District that is applicable to schools in the South Carolina Public Charter School District, including all policies that may come into existence at some point after this charter is approved by the South Carolina Public Charter School District. Therefore, pursuant to South Carolina Code § 59-40-60(B), both Lake City College Preparatory Academy and its board of directors agree that they are not released from any policies of the South Carolina Public Charter School District. Adherence to policies of the South Carolina Public Charter School District, including those policies that may come into existence at some point in the future, shall not be considered a material revision of the terms of the charter or this Agreement.

4. Additional Charter School Requirements

4.1 Compliance Documentation. The Charter School will respond to all requests for documentation of compliance as required by the Charter Schools Act, the application, and this Agreement in a timely manner. The Charter School will provide thirty (30) days prior written notice of any proposed amendment to its policies or procedures that would alter the previously provided documentation.

The Lake City College Preparatory Academy Application, which includes specific programmatic descriptions is attached hereto and incorporated by reference, in accordance with the Act ("Application").

4.2 Educational Program, Goals, Objectives, Pupil Achievement Standards, Curriculum & Instruction

(a) The Charter School will implement objective and verifiable strategies, which were identified in its Application, to determine if students are achieving the required educational standards, including the methods by which student performance and information is gathered and monitored.

(b) The Charter School shall pursue and achieve the educational mission, goals and objectives set forth in its Application. Any modifications or updates shall be submitted to the SCPCSD as part of the school's accountability plan for approval.

(c) The SCPCSD, under the Comprehensive Health Education Act, has chosen the state approved health education providers to render service, free of charge, to the SCPCSD. The Charter School shall contract, free of charge, with any state approved vendor for the State mandated Comprehensive Health Education.

4.3 Assessments

(a) The Charter School will follow all South Carolina State Department of Education ("SDE") rules for test security and administration. All infractions of this policy shall be reported to the SCPCSD and the SDE immediately.

(b) The Charter School shall be held accountable for achieving the educational mission, goals and objectives of the Charter School through the pupil assessment provisions and audit provisions outlined in its application and consistent with the oversight provisions in this Agreement. The audits and assessments must show objective evidence of progress as outlined in the application.

(c) The Charter School will participate in the South Carolina state required assessments and may participate in other assessments as it deems necessary.

(d) The Charter School shall evaluate every student's work based on the assessment plan set forth in its application.

4.4 Accountability

(a) The Charter School must comply with the applicable provisions of the Education Accountability Act of 1998, S.C. Code Ann. § 59-18-100 et seq (the "Accountability Act").

(b) The Charter School will implement and comply with all state, federal and SCPCSD data collection requirements in a timely manner as specified by the SCPCSD, in the required format, using the methods required by the SCPCSD. This will include participation in the Accountability Act and the requirements for the State/school report card.

(c) The Charter School will comply with the No Child Left Behind Act of 2001, 20 U.S.C. Section 6301 et seq. (2002) (the "NCLB Act") and provide related

documentation and reports as requested by the SCPCSD in a timely manner as designated by the SCPCSD.

(d) The Charter School will adhere to all provisions for reporting student truancy, discipline incidents and persistently dangerous situations as required by the NCLB Act.

(e) The S.C. Children's Criminal Code will be used in reporting persistently dangerous school incidents in the Charter School.

4.5 Finance, Budget & Accounting System

(a) The SCPCSD shall receive and distribute state funds to the Charter School as determined by Charter Schools Act. The SCPCSD may not retain more than two percent (2%) of its gross revenue for its internal administrative and operating expenses. All amounts must be audited and certified by the SDE before the first disbursement of funds.

(b) The Charter School shall have exclusive control of all funds received by the Charter School and be held accountable to SCPCSD for financial matters of the Charter School. This will include a quarterly report of revenues and expenditures coded according to the SC Funding Manual or as directed by the SCPCSD Office of Finance, provided that such reporting is no more burdensome than what is required of other public schools.

(c) The Charter School shall be solely responsible for any and all debts, loans and obligations incurred by the Charter School in connection with its operation. Any contract, mortgage, loan or other instrument of indebtedness entered into by the Charter School and a third party shall not in any way constitute an obligation, whether general, special, or moral of the SCPCSD or the State of South Carolina.

(d) The Charter School will provide to the sponsor, on an annual basis, a preliminary updated budget by May 1st of each fiscal year and also submit a final adopted budget by July 1st of each fiscal year that has been adopted by the school's Governing Board, commencing May 1, 2008. In addition, the Charter school will submit quarterly reports on the budget in a format designated by the SCPCSD. The due dates for these reports will be Oct, 1st; Jan 1st; April 1st and a final report by July 1st.

(e) The Charter School shall maintain separate accounting of any and all funds received or disbursed by the school and shall follow all rules and regulations concerning separate maintenance of federal funds.

(f) The Charter School will provide certification of all insurance and liability coverage on an annual basis to the SCPCSD. Changes may only be implemented with prior written approval of the district. The Charter School shall submit any such proposed change regarding insurance and liability coverage to the District for approval at least thirty (30) days prior to of the effective date of such change.

(g) The Charter School may apply for and accept independent financial grants from public or private sources other than the SCPCSD or the SDE and is solely responsible for accounting of those funds. These funds shall be included in the required yearly external audit as described below. The school shall notify SCPCSD if awarded indicating the amount and the tenure of the grant.

(h) The external audit report shall be provided to the SCPCSD no later than October 30th, of each fiscal year, commencing October 30, 2008, in order to meet the SCPCSD's reporting requirements to the SDE.

(i) If the Charter should be dissolved or terminated, the funds and assets of the Charter School shall be distributed in accordance with §59-40-120 of the Charter Schools Act. The Charter School's articles and governance documents shall contain a clause providing for the distribution of the Charter School's funds and assets in accordance with the Charter Schools Act and as required by its status as a non-profit corporation established under the law of the State and an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

(j) The Charter School will provide to the SCPCSD copies of any agreements, such as financial accounting, payroll, food services, custodial services, maintenance, transportation or any other services provided by other vendors or agencies.

4.6 Pupil Accounting & Attendance

(a) The Charter School will report annually to the SCPCSD and the SDE documentation regarding the number of students enrolled and will use the state Pupil Accounting System (PAS) as the tool for reporting, with evidence of compliance of procedures and policies that are applied to public schools in the State.

(b) The Charter School will also use the state approved student information system. The software for these systems is provided by the SDE.

(c) The Charter School will comply with the S.C. Code Ann. § 59-1-460, as it relates to excused school attendance for religious instruction.

4.7 Governance & Operations

(a) The Charter School shall comply with the Charter Schools Act and S.C. Code Ann. § 59-25-115 with respect to background and criminal checks. All board members, teachers, school administrator(s), subcontractors, substitute teachers, other staff and volunteers who have contact with students must undergo a background check upon employment and be subject to unannounced random computer checks, of State owned computers, if deemed necessary by the Charter School Governing Board or the SCPCSD Board of Trustees.

(b) The Charter School shall employ at least 75% of its teachers and administrator certified by the State of South Carolina to teach in a public elementary or secondary school who currently meets the qualifications outlined in Sections 59-27-10 and

59-25-115. The Charter School may employ up to 25% of noncertified teachers who are considered appropriately qualified for the subject matter taught and who has completed at least one year of study at an accredited college or university and meets the qualification outlined in Section 59-25-115. A teacher teaching in a core academic area, under NCLB, must be certified in those areas or possess a baccalaureate or graduate degree in the subject area taught. The Charter School must check all certificates for sanctioned action against the SDE Teacher Clearinghouse and the SDE website for suspended or revoked certifications from South Carolina or other states before employment may be approved.

(c) All public schools and districts in South Carolina must report to the SDE any employee terminated for felony, harassment or child molestation causes as detailed in the applicable State Board regulation.

(d) The Charter School may implement programs for instituting employee rewards programs that may include a merit bonus or other incentives for achieving excellence. These should be based solely on the academic performance of the teacher's students taught over the year.

4.8 Records & Meetings. All records of the Charter School relating to school operation, finance and accounting are subject to public inspection and copying to the same extent those records of a public school are subject to South Carolina law. Records of the SCPCSD that relate to compliance with this Agreement are also subject to inspection and copying. Student records are not public records and are not to be disclosed as such.

4.9 Racial Composition. The Charter School will adhere to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.

4.10 Transportation. The Charter School, if providing or contracting for transportation, will comply with state requirements for drivers and training and state safety requirements for buses. Drivers will be required to have a satisfactory background and drug check before employment and will be subject to random drug testing as seemed necessary by the Charter Governing Board.

4.11 Facilities.

(a) This Agreement is issued subject to compliance with the SC Facilities Regulations for Charter Schools. Activities pertaining to the physical plant must be completed prior to the opening and the School Safety Plan approved by the sponsor. The Charter School shall not conduct classes until it has complied with this stipulation.

(b) Reasonable accommodations for contingency school facilities may be granted by the SCPCSD Board of Trustees as long as that plan does not compromise the safety of the students as documented by the Charter School.

(c) The Charter School will provide to the SCPCSD:

(i) the address of the facility;

- (ii) a description of the facility;
 - (iii) a floor plan of the facility, including a notation of its size in square footage;
 - (iv) the name and address of the owner of the facility;
 - (v) a copy of the proposed lease or rental agreement if the facility will be leased or rented; and
 - (vi) immediate notification to the SCPCSD if it receives notice of termination of such lease.
- (d) SCPCSD has the right to request the SDE grant space waivers to its schools for a variance in the facility size of the school.
- (e) The Charter School shall at all times under this Agreement:
- (i) ensure that the Charter School's physical plan complies with all fire, health, and safety standards applicable to South Carolina public schools;
 - (ii) possess the necessary occupancy and safety certificate for the Charter School's physical plant;
 - (iii) provide current copies of such certificate to the SCPCSD;
 - (iv) provide documentation of required property insurance to the SCPCSD;
 - (v) notify the SCPCSD immediately of any material change (and in no more than 24 hours following such a change) in the availability or condition of the physical plant, such as through flood, fire or other unanticipated circumstances. This would also apply to any cancellation of insurance.

4.12 Student Conduct, Rights & Responsibilities

- (a) The Charter School shall maintain a safe and disciplined learning environment for students and teachers and shall implement and utilize the discipline program set forth in its application.
- (b) The Charter School shall comply with S.C. Code Ann. §16-17-490 Contributing to delinquency of a minor.
- (c) The Charter School shall comply with S.C. Code § 16-17-510 Enticing enrolled child from attendance in school.

(d) The Charter School shall comply with the S.C. Code Ann. § 59-63-235 (2004) which provides for the expulsion of any student who brings a firearm to school. The Charter School will provide the SCPCSD with a copy of the approved Student Discipline Code that includes the student appeal process for expulsion.

4.13 Indemnification & Insurance

(a) The Charter School will indemnify and hold the SCPCSD, its officers, employees, agents and representatives harmless from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss, or damage or any other losses of a kind whatsoever which arise out of or in any manner connected with the Charter School's operations.

(b) The Charter School will obtain not later than July 1 of each year, commencing July 1, 2008, and shall maintain at all times during the term of this Charter the following insurance coverage for the Charter School, with the deductibles and coverage minimums as set forth by SC Tort Liability Act. Certificates of the coverage shall be provided to the SCPCSD.

- (i) real and personal property insurance covering all of the Charter School's real and personal property, whether owned or leased at replacement value;
- (ii) general liability insurance;
- (iii) vehicle insurance
- (iv) workers' compensation insurance, as required by law;
- (v) school leaders/staff legal/professional liability insurance;
- (vi) umbrella (excess liability) insurance;
- (vii) molestation and harassment insurance; and
- (viii) employee dishonesty insurance.

4.14 The Charter School shall provide to the SCPCSD a provision added to the insurance policies naming the SCPCSD as an additional insured and loss payor. Further, the Charter School shall provide at least thirty days written notice in advance of termination or non-renewal of the policy, and shall maintain copies of all required insurance coverage certificates on file with the SCPCSD.

5. Oversight & Monitoring

5.1 The Charter School will submit an annual report to the SCPCSD for informational, research and technical assistance purposes. The report will include any changes in all programs, vendors, policies and contracts for the next fiscal year.

5.2 Authorized representatives of the SCPCSD will make periodic on-site visits to the Charter School for the purpose of observing the operations of the school. While on-site, the representatives of SCPCSD shall be allowed to visit classrooms; review assessment procedures and results; interview administrators, faculty, students and parents; have access to Charter School records including, but not limited to, financial records, policies and procedures, other files that are maintained in the course of the operation of the Charter School and files which evidence compliance with applicable Law; and inspect the use and condition of the facility.

6. Term, Renewal, Non-Renewal, Revocation and Termination

6.1 The term of the authorized charter is for a period of ten (10) years and shall be effective as of the date executed by the signing of this Agreement ("Effective Date"). The initial term of the Charter will be from the Effective Date of this Agreement through the close of the tenth school year.

6.2 The renewal process shall be started six (6) months in advance of the close of the term of the charter. Charter Schools Act Section 59-40-110 A & B.

6.3 Any grounds for revocation must comply with the Charter Schools Act and any applicable SDE regulations. Reasons for revocation must be listed in writing in any appeal process to the Administrative Law Court. Charter Schools Act Section 59-40-110 C, D, E, F, G, H.

A charter must be revoked or not renewed by the sponsor if it determines that the charter school:

- (1) committed a material violation of the conditions, standards, or procedures provided for in the charter application or this agreement;
- (2) failed to meet or make reasonable progress, as defined in the charter application, toward pupil achievement standards identified in the charter application;
- (3) failed to meet generally accepted standards of fiscal management; or
- (4) violated any provision of law from which the charter school was not specifically exempted.

IN WITNESS WHEREOF, the parties hereto have caused the Agreement to be executed by their duly authorized representatives on the 10th day of July 2009.

Charter School Signature

Lake City College Preparatory Academy

[Signature]
Charter School Name Printed

(Deloris Brown, Chair)

SCPCSD Signature

Timothy H. Dennis, Supt

SCPCSD Name Printed

8/1/09
Date

7/10/09
Date

**South Carolina Department of Education
CHARTER SCHOOL
2013 ANNUAL REPORT
SUBMITTED BY
LAKE CITY COLLEGE PREP ACADEMY**

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I. INTRODUCTION

Pursuant to S.C. Code Ann. § 59-40-140(H), the South Carolina Department of Education (SCDE) has developed this annual report template for charter schools to use in reporting to their sponsors. A charter school is required to submit, at least annually to its sponsor, a report that shall include the following, at a minimum:

- (1) the number of students enrolled in the charter school from year to year;
- (2) the success of students in achieving the specific educational goals for which the charter school was established;
- (3) an analysis of achievement gaps among major groupings of students in both proficiency and growth;
- (4) the identity and certification status of the teaching staff;
- (5) the financial performance and sustainability of the sponsor's charter schools; and
- (6) board performance and stewardship including compliance with applicable laws.

The report shall provide all other information as required by the charter school sponsor and the SCDE.

In turn, sponsors are required by law to annually evaluate the following conditions that warrant the nonrenewal or revocation of a school's charter:

- the commission of a material violation of the conditions, standards, or procedures provided for in the charter application;
- failure to make or meet reasonable progress, as defined in the charter application, toward pupil achievement standards as identified in the charter application;
- failure to meet generally accepted standards of fiscal management; and
- violation of any law from which the school was not specifically exempted.

This annual report template is designed to elicit a comprehensive picture of a charter school's recently completed academic year as it relates to the school's performance in those areas impacting charter school accountability: academic achievement, compliance, operations/governance, and financial viability.

II. ANNUAL REPORT SUBMISSION GUIDELINES

Annual Report Submission: The annual report shall be due on **December 31** following each full school year in which the charter school is in operation. The board of trustees of a charter school should make the annual report available to the parents or guardians of the students enrolled in the charter school. In accordance with S.C. Code Ann. § 59-40-140 (H), the charter school shall submit an annual report to its sponsor, and the sponsor shall compile the annual reports of all of its charter schools into a single document that must be submitted to the SCDE by January 31. Insofar as the sponsor of a charter school is the charter school's local education agency (LEA), the charter school is advised to submit its annual report to the sponsor's superintendent.

Submission Requirements: One hard copy of the annual report is due to the charter school sponsor no later than **5:00 p.m. on December 31**. The hard copy must include all charts. Additionally, the charter school must submit an electronic version of the full report (including all charts) in PDF format to the sponsor.

Document Length: Each question in the application template that requires a written response includes a page limit. Answers should stay within those guidelines.

Format: All pages of the report should include standard one-inch margins and page numbers, and all text should be easily readable in a font size no smaller than 11 point.

Cover Page: Provide a cover page that includes the charter school's name and the date of the report.

Table of Contents: Provide a clearly labeled table of contents that lists major sections and appendices.

Annual Report Review: All reports must be clear and fully complete in order to be evaluated by both the sponsor and the SCDE. The SCDE will review annual reports upon their submission in the compilation document from the sponsor that includes the annual reports of each of the sponsor's schools (S.C. Code Ann. § 59-40-55(A)).

III. ANNUAL REPORT QUESTIONS

1. GENERAL SCHOOL INFORMATION

Provide the following general school information:

General School Information	
Name of School	Lake City College Prep Academy
Year School Opened	August 2010
Charter Renewal Date	Before August 2020
Grade Level(s)	K-12
School Address(es)	P.O. Box 730 Lake City
School Website Address	www.lakecitycollegeprepacademy.org
Name of School Leader	Dr. Deloris Brown
School Leader's Phone Number and E-mail	843 374-0128 dbrown@lccollegeprep.org
Name of Board President	Queen Wallace
Board President's Phone Number and E-mail	843 374-0128 queen.wallace@lakecitycollegeprepacademy.org
Name of Sponsor/Local Education Agency	SCPCSD

2. SCHOOL ENROLLMENT

2.1. Provide the following information regarding school enrollment:

135-day count enrollment for SY 2012-13	191.47
45-day count enrollment for SY 2013-14	219

2.2. Complete the following table regarding school enrollment:

Maximum Enrollment per Charter	45-Day Count	135-Day Count

Pre-K			
K	25	16	17
Grade 1	25	17	20
Grade 2	25	10	11
Grade 3	25	18	20
Grade 4	25	22	19
Grade 5	25	20	18
Grade 6	25	19	19
Grade 7	25	19	18
Grade 8	25	21	21
Grade 9	25	10	11
Grade 10	25	9	9
Grade 11	25	9	9
Grade 12	25		
Total	325	192	191

3. EDUCATIONAL PROGRAM AND ACCOUNTABILITY

In accordance with S.C. Code Ann. Regs. 43-601, section VII (B)(2), sponsors must use increases in student academic achievement for all groups of students as the most important factor when determining to renew or revoke a school's charter.

3.1. Academic Performance

Attach the following appendices for the charter school:

- 2013 State Report Card (accessible at <http://ed.sc.gov/data/report-cards/>)
- 2013 ESEA Waiver Accountability Report (accessible at <http://ed.sc.gov/data/esea/>)

Using data from these appendices, include a narrative in which you

- Describe the school's statewide assessment results.-
- Provide an analysis of achievement gaps among major groupings of students in both proficiency and growth. Explain how the school will close gaps and maintain or improve results. *(Limit your response to three pages.)*

Lake City College Prep Academy (LCCPA) Annual Report Card Analysis

Lake City College Prep Academy (LCCPA) is a charter school that is in its fourth year. Last year the school served 191 students from kindergarten through eleventh grade. During the 2013-2014 school year we will hold our first high school graduation. Since LCCPA serves students in elementary, middle and high school, South Carolina Department of Education distributed two separate report cards: one for elementary school, grades 3 through 5 and one for middle school, grades 6 through 8. Even though we served grades 9-11, we did not receive a high school report card.

Elementary School Report Card Data

The 2013 State of South Carolina Annual School Report Card for LCCPA elementary school recorded an absolute rating of Below Average, up from an absolute rating of At-Risk, with a growth rating of Excellent, up from a growth rating of At-Risk. According to SCDE our scores were compared to other South Carolina schools like ours. However, it is important to note that the schools which we were compared to only had a 13% Special Education student population while our school's Special Education population was 10% higher totaling 23% of our population. Thus, even with a 10% higher Special Education population, LCCPA ranks in the lower third category with our students performing above average in writing, average in English/Language Arts, and below average in mathematics, science, and social studies.

The student population of LCCPA elementary school exhibits the following characteristics of note:

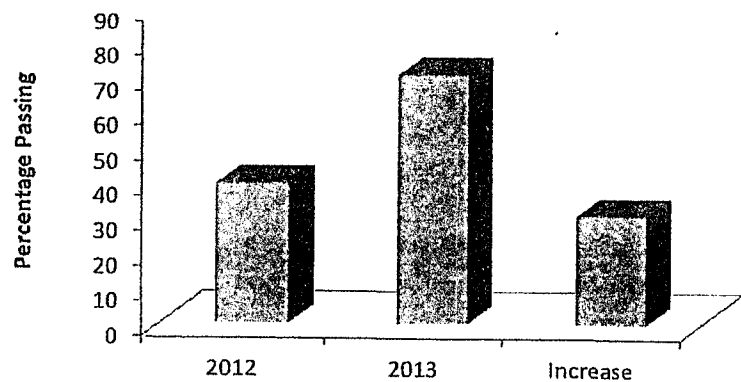
1. 12% first graders did not attend a full-day kindergarten compared to 100% of other schools.
2. 23% have disabilities compared to 13% of other schools.
3. 8% are older than usual for grade compared to 3% for other schools.
4. 1% were retained, the same for other schools.

There is no significant achievement gap between our total student population and our subgroups of African American students and students provided with subsidized meals in both proficiency and growth. In order to maintain our Excellent Growth Rating we plan to continue our efforts in the following areas:

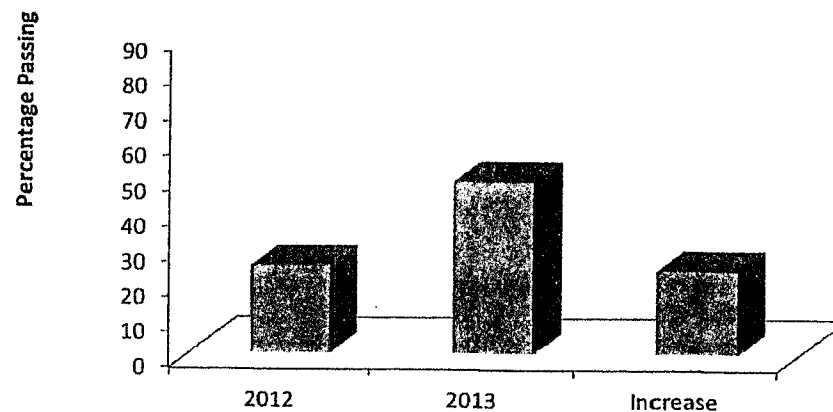
1. Providing one extra hour of instruction per day by extending our school day until 4PM.
2. Providing small group tutoring in problem areas during the school day, before, after and on Saturday.
3. Integrating arts into core subject area instruction.
4. Provide a math coach to work closely with teachers, providing staff development workshops.
5. Providing diagnostics testing utilizing computer-based tests; MAP and other standards based testing in order to identify areas of weaknesses so that we may provide intervention services in the form of small group instruction.

Lake City College Prep Academy Elementary School STUDENT INCREASE on PASS TEST RESULTS From 2012-2013

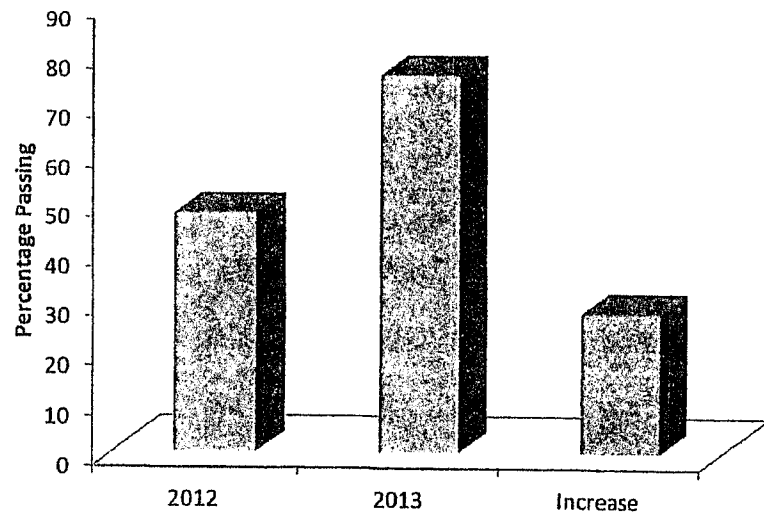
ELA PASS Test Results by Year



Math PASS Test Results by Year

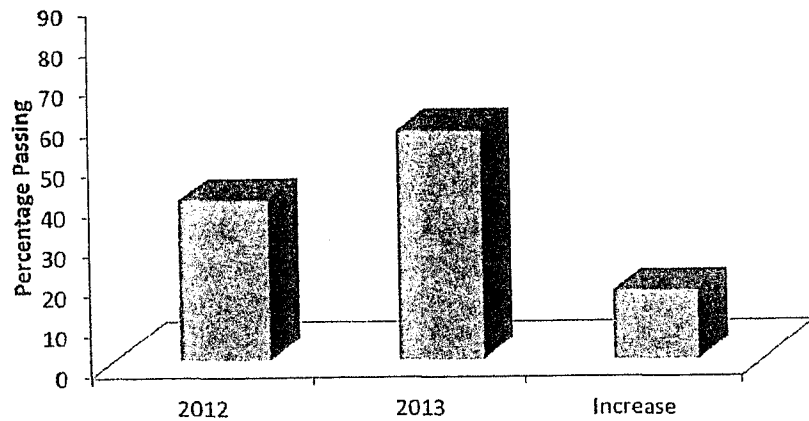


PASS Writing Test Results by Year

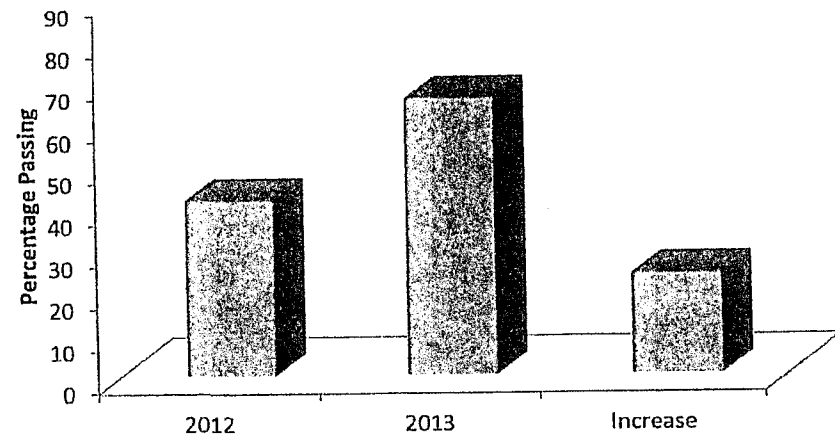


Lake City College Prep Academy Middle School STUDENT INCREASE on PASS TEST RESULTS From 2012-2013

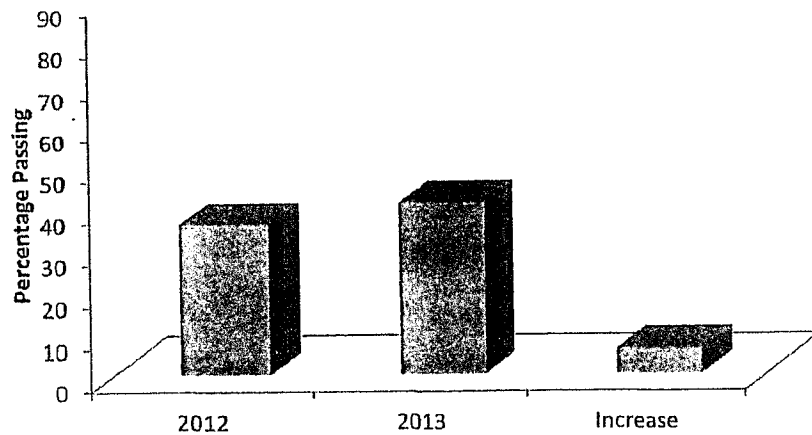
PASS ELA Test Results by Year



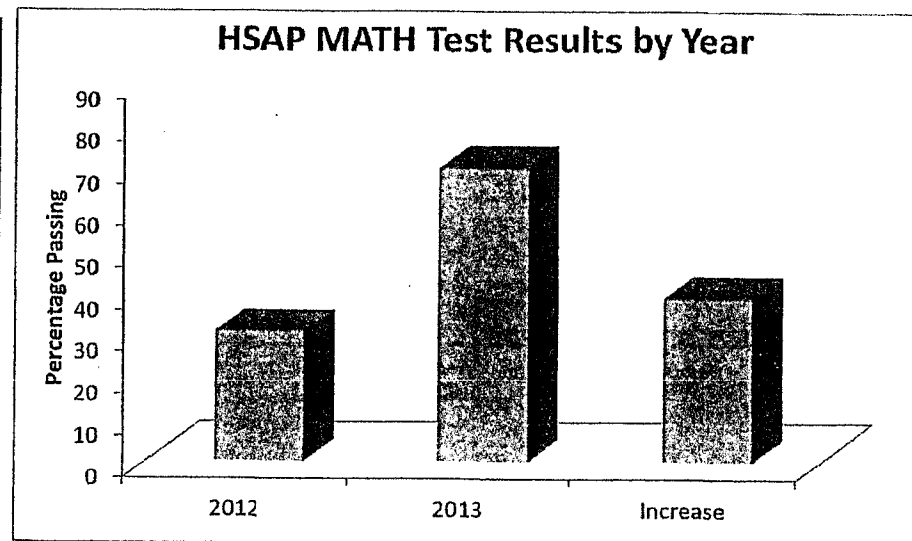
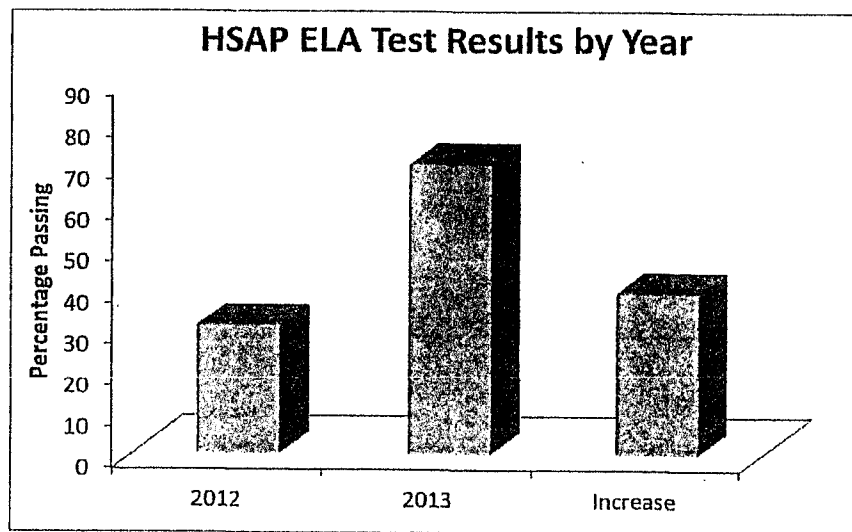
PASS Writing Test Results by Year



PASS Math Test Results by Year



Lake City College Prep Academy HIGH School EXIT EXAM ANALYSIS REFLECTING INCREASE PASSAGE RATE on
HSAP TEST RESULTS From 2012-2013



Middle School Report Card Data

The 2013 State of South Carolina Annual School Report Card for LCCPA middle school recorded an absolute rating of At-Risk, unchanged from an absolute rating of At-Risk, with a growth rating of Average, up from a growth rating of At-Risk. Compared to other South Carolina schools like ours, LCCPA ranks in the lower third with our students performing above average in writing, average in English/Language Arts, and below average in Mathematics, Science, and Social Studies.

The student population of LCCPA middle school exhibits similar characteristics as students from other schools.

There is no significant achievement gap between our total student population and our subgroups of African American students and students provided with subsidized meals in both proficiency and growth. In order to maintain and improve our Average Growth Rating we plan to continue our efforts in the following areas:

1. Providing one extra hour of instruction per day by extending our school day until 4PM.
2. Providing small group tutoring in problem areas during the school day, before/after school and on Saturday.
3. Integrating arts into core subject area instruction.
4. 23% have disabilities compared to 16.1% of other schools.
5. Provide a math coach to work closely with teachers, providing staff development workshops.
6. Providing diagnostics testing; utilizing computer-based tests; MAP testing in order to identify areas of weaknesses so that we may provide intervention services in the form of small group instruction.

3.2 Charter School-Specific Academic Goals and Performance

Using the format below, identify the specific academic goals set forth in the school's current charter. For each academic goal, provide information and describe the success of students in achieving the specific educational goals for which the school was established. For goals not met, explain why and what steps the school is taking to progress towards goal attainment.

Academic Goals	
Goal 1	100% of LCCPA students will receive research-based, innovative, student centered learning opportunities that will help them meet and or exceed South Carolina State Standards
Measure/Metric	All students stay until 4:00PM each day for extended day program. All students received small group tutoring. An Intervention team is contracted to provide additional small group tutoring additional time on task Student attendance is taken each day for extended day program. Students use technology programs such as USA Test Prep, Classworks etc.

Target	Meeting this goal will increase the number of students passing their standardized exams annually in grades 3-8 by a minimum of 5% from 2012-2013
Actual Outcome and Explanation	<u>Elementary PASS Test Results:</u> Increase of 31% more students passing ELA and 24% more passing Math Increase of 28% more students passing the PASS Writing Test <u>Middle School PASS Test Results:</u> Increase of 17% more students passing ELA and 6% more passing Math Increase of 28% more students passing the PASS Writing Test <u>High School HSAP Test Results:</u> Increase of 18% more students passing the ELA HSAP Increase of 39% more students passing the Math HSAP See Attached Graphs
Goal	Goal 4 LCCPA will assist SC in achieving academic excellence in promoting lifelong learning which will be revealed in the rating on the SC education Oversight committee school report card
Measure/Metric	• In the first 5 years of operations LCCPA will receive an improvement rating of average or higher on the Education Oversight Committee School Report Card • In the 3-5 year of operation 80% of all students graduating from high school will be admitted to college. • In the first five years of operation 100 percent of all students in grades K-12 will participate in age appropriate college exposure and or preparation activities
Target	Increase number of onsite and in-house college tours and lectures; include parents at events to motivate at least 80% of all graduating seniors to apply and gain admissions Ensure all students participate in age appropriate college awareness and preparation activities in/out of the classroom; motivate at least 80% of all graduates to attend and be admitted to college. Continue AVID program
Actual Outcome and Explanation	• All students participated in college day activities (wear clothing etc) ; toured a college; or completed college derived classroom assignment. • Parents participated in college activities • 30% of present class has been accepted into a four year college. • A Dual Enrollment Partnership has been established with Florence Darlington Tech Junior College. All potential graduates will be admitted upon registration. • LCCPA has received a Growth or improvement Rating for Elementary is Excellent and Average for our Middle School on the SC Oversight Committee Report Card. • Although we have not had our first graduating class, we anticipate a 100% graduation rate since all candidates have passed their HSAP exams.

Upon writing our charter, LCCPA was made aware that SCDE was required by NCLB Act to ensure that 100% of students will meet its goal to be proficient in reading and math by the year 2013 2014. In good faith, LCCPA made every attempt to push students towards that goal. However, since writing the charter, several important issues have surfaced.

1. SCDE has received approval from the federal government to waive the previous requirements under NCLB,
2. Upon drafting our charter, LCCPA anticipated that students would have basic skills and/or at least be on or close to grade level upon admission. This has not been the case. Most students have entered several grade levels behind.

Now, that the new waiver is in place, LCCPA's progress is finally reflected in an authentic document. The School Report Card which gives LCCPA a "B," which reflects the level of growth and effectiveness of the entire school.

4. SCHOOL STAFF

Provide the requested information in the table below regarding all instructional staff (tab to create a new line).

4. School Instructional Staff		
Name	Certification	Course(s) taught
1. Veronica Singleton	Elementary (K-6)	Kdg
2. Marianna Benton	Early Childhood Elementary *New Graduate Waiting on State Certificate	First Grade
3. Bevin Collier	Elementary M.S. Social Studies M.S. Science	Second Grade Seventh & Eight Grade SS
4. Letitia Sabau	Elementary Special Ed M.S. Social Studies	Third Grade
5. Sheila Watts	Elementary	Fourth Grade
6. Rashad Myers	Elementary waiting on SC certificate but Highly Qualified	Fifth Grade
7. Rachel Arcejaeger	Elementary	Sixth Grade
8. Stephanie Rucker	Georgia Sped License (Waiting for Reciprocity)	Special Ed
9. Arudeselvi Manimathasamy	Special Education	Special Ed
10. Barbara McKenzie	HQ Social Studies 30 year Retiree	(2 classes) World History Government
11. Mary McNair	HQ Biology MS Science	Biology classes and study skills
12. Merced Ansay	Physical Science M.S. Science	Physical Science M.S. Science
13. Paul Jaecksch	M.S. and H.S. Math Computer Science	M.S. and H.S. Math Classes Algebra, Geometry etc. Computer Science
14. Sara Glogowski	Music K-12	Music and Fine Arts Classes
15. Megan Payne	HQ Dance	Dance & PE
16. Rick Watts	Music	Band Elem, M.S. and H.S.
17. Ashley Williams	Middle School language Arts	M.S. Language Arts

18. Sonia Wynters	Language Arts	M.S. & H.S. Language Arts
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5. FINANCIAL PERFORMANCE AND SUSTAINABILITY

Attach as appendices, the school's audited FY2013 report on financial statements; the FY2014 approved school budget; an updated five-year budget, and the FY2014 capital plan (if applicable).

Provide a narrative below to explain any variances between the budgets for FY2013 and FY2014. Please note that the capital plan should identify all planned capital projects in progress or expected to be initiated within the next ten years. Capital projects include the following:

- the acquisition, construction, or expansion of a school building, either through new construction or renovation of an existing building;
- substantial renovation or rehabilitation of a school building currently in use by the charter school;
- major renovations or replacements of building systems in a school building currently in use by the charter school, such as roofs, HVAC systems, building envelopes, plumbing and electrical systems, telecommunications systems, etc.;
- major acquisition of furnishings, fixtures, and equipment that are appurtenant to the acquisition, construction, renovation, or expansion of a school building; and
- acquisition and development of adjacent land for new or expanded playgrounds, athletic fields, parking, or other related activities.

Routine repair and maintenance projects needed to maintain existing facilities in good order should not be included in the school's capital plan. For each identified capital project, the capital plan should include the following:

- a description of the project;
- the current status of the project;
- the current estimated schedule for the completion of the project;
- the current estimated cost for the project;
- information on how the school plans to finance the project; and
- whether the school has established a capital project reserve account for the project and, if so, the balance in the account as of June 30 of the fiscal year just ended.

6. BOARD PERFORMANCE AND STEWARDSHIP, INCLUDING COMPLIANCE WITH APPLICABLE LAWS

Provide the requested information in the table below regarding the Board of Trustees (tab to add new row).

Board Members			
Name	Address/E-mail	Background	Elected/Appointed
Deloris Cattenhead	deloriscattenhead@lakecitycollegeprepacademy.org	Counselor Nonprofit Businessowner	Elected
Cheri Holcombe,	cheriholcombe@lakecitycollegeprepacademy.org	College professor	Elected

R.N.		Registered Nurse	
Shirley Kennedy	Shirley.kennedy@lakecitycollegeprepacademy.org	educator Community advocate	Elected
Edward Soles	Edward.soles@lakecitycollegeprepacademy.org	Community advocate Business (Supervisor at Honda)	Elected
Gloria Tisdale	Gloria.tisdale@lakecitycollegeprepacademy.org	Education, local lawmaker: City Councilwomen	Elected
Queen Wallace	Queen.wallace@lakecitycollegeprepacademy.org	Businesswomen Store manager	Elected
Dr. Tyrone Wallace	Tyrone.wallace@lakecitycollegeprepacademy.org	Physician, Business owner, License Contractor	Elected

Board of Trustee Compliance	Response
Number of board members required per charter.	7
Date of most recent board election.	October 28, 2013
Link to website where agendas are published, if published online. If not, provide the address of the office where they are maintained.	107 S. Acline Street Lake City, SC 29560
Link to website where minutes are published, if published online. If not, provide the address of the office where they are maintained.	107 S. Acline Street Lake City, SC 29560
Provide evidence that all board members have completed an orientation program as required by S.C. Code Ann. § 59-40-155, within one year of taking office.	1) All board members completed training in for 2010-2011 year which was sent into Joel Medley's Office SCDE Charter School Office 2) All newly elected members in October 2012 completed updated board training provided by SC CAN on February 9, 2013
Number and name of active committees.	In the past the board has established: 1) Fundraising 2) Finance 3) Student Activities and Affairs, 4) Marketing/enrollment, 5) Community Partnerships and Affairs 6) Board Development and Compliance 7) Facilities Committees are created as needed to work on specific initiatives shortly after the new board is seated once elections are finished. Or, they are created as a need arise.
Board meeting dates during the 2013 calendar year.	August 2, 2012

	September 6, 2012 October 4, 2012 November 1, 2012 December 6, 2012 January 3, 2013 February 6, 2013 March 7, 2013 April 11, 2013 May 7, 2013 June 6, 2013
Date of Board Self-Evaluation, if conducted, and include a copy as an appendix if available.	February 2013

7. ADDITIONAL INFORMATION REQUIRED BY THE SPONSOR

The Sponsor is permitted to request additional information as part of this annual report. Such additional information should be included in this section and submitted to the SCDE with the sponsor's annual report.

APPENDIX

- A. BOARD TRAINING CERTIFICATE
- B. SCHOOL REPORT CARDS
- C. FINANCIAL DOCUMENTS REQUESTED

APPENDIX A
BOARD TRAINING CERTIFICATE

APPENDIX B

SCHOOL REPORT CARDS

APPENDIX C

FINANCIAL DOCUMENTS REQUESTED

Certification of Completion

Presented by South Carolina Coalition for Achievement Now to:

Lake City College Preparatory
Academy Governing Board

SDE Approved Board Training

February 9, 2013

Dr. David A. Church

Executive Director, SC-CAN

2013 - ESEA / Federal Accountability System

KEY	Index Score	Grade	Description
	90-100	A	Performance substantially exceeds the state's expectations.
	80-89.9	B	Performance exceeds the state's expectations.
	70-79.9	C	Performance meets the state's expectations.
	60-69.9	D	Performance does not meet the state's expectations.
	Less than 60	F	Performance is substantially below the state's expectations.
	Blank	*	Insufficient data available to calculate an ESEA grade.

2013 Annual Measurable Objectives (AMO)			
	Elementary School	Middle School	High School
English Language Arts (ELA)	635	628	226
Math	635	628	223
Science / Biology	635	628	77
Social Studies / History	635	628	73
ELA - Percent Tested	95	95	95

Certification of Completion

Presented by South Carolina Coalition for Achievement Now to:

Lake City College Preparatory
Academy Governing Board

SDE Approved Board Training

February 9, 2013

Dr. David A. Church

Executive Director, SC-CAN

2013 - ESEA / Federal Accountability System

KEY	Index Score	Grade	Description
	90-100	A	Performance substantially exceeds the state's expectations.
	80-89.9	B	Performance exceeds the state's expectations.
	70-79.9	C	Performance meets the state's expectations.
	60-69.9	D	Performance does not meet the state's expectations.
	Less than 60	F	Performance is substantially below the state's expectations.
	Blank	*	Insufficient data available to calculate an ESEA grade.

2013 Annual Measurable Objectives (AMO)			
	Elementary School	Middle School	High School
English Language Arts (ELA)	635	628	226
Math	635	628	223
Science / Biology	635	628	77
Social Studies / History	635	628	73
ELA - Percent Tested	95	95	95

Percent of Objectives Met	100	90	90	90	100	100
Weight	0.35	0.35	0.05	0.05	0.1	0.1
Weighted Points Subtotal	35	31.5	4.5	4.5	10	10

95.5

MIDDLE
SCHOOL
MATRIX

Points Total	TITLE	ELA	Math	Science	Social Studies	ELA	Math
		Proficiency	Proficiency	Proficiency	Proficiency	Percent	Percent
		Met/Improved	Met/Improved	Met/Improved	Met/Improved	Tested	Tested
		0.9	0.3	0.1	0.9	1	1
	ALL STUDENTS						
	Male					1	1
	Female	0.8	0	0	0.7	1	1
	White						
	African	0.0	0.3	0.1	0.0	1	1

American

Asian /

Pacific

Islander

Hispanic

American

Indian /

Alaskan

Disabled

LEP

Subsidized

0.9

0.4

0.2

0.9

1

1

Meals

Total

3.5

1

0.4

3.4

5

5

Number of

Points

Total

4

4

4

4

5

5

Number of

Objectives

Percent of

87.5

25

10

85

100

100

Objectives

Met

Weight

0.35

0.35

0.05

0.05

0.1

0.1

Weighted

30.63

8.75

0.5

4.25

10

10

Points

Subtotal

Points Total 64.1

Note:

SC-ALT scores were included in the calculations where appropriate.



SC Annual School Report Card Summary

Lake City College Prep Academy
 SC Public Charter
 Grades: K-11 Enrollment: 191
 Principal: Dr. 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
2013	Below Average	Excellent	TBD	TBD	B	Priority
2012	At-Risk	At-Risk	N/A	N/A	F	Priority
2011	At-Risk	Below Average	N/A	N/A	Not Met	N/A

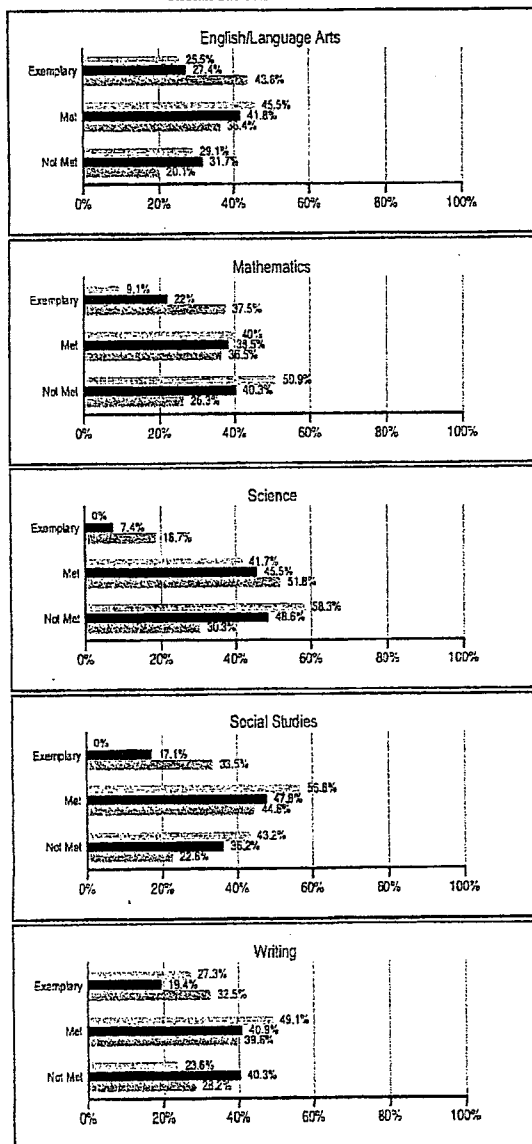
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	10	89	43	15

* Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

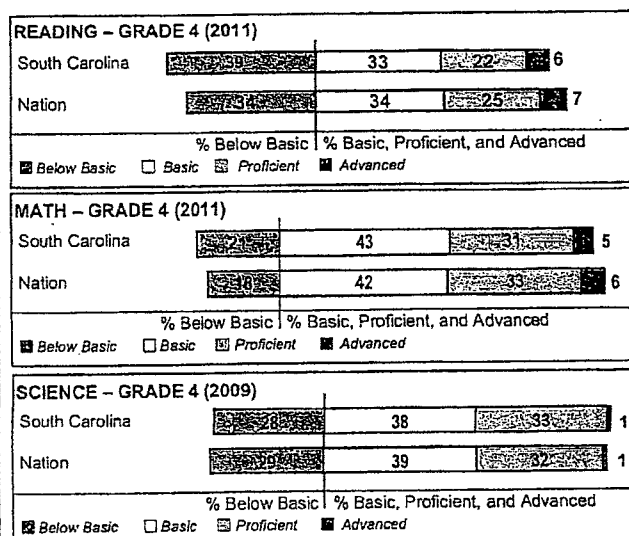
PASS PERFORMANCE

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

Lake City College Prep Academy

1009 E. Main Street
Lake City, SC 29560

Grades K-11 Middle School
Enrollment 191 Students
Principal Dr. Deloris Brown 843 374-0128
Superintendent Wayne Brazell, Ph. D. 803-734-8322
Board Chair Don McLaurin 803-603-1441

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	At-Risk	Average
2012	At-Risk	At-Risk
2011	At-Risk	At-Risk
2010	N/A	N/A
2009	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://www.epc.sc.gov>

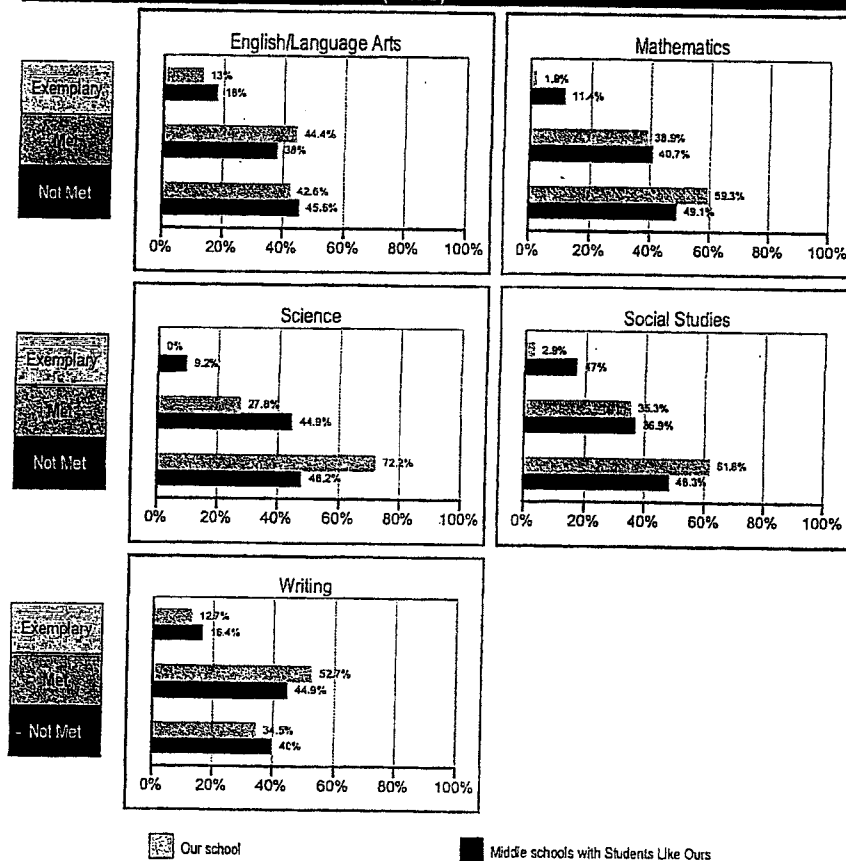
Lake City College Prep Academy	12/14/13-4701009
Percent of Student PASS Records Matched for Purpose of Computing Growth Rating	
Percent of students tested in 2012-13 whose 2011-12 test scores were located	97.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	23	21	15

* Ratings are calculated with data available by 12/14/2013.

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 N/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	45.5%	87.8%
English 1	81.8%	85.0%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	65.2%	88.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=191)				
Students enrolled in high school credit courses (grades 7 & 8)	12.5%	Up from 4.9%	14.3%	24.6%
Retention rate	74.1%	Up from 60.0%	63.9%	60.6%
Attendance rate	94.1%	Down from 94.2%	95.5%	95.9%
Served by gifted and talented program	0.0%	N/A	7.0%	18.5%
With disabilities	22.9%	N/A	16.1%	13.0%
Other than usual for grade	7.8%	N/A	7.5%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 1.0%	0.5%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=18)				
Teachers with advanced degrees	27.8%	Down from 35.0%	60.0%	61.5%
Continuing contract teachers*	44.4%	Down from 50.0%	66.8%	77.2%
Teachers returning from previous year	N/A	N/A	79.0%	85.9%
Teacher attendance rate	99.2%	No Change	95.3%	94.9%
Average teacher salary**	\$32,400	Up 2.4%	\$44,380	\$47,313
Professional development days/teacher	13 days	Up from 11 days	9.2 days	10.3 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	15.4 to 1	Up from 14.3 to 1	18.4 to 1	22.1 to 1
Prime instructional time	93.2%	Up from 93.1%	89.5%	89.6%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.4%	98.5%	99.0%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$13,607	Up 32.0%	\$9,665	\$7,239
Percent of expenditures for instruction**	46.0%	Down from 60.0%	60.0%	63.0%
Percent of expenditures for teacher salaries	40.0%	Down from 45.8%	55.0%	61.0%

* 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

LCCPA utilizes a research-based artistic model in conjunction with the academic 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 Northeastern and 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- Advancement Via Individual Determination (A.V.I.D.) Program)
- Opportunities to participate in all sports
- Computer Repair Classes
- Band, Chorus, Dance, Theatre, and Visual Arts Classes Performances
- 2013 National History Day State Champions
- 2nd Place Sandhills Regional Science Fair Winners

At LCCPA we realize 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 McCrea, Family University Coordinator

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	6	43	15
Percent satisfied with learning environment	100%	69.7%	100%
Percent satisfied with social and physical environment	100%	62.8%	93.3%
Percent satisfied with school-home relations	83.3%	81.4%	81.3%

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

Abbreviations for Missing Data

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

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	80.0
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Lake City College Prep Academy school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
☐ Title I Reward School for Progress - one of the schools with substantial progress in student subgroups.
☐ Title I Focus School - one of the schools with the highest average performance gap between subgroups.
☒ Title I Priority School - one of the 5% lowest performing Title I schools.
☐ Title I School - does not qualify as Reward, Focus or Priority School.
☐ Non-Title I School - therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	11.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	14.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	28.4%	0.0%	No
Student attendance rate	94.1%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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

Lake City College Prep Academy				12/14/13-4701009		
Performance By Group						
Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 6-8						
All Students	620.5	608.5	579.8	595.5	100.0	100.0
Male	N/A	N/A	N/A	N/A	100.0	100.0
Female	623.5	612.3	587.0	582.5	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	621.0	608.5	579.8	596.1	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	619.3	606.7	579.0	593.4	100.0	100.0
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

Abbreviations for Missing Data

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported N/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							
2012	3	22	100	47.6	38.1	14.3	52.4
	4	20	100	N/AV	N/AV	N/AV	21.1
	5	20	100	55	40	5	45
	6	22	100	45	45	10	55
	7	25	100	58.3	25	16.7	41.7
	8	13	100	N/AV	N/AV	N/AV	38.3
2013	3	20	100	21.1	26.3	52.6	78.9
	4	19	100	36.9	55.6	5.6	61.1
	5	18	100	27.8	55.6	16.7	72.2
	6	19	100	50	33.3	16.7	50.1
	7	17	100	12.5	81.3	6.3	87.5
	8	21	100	60	25	15	40.2
Mathematics							
2012	3	22	100	N/AV	N/AV	N/AV	23.8
	4	20	100	N/AV	N/AV	N/AV	10.5
	5	20	100	N/AV	N/AV	N/AV	40
	6	22	100	N/AV	N/AV	N/AV	45
	7	25	100	N/AV	N/AV	N/AV	37.5
	8	13	100	N/AV	N/AV	N/AV	16.7
2013	3	20	100	57.9	36.8	5.3	42.1
	4	19	100	55.6	38.9	5.6	44.4
	5	18	100	38.9	44.4	16.7	61.1
	6	19	100	55.6	38.9	5.6	44.4
	7	17	100	N/AV	N/AV	N/AV	37.5
	8	21	100	N/AV	N/AV	N/AV	40
Science							
2012	3	11	100	N/AV	N/AV	N/AV	27.3
	4	20	100	N/AV	N/AV	N/AV	10.5
	5	9	I/S	I/S	I/S	I/S	I/S
	6	11	100	N/AV	N/AV	N/AV	45.5
	7	25	100	N/AV	N/AV	N/AV	29.2
	8	6	I/S	I/S	I/S	I/S	I/S
2013	3	10	I/S	I/S	I/S	I/S	I/S
	4	19	100	N/AV	N/AV	N/AV	33.3
	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	17	100	N/AV	N/AV	N/AV	43.8
	8	11	100	N/AV	N/AV	N/AV	18.2

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							
2012	3	11	100	I/S	I/S	I/S	I/S
	4	20	100	N/A	N/A	N/A	25.0
	5	11	100	54.5	36.4	9.1	45.5
	6	11	100	I/S	I/S	I/S	I/S
	7	25	100	N/A	N/A	N/A	25
	8	7	I/S	I/S	I/S	I/S	I/S
2013	3	10	I/S	I/S	I/S	I/S	I/S
	4	19	100	N/A	N/A	N/A	50
	5	9	I/S	I/S	I/S	I/S	I/S
	6	9	I/S	I/S	I/S	I/S	I/S
	7	17	100	N/A	N/A	N/A	37.5
	8	10	I/S	I/S	I/S	I/S	I/S
Writing							
2012	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	21	100	52.4	19	28.6	47.6
	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	13	100	N/A	N/A	N/A	41.7
2013	3	20	100	31.6	36.8	31.6	68.4
	4	19	94.7	17.6	64.7	17.6	82.4
	5	18	100	16.7	50	33.3	83.3
	6	18	100	44.4	38.9	16.7	55.6
	7	18	100	23.5	58.8	17.6	76.5
	8	21	100	35	60	5	65

Abbreviations for Missing Data

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

Lake City College Preparatory Academy
(a Component Unit of the South Carolina
Public Charter School District)

LAKE CITY, SOUTH CAROLINA

ANNUAL FINANCIAL REPORT
June 30, 2013

(With Independent Auditors' Report Thereon)

LAKE CITY COLLEGE PREPARATORY ACADEMY
LAKE CITY, SOUTH CAROLINA
Annual Financial Report
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June 30, 2013

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Management's Discussion and Analysis

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Exhibit

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Fund Financial Statements:

- | | |
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| C | Balance Sheet - Governmental Funds |
| D | Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position |
| E | Statement of Revenues, Expenditures, and Changes in Fund Balances - Governmental Funds |
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Statement of Revenues, Expenditures, and Changes in Fund Balance - Budget to Actual:

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LAKE CITY COLLEGE PREPARATORY ACADEMY
LAKE CITY, SOUTH CAROLINA
Annual Financial Report
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| 7 | Schedule of Prior Year Findings |

MARTIN SMITH & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS, PA

INDEPENDENT AUDITORS' REPORT ON FINANCIAL STATEMENTS

The Charter Committee
Lake City College Preparatory Academy
Lake City, South Carolina

We have audited the accompanying financial statements of the governmental activities and each major fund of Lake City College Preparatory Academy (the "Academy"), a component unit of the South Carolina Public Charter School District as of and for the year ended June 30, 2013, which collectively comprise the Academy's basic financial statements, as listed in the accompanying table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to in the first paragraph above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of Lake City College Preparatory Academy at June 30, 2013, and the respective changes in financial position thereof for the year then ended, in conformity with accounting principles generally accepted in the United States of America.

Member: American Institute of Certified Public Accountants • South Carolina Association of Certified Public Accountants

1212 Haywood Road, Bldg 100 • Greenville, South Carolina 29615

ROA_2305

Other Matters

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information, as listed in the accompanying table of contents, be presented to supplement the basic financial statements. Such information, although not a required part of the basic financial statements, is supplementary information required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in the appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Our audit was performed for the purpose of forming an opinion on the financial statements taken as a whole. The introductory section, schedule of revenues, expenditures, and changes in fund balance – general fund, schedule of revenues, expenditures, and changes in fund balance – special revenue fund, and schedule of revenues, expenditures, and changes in fund balance – Education Improvement Act are presented for purposes of additional analysis and are not a required part of the basic financial statements of Lake City College Preparatory Academy. Such information has been subjected to auditing procedures applied in the audit of the financial statements and, in our opinion, is fairly presented in all material respects in relation to the financial statements taken as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated October 28, 2013, on our consideration of the Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grants. The purpose of that report is to describe the scope of testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be considered in assessing the results of our audit.

October 28, 2013

Martin Smith & Company CPAs PA

**LAKE CITY COLLEGE PREPARATORY ACADEMY
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE FISCAL YEAR ENDED JUNE 30, 2013**

This discussion and analysis of Lake City College Preparatory Academy's (the "Academy's") financial performance provides an overview of the Academy's financial activities for the fiscal year ended June 30, 2013. The intent of this discussion and analysis is to look at the Academy's financial performance as a whole. Readers should also review the notes to the basic financial statements and the financial statements themselves to enhance their understanding of the Academy's financial performance.

FINANCIAL HIGHLIGHTS

Lake City College Preparatory Academy was approved as a charter school in May of 2009. Its board began planning and preliminary preparations and the Academy began operating during the 2011 fiscal year. The Academy operates within the South Carolina Public Charter School District.

The assets of the Academy exceeded its liabilities at the close of the most recent fiscal year by \$236,788 (net position). Of this amount, however, \$121,963 represented an investment in capital assets, net of accumulated depreciation. Therefore, the Academy reported a surplus in unrestricted net position of \$114,825. The Academy's net position decreased by \$95,841 during the current fiscal year, as compared to an increase of \$316,955 in the previous fiscal year.

The Academy's total capital assets, net of accumulated depreciation, were \$121,963 and consisted primarily of equipment used in the classrooms, improvements, and vehicles.

As of the close of the current fiscal year, the Academy's governmental funds reported a combined ending fund balance of \$210,128, an increase of \$1,583.

During the 2013 fiscal year, the Academy's governmental fund type revenues were \$2,134,634, of which \$1,298 came from local sources, \$1,799,810 from state sources, and \$333,526 from federal sources. The Academy reported governmental fund type revenues of \$2,545,161 in the previous fiscal year.

During the current fiscal year, the Academy's governmental fund type expenditures were \$2,126,769.

**LAKE CITY COLLEGE PREPARATORY ACADEMY
MANAGEMENT'S DISCUSSION AND ANALYSIS, Continued
FOR THE FISCAL YEAR ENDED JUNE 30, 2013**

OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of four parts – required supplementary information in the form of this management's discussion and analysis, the basic financial statements including both government-wide and fund financial statements, the notes to the financial statements, and required supplementary information in the form of budgetary comparison schedules and notes to the budgetary comparison schedules.

The basic financial statements include two kinds of statements that present different views of the Academy. The first two statements are government-wide financial statements that provide a broad overview of the Academy's overall financial status, in a manner similar to a private-sector enterprise.

The statement of net position presents information on all of the Academy's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the Academy is improving or deteriorating.

The statement of activities presents information showing how the government's net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, for some items, revenues and expenses are reported in this statement that will only result in cash flows in future fiscal periods (e.g., earned but unused vacation leave).

Both of the government-wide financial statements distinguish functions of the Academy that are principally supported by taxes and intergovernmental revenues (governmental activities) from other functions that are intended to recover all or a significant portion of their costs through user fees and charges (business-type activities). However, all activities of the Academy are governmental activities, which include instruction, supporting services, and debt service.

The government-wide financial statements can be found at Exhibits A and B of this report.

The remaining basic financial statements are fund financial statements which focus on individual parts of the Academy, reporting the Academy's operations in more detail than the government-wide statements.

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The Academy, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related requirements. All of the funds of the Academy are governmental funds, one of three types of funds (governmental, proprietary, and fiduciary).

Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term uses of expendable resources, as well as on balances of expendable resources available at the end of the fiscal year. Such information may be useful in evaluating a government's near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the government's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balances provide a reconciliation to facilitate the comparison between governmental funds and governmental activities.

**LAKE CITY COLLEGE PREPARATORY ACADEMY
MANAGEMENT'S DISCUSSION AND ANALYSIS, Continued
FOR THE FISCAL YEAR ENDED JUNE 30, 2013**

OVERVIEW OF THE FINANCIAL STATEMENTS, continued

The Academy maintains three individual governmental funds. Information is presented separately in the governmental fund balance sheet and in the governmental fund statement of revenues, expenditures, and changes in fund balances for the general fund and the special revenue funds. The basic governmental fund financial statements can be found at Exhibits C, D, E, and F of this report.

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements. The notes to the financial statements can be found at Exhibit M of this report.

The Academy adopts an annual appropriated budget for its general fund and special revenue funds. A budgetary comparison statement has been provided in the required supplementary information section for these funds to demonstrate compliance with their budgets. These statements can be found at Exhibits G, H and I of this report.

Major Features of Lead Academy's Government-wide and Fund Financial Statements		
	Government-wide Statements	Fund Financial Statements
		<i>Government Funds Only</i>
Scope	Entire School unit	The activities of the School that are not proprietary or fiduciary
Required financial statements	Statement of net position Statement of activities	Balance sheet Statement of revenues, expenditures, and changes in fund balances
Accounting basis and measurement focus	Accrual accounting and economic resources focus	Modified accrual accounting and current financial resources focus
Type of asset/liability information	All assets and liabilities, both financial and capital, and short-term and long-term	Only assets expected to be used and liabilities that come due during the year or soon thereafter; no capital assets included
Type of inflow/outflow information	All revenues and expenses during year, regardless of when cash is received or paid	Revenues for which cash is received during or soon after the end of the year; expenditures when goods/services have been received and payment is due during the year or soon after

**LAKE CITY COLLEGE PREPARATORY ACADEMY
MANAGEMENT'S DISCUSSION AND ANALYSIS, Continued
FOR THE FISCAL YEAR ENDED JUNE 30, 2013**

Government-wide Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the Academy, assets exceeded liabilities by \$236,788 at the close of the most recent fiscal year.

The following table provides a summary of the Academy's net position for 2013 and 2012.

	Net Position	
	<u>2013</u>	<u>2012</u>
Assets		
Current and other assets	\$ 237,652	\$ 293,825
Capital assets	<u>121,963</u>	<u>124,085</u>
Total assets	<u>359,615</u>	<u>417,910</u>
Liabilities		
Long-term liabilities	-	-
Other liabilities	<u>122,827</u>	<u>85,280</u>
Total liabilities	<u>122,827</u>	<u>85,280</u>
Net Position		
Net investment in capital assets	121,963	124,085
Unrestricted net position	<u>114,825</u>	<u>208,545</u>
Total net position	<u>\$ 236,788</u>	<u>\$ 332,630</u>

During the current fiscal year, net position of the Academy's governmental activities decreased by \$95,841. Unrestricted net position – the part of net position that can be used to finance day-to-day operations without constraints established by debt covenants, enabling legislation, or other legal requirements – equaled \$114,825 at June 30, 2013.

**LAKE CITY COLLEGE PREPARATORY ACADEMY
MANAGEMENT'S DISCUSSION AND ANALYSIS, Continued
FOR THE FISCAL YEAR ENDED JUNE 30, 2013**

The following table shows the changes in net position for fiscal year 2013 and 2012.

	Changes in Net Position			
	Governmental Activities		Business-Type Activities	
	2013	2012	2013	2012
Revenues				
Program revenues:				
Charges for services	\$ -	\$ -	\$ -	\$ -
Operating grants	2,133,336	2,526,117	147,110	120,701
General revenue:				
Local revenue	1,298	19,044	-	-
Total revenues	<u>2,134,634</u>	<u>2,545,161</u>	<u>147,110</u>	<u>120,701</u>
Program Expenses				
Instruction	1,250,185	1,072,417	-	-
Support services	878,705	1,048,433	-	-
Debt service	-	-	-	-
Food service	-	-	248,695	228,057
Total expenses	<u>2,128,890</u>	<u>2,120,850</u>	<u>248,695</u>	<u>228,057</u>
Transfers to proprietary fund	(101,585)	(107,356)	101,585	107,356
Increase (decrease) in net position	<u>\$ (95,841)</u>	<u>\$ 316,955</u>	<u>\$ -</u>	<u>\$ -</u>

**LAKE CITY COLLEGE PREPARATORY ACADEMY
MANAGEMENT'S DISCUSSION AND ANALYSIS, Continued
FOR THE FISCAL YEAR ENDED JUNE 30, 2013**

Governmental Activities:

FINANCIAL ANALYSIS OF THE ACADEMY'S FUNDS

Governmental Funds

For the year ended June 30, 2013, the Academy's governmental funds reported a combined fund balance of \$210,128.

The general fund received revenue of \$1,298 from local sources and \$1,462,965 from state sources. General fund expenditures totaled \$1,456,398. Additionally, the general fund transferred \$101,585 to the food service fund to cover expenditures.

The special revenue fund consists of federal grants in the amount of \$333,526 and state revenue of \$336,845, and was used to fund instruction and support service expenditures. The funds that were received during the year were expended during the current fiscal year; therefore, there was no fund balance at the end of the previous or current year.

General Fund Budgetary Highlights

The Academy's budget is prepared according to South Carolina law and is based on accounting for certain transactions on a basis of cash receipts, disbursements and encumbrances. The most significant budgeted fund is the General Fund.

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

At the end of 2013, the Academy had \$121,963 invested in capital assets, net of depreciation and related debt.

Major capital asset events during the current fiscal year included the purchase of a sign and other equipment items totaling \$35,200 and depreciation expense of \$37,321.

Long-term Debt

At fiscal year-end, the Academy had no long term capital indebtedness. The Academy did borrow under a bank line of credit. The total amount available under this line is \$120,000, and the Academy owed \$95,303 as of June 30, 2013. The line bears interest at the prime rate plus 3.5%.

As noted earlier, other obligations include accounts payable and other accrued expenses. More detailed information about the Academy's debt and other long-term liabilities is presented in the notes to the financial statements.

Contacting the Academy's Financial Management

This financial report is designed to provide interested parties with a general overview of the Academy's finances and to show the Academy's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the Academy at P.O. Box 730, Lake City, South Carolina 29560.

LAKE CITY COLLEGE PREPARATORY ACADEMY
LAKE CITY, SOUTH CAROLINA
Statement of Net Position
June 30, 2013

	Governmental Activities	Business-type Activities	Total
<u>ASSETS</u>			
Cash and cash equivalents	\$ 248	\$ -	\$ 248
Accounts receivable	237,404	-	237,404
Internal balances	-	-	-
Capital assets	197,592	-	197,592
Less accumulated depreciation	(75,629)	-	(75,629)
Total capital assets, net of depreciation	<u>121,963</u>	<u>-</u>	<u>121,963</u>
Total assets	<u>\$ 359,615</u>	<u>\$ -</u>	<u>\$ 359,615</u>
<u>LIABILITIES</u>			
Accounts payable and accrued liabilities	\$ 25,508	\$ -	\$ 25,508
Due to state	2,016	-	2,016
Long-term liabilities:			
Due within one year	95,303	-	95,303
Due in more than one year	<u>-</u>	<u>-</u>	<u>-</u>
Total liabilities	<u>122,827</u>	<u>-</u>	<u>122,827</u>
<u>NET POSITION</u>			
Net investment in capital assets	121,963	-	121,963
Unrestricted net position	<u>114,825</u>	<u>-</u>	<u>114,825</u>
Total net position	<u>\$ 236,788</u>	<u>\$ -</u>	<u>\$ 236,788</u>

The notes to the financial statements are an integral part of this statement.

LAKE CITY COLLEGE PREPARATORY ACADEMY
LAKE CITY, SOUTH CAROLINA
Statement of Activities
For the Fiscal Year Ended June 30, 2013

Functions / Programs	Expenses	Program Revenues		Change in Net Position		
		Charges for Services and Sales	Operating Grants and Contributions	Governmental Activities	Business- Type Activities	Total
Governmental activities:						
Instruction	\$ 1,250,185	\$ -	\$ 1,252,796	\$ 2,611		\$ 2,611
Support services	878,705	-	880,540	1,835		1,835
Interest and other charges	-	-	-	-		-
Total governmental activities	<u>\$ 2,128,890</u>	<u>\$ -</u>	<u>\$ 2,133,336</u>	<u>4,446</u>		<u>4,446</u>
Business-type activities:						
Student nutrition	\$ 248,695	\$ -	\$ 147,110		\$ (101,585)	(101,585)
Total business-type activities	<u>248,695</u>	<u>-</u>	<u>147,110</u>		<u>(101,585)</u>	<u>(101,585)</u>
Total	<u>\$ 2,128,890</u>	<u>\$ -</u>	<u>\$ 2,133,336</u>	<u>4,446</u>	<u>(101,585)</u>	<u>(97,139)</u>
General revenues:						
Local revenue				1,298	-	1,298
Transfers				(101,585)	101,585	-
Total general revenues				<u>(100,287)</u>	<u>101,585</u>	<u>1,298</u>
Change in net position				(95,841)	-	(95,841)
Net position, beginning of year				<u>332,629</u>	<u>-</u>	<u>332,629</u>
Net position, end of year				<u>\$ 236,788</u>	<u>\$ -</u>	<u>\$ 236,788</u>

The notes to the financial statements are an integral part of this statement.

LAKE CITY COLLEGE PREPARATORY ACADEMY
LAKE CITY, SOUTH CAROLINA
Balance Sheet - Governmental Funds
June 30, 2013

	<u>General</u>	<u>Special Revenue</u>	<u>Total Governmental Funds</u>
<u>ASSETS</u>			
Cash and cash equivalents	\$ 248	\$ -	\$ 248
Accounts receivable	237,404	-	237,404
Due from other funds	-	-	-
Total assets	<u>\$ 237,652</u>	<u>\$ -0-</u>	<u>\$ 237,652</u>
<u>LIABILITIES AND FUND BALANCES</u>			
Liabilities:			
Accounts payable and accrued expenses	\$ 25,508	\$ -	\$ 25,508
Due to state	2,016	-	2,016
Due to other funds	-	-	-
Total liabilities	<u>27,524</u>	<u>-</u>	<u>27,524</u>
Fund balances:			
Unreserved:			
Unassigned	<u>210,128</u>	<u>-</u>	<u>210,128</u>
Total fund balances	<u>210,128</u>	<u>-0-</u>	<u>210,128</u>
Total liabilities and fund balance	<u>\$ 237,652</u>	<u>\$ -0-</u>	<u>\$ 237,652</u>

The notes to the financial statements are an integral part of this statement.

LAKE CITY COLLEGE PREPARATORY ACADEMY
LAKE CITY, SOUTH CAROLINA
Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position
June 30, 2013

Total fund balances - governmental funds	\$	210,128
Amounts reported for governmental activities in the statement of net position are different because of the following:		
Capital assets used in governmental activities are not financial resources and therefore are not reported in governmental funds. The cost of assets is \$197,592 and the accumulated depreciation is \$75,629.		121,963
Long-term liabilities, including bonds payable, are not due and payable in the current period and therefore are not reported in the funds.		<u>(95,303)</u>
Net position of governmental activities	\$	<u>236,788</u>

The notes to the financial statements are an integral part of this statement.

LAKE CITY COLLEGE PREPARATORY ACADEMY
LAKE CITY, SOUTH CAROLINA
Statement of Revenues, Expenditures, and Changes in Fund Balance - Budget to Actual
Special Revenue Fund
For the Fiscal Year Ended June 30, 2013

	Original	Final	Actual (Budgetary Basis)	Variance with Final Budget - Favorable (Unfavorable)
REVENUES				
Local	\$ -	\$ -	\$ -	\$ -
State	7,631	7,631	7,631	-
Federal	334,688	334,688	333,526	(1,162)
Total revenue	342,319	342,319	341,157	(1,162)
EXPENDITURES				
Current:				
Instruction	276,338	276,338	268,075	8,263
Support services	65,981	65,981	73,082	(7,101)
Community services	-	-	-	-
Debt service	-	-	-	-
Total expenditures	342,319	342,319	341,157	1,162
Excess (deficiency) of revenues over expenditures	-0-	-0-	-	-
OTHER FINANCING SOURCES (USES)				
Transfer to (from) general fund	-	-	-	-
Total other financing sources (uses)	-	-	-	-
Net change in fund balance	\$ -0-	\$ -0-	-0-	\$ -0-
Fund Balance - July 1, 2012			-0-	
Fund Balance - June 30, 2013			\$ -0-	

The notes to the financial statements are an integral part of this statement.

LAKE CITY COLLEGE PREPARATORY ACADEMY
LAKE CITY, SOUTH CAROLINA
Statement of Revenues, Expenditures, and Changes in Fund Balance - Budget to Actual
Education Improvement Act
For the Fiscal Year Ended June 30, 2013

	Original	Final	Actual (Budgetary Basis)	Variance with Final Budget - Favorable (Unfavorable)
REVENUES				
Local	\$ -	\$ -	\$ -	\$ -
State	332,080	332,080	329,214	(2,866)
Federal	-	-	-	-
Total revenue	<u>332,080</u>	<u>332,080</u>	<u>329,214</u>	<u>(2,866)</u>
EXPENDITURES				
Current:				
Instruction	315,838	315,838	312,972	2,866
Support services	16,242	16,242	16,242	-
Community services	-	-	-	-
Debt service	-	-	-	-
Total expenditures	<u>332,080</u>	<u>332,080</u>	<u>329,214</u>	<u>2,866</u>
Excess (deficiency) of revenues over expenditures	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
OTHER FINANCING SOURCES (USES)				
Transfer from general fund	-	-	-	-
Total other financing sources (uses)	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Net change in fund balance	\$ <u>-0-</u>	\$ <u>-0-</u>	-0-	\$ <u>-0-</u>
Fund Balance - July 1, 2012			<u>-0-</u>	
Fund Balance - June 30, 2013			\$ <u>-0-</u>	

The notes to the financial statements are an integral part of this statement.

LAKE CITY COLLEGE PREPARATORY ACADEMY
LAKE CITY, SOUTH CAROLINA

Statement of Net Position

Proprietary Funds

June 30, 2013

Enterprise Fund
Food Services

ASSETS

Noncurrent assets:

Furniture and equipment

\$ -

Less accumulated depreciation

-

Total noncurrent assets

-

Total assets

-

LIABILITIES

Current liabilities:

Due to other funds

-

Total current liabilities

-

NET POSITION

Net investment in capital assets

-

Unrestricted net position

-

Total net position

\$ -

The notes to the financial statements are an integral part of this statement.

LAKE CITY COLLEGE PREPARATORY ACADEMY
LAKE CITY, SOUTH CAROLINA
Statement of Revenues, Expenses, and Changes in Fund Net Position
Proprietary Funds
For the Fiscal Year Ended June 30, 2013

	Enterprise Fund <u>Food Services</u>
OPERATING REVENUES	
Proceeds from sale of meals	\$ -
	-
Total operating revenues	-
OPERATING EXPENSES	
Salaries and employee benefits	34,790
Purchased services	213,905
	248,695
Total operating expenses	248,695
Operating income (loss)	(248,695)
NONOPERATING REVENUES (EXPENSES)	
USDA reimbursements	147,110
	147,110
Total nonoperating revenues (expenses)	147,110
TRANSFERS IN (OUT)	
Transfers from general fund	101,585
	-
Change in net position	-
Total net position - July 1, 2012	-
Total net position - June 30, 2013	\$ -

The notes to the financial statements are an integral part of this statement.

LAKE CITY COLLEGE PREPARATORY ACADEMY
LAKE CITY, SOUTH CAROLINA
Statement of Cash Flows
Proprietary Funds
For the Fiscal Year Ended June 30, 2013

	Enterprise Fund Food Services
CASH FLOWS FROM OPERATING ACTIVITIES	
Received from patrons	\$ -
Payments to employees for salaries and benefits	(34,789)
Payments to suppliers for goods and services	<u>(213,906)</u>
Net cash received from (used by) operating activities	<u>(248,695)</u>
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES	
Cash received from USDA reimbursements	<u>147,110</u>
Net cash received from (used for) noncapital financing activities	<u>147,110</u>
CASH FLOWS FROM CAPITAL RELATED FINANCING ACTIVITIES	
Operating transfer from other fund	<u>101,585</u>
Net cash received from (used for) capital and related financing activities	<u>101,585</u>
Net increase (decrease) in cash and cash equivalents	-
Cash and cash equivalents - July 1, 2012	<u>-</u>
Cash and cash equivalents - June 30, 2013	<u><u>\$ -</u></u>
Reconciliation of operating income (loss) to net cash received from (used by) operating activities:	
Operating income (loss) - Exhibit K	\$ (248,695)
Adjustments to reconcile operating income (loss) to net cash received from (used by) operating activities:	
Depreciation	<u>-</u>
Net cash received from (used by) operating activities	<u><u>\$ (248,695)</u></u>

The notes to the financial statements are an integral part of this statement.

LAKE CITY COLLEGE PREPARATORY ACADEMY
Notes to the Basic Financial Statements
June 30, 2013

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Lake City College Preparatory Academy (the "Academy") is a non-profit organization incorporated in the state of South Carolina and organized under the South Carolina Charter School Act. The Academy was initially formed in May 2009 and began operations in July 2010. The Academy operates within the South Carolina Public Charter School District. The Academy serves approximately 200 students in from kindergarten to 10th grade in Lake City, South Carolina.

The accounting policies of the Academy conform to accounting principles generally accepted in the United States of America (GAAP) as applicable to governments. The GASB is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The Academy also applies Financial Accounting Standards Board (FASB) statements and interpretations issued on or before November 30, 1989, to its governmental activities provided they do not conflict with or contradict GASB pronouncements. The following is a summary of the more significant accounting policies:

A. Reporting Entity

The Academy is a charter school under legislation enacted on June 18, 1996. A charter school is considered a public school and the Academy is a part of the South Carolina Public School District (the "School District") for the purposes of state law and state constitution. Because the School District Board of Trustees can significantly influence operations and the School District provides substantial financial support, the Academy's financial statements are included in those of the School District as a discretely presented component unit.

The government-wide financial statements include the statement of net position and the statement of activities which report information on all of the activities of the Academy. The statement of activities demonstrates the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function. Program revenues include: 1) charges to customers who purchase, use or directly benefit from services or privileges provided by a given function, and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function. Taxes and other items not properly included among program revenues are reported instead as general revenues. Separate financial statements are provided for the governmental funds. Major individual governmental funds are reported as separate columns in the fund financial statements.

C. Measurement Focus, Basis of Accounting, and Financial Statement Presentation

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the Academy considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, are recorded only when payment is due. All other revenue items are considered to be measurable and available only when cash is received by the Academy.

The accounts of the government are organized and operated on the basis of funds. A fund is an independent fiscal and accounting entity with a self-balancing set of accounts. Fund accounting segregates funds according to their intended purpose and is used to aid management in demonstrating compliance with finance-related legal and contractual provisions. The minimum number of funds is maintained consistent with legal and managerial requirements. The following major funds and fund types are used by the Academy.

LAKE CITY COLLEGE PREPARATORY ACADEMY
Notes to the Basic Financial Statements
June 30, 2013

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Continued

C. Measurement Focus, Basis of Accounting, and Financial Statement Presentation, Continued

The Academy reports the following major governmental funds:

- The general fund is the Academy's primary operating fund. It accounts for all financial resources of the Academy, except those required to be accounted for in another fund. All general tax revenues and other receipts that are not allocated by law or contractual agreement to other funds are accounted for in the general fund. General operating expenditures and the capital improvement costs that are not paid through other funds are paid from the general fund. This is a budgeted fund, and any fund balance is considered a resource available for use.
- The special revenue fund accounts for specific revenue sources (other than expendable trusts) that are legally restricted to expenditures for specified purposes. Money in this fund is expended according to the provisions of general statutes applicable to charter schools.

When both restricted and unrestricted resources are available for use, it is the government's policy to use restricted resources first, then unrestricted resources as they are needed.

Proprietary fund types are accounted for based on the flow of economic resources measurement focus and use the accrual basis of accounting. Under this method, revenues are recorded when earned and expenses are recorded at the time liabilities are incurred. Proprietary fund types include the following fund:

The enterprise fund is used to account for those operations that are financed and operated in a manner similar to private business enterprises or where the Academy has decided that periodic determination of revenues earned, expenses incurred, and/or net income is necessary for management accountability. The food service fund is the Academy's only enterprise fund and is used to account for the United States Department of Agriculture's (USDA) approved school lunch programs.

D. Assets, Liabilities, and Net Assets or Equity

1) Deposits and Investments

The Academy's cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition. The Academy pools money from its funds to facilitate disbursements and maximize investment income. Investments are reported at fair value.

2) Receivables and Payables

On fund financial statements, receivables and payables resulting from short-term interfund loans are classified as "due from other funds" or "due to other funds". These amounts are eliminated in the governmental and business-type activities columns of the statement of net assets, except for the net residual amounts due between governmental and business-type activities.

3) Capital assets

Capital assets include equipment. Capital assets are defined by the Academy as assets with an initial, individual cost of more than \$1,000 and an estimated useful life in excess of two years. Such assets are recorded at historical cost. Donated capital assets are recorded at estimated fair market value at the date of donation. Capital assets are depreciated using the straight line method over 7 years for equipment, improvements, and vehicles.

LAKE CITY COLLEGE PREPARATORY ACADEMY
Notes to the Basic Financial Statements
June 30, 2013

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Continued

D. Assets, Liabilities, and Net Assets or Equity, continued

4) Long-term obligations

In the government-wide financial statements long-term debt and long-term obligations are reported as liabilities in the applicable governmental activities statement of net position. In the fund financial statements, governmental fund types recognize principal and interest payments as expenditures of the current period and report the face amount of debt issued as other financing sources.

5) Vacation and Sick Leave

Vacation is noncumulative and employees are not paid for unused vacation days. Sick pay is nonvesting. Due to these policies and other uncertainties, there is no vested or accumulated vacation or sick pay that is expected to be paid after year end.

6) Fund equity

In the fund financial statements, fund balance classifications depict the nature of the net resources reported in the governmental funds. Individual governmental funds may include nonspendable resources and amounts that are restricted, committed, or assigned, or any combination of these classifications. The general fund also includes unassigned amounts. The Academy considers that committed amounts are reduced first, followed by assigned amounts, and then unassigned amounts when expenditures are incurred for purposes for which amounts in any of these unrestricted fund balance classifications could be used. The Academy's policy is to apply fund balance, and unassigned fund balance at the end of the fiscal year by adjusting journal entries. First, nonspendable fund balances are determined. Then restricted fund balances for specific purposes, if any, are determined. Then any remaining fund balance amounts for the non-general funds. Committed fund balance amounts are established by the Academy board through motions passed at Academy Board meetings. The Academy has no committed fund balance amounts. Assigned fund balance amounts are established by the Academy administration. The Academy has no assigned fund balance amounts as of June 30, 2013.

Nonspendable fund balance may either be not in spendable form or legally or contractually required to be maintained intact. The Academy's has no nonspendable fund balance as of June 30, 2013.

7) Net position

Net position represents the difference between assets plus deferred outflows and liabilities plus deferred inflows. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets. Outstanding debt, which has not been spent, is included in the same net assets component as the unspent proceeds. Net position is reported as restricted when there are limitations imposed on its use either through the enabling legislation or through external restrictions imposed by creditors, grantors or laws or regulations of other governments.

8) Use of estimates

The preparation of the financial statements in conformity with generally accepted accounting principles as applicable to governmental units requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements. Estimates also affect the reported amounts of revenue, expenditures or expenses during the reporting period. Actual results could differ from those estimates.

LAKE CITY COLLEGE PREPARATORY ACADEMY
Notes to the Basic Financial Statements
June 30, 2013

II. STEWARDSHIP, COMPLIANCE, AND ACCOUNTABILITY

A. Budgetary Information

Annual budgets for all governmental funds are adopted on the modified accrual basis for accounting, which is consistent with accounting principles generally accepted in the United States of America. All annual appropriations lapse at fiscal year end and the Academy does not employ encumbrance accounting.

Each budget is prepared by function and object as dictated by the State of South Carolina adopted Program Oriented Budgeting and Accounting System and for management control purposes. The Academy's policies allow funds to be transferred between functions. However, the total budget cannot be increased beyond that level without approval of the Academy's Charter Committee. The legal level of control is at the fund level. During the year, the Academy revised the budget. The administration has discretionary authority to make transfers between appropriation accounts. The budget amounts in the financial statements are as amended by the administration.

The administration has discretionary authority to make transfers between appropriation accounts. The budget amounts in the financial statements are as amended by the administration.

III. DETAILED NOTES ON ALL FUNDS

A. Deposits and Investments

The Academy's bank cash and cash equivalents balances are placed with banking institutions and are protected by federal depository insurance up to \$250,000.

The Academy's cash investment objectives are preservation of capital, liquidity and yield. The Academy is authorized to invest in securities as allowed by South Carolina statute. Those investments are restricted to:

- 1) Obligations of the United States and agencies thereof;
- 2) General obligations of the State of South Carolina or any of its political units;
- 3) Savings and loan associations to the extent that the same are secured by the Savings Association Insurance Fund of the Federal Deposit Insurance Corporation,
- 4) Certificates of deposit where the certificates are collaterally secured by securities of the type described in (1) and (2) above held by a third party as escrow agent or custodian, of a market value not less than the amount of the certificates of deposit so secured, including interest. Investments, which consist of certificates of deposit, are stated at cost which approximates market. During the year, investments made but not held as of the balance sheet date consisted of certificates of deposit.

The Academy does not have a formal policy limiting investment maturities that would help manage its exposure to fair value losses from increasing interest rates.

LAKE CITY COLLEGE PREPARATORY ACADEMY
Notes to the Basic Financial Statements
June 30, 2013

III. DETAILED NOTES ON ALL FUNDS, Continued

B. Capital Assets

Capital asset activity for the year ended June 30, 2013 was as follows:

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Governmental activities:				
Capital assets being depreciated:				
Equipment	\$ 57,226	\$ 24,300	\$ -	\$ 81,526
Improvements	33,347	10,900	-	44,247
Vehicles	71,819	-	-	71,819
Total capital assets being depreciated	<u>162,392</u>	<u>35,200</u>	<u>-</u>	<u>197,592</u>
Less accumulated depreciation for:				
Equipment	13,348	16,562	-	29,910
Improvements	5,518	6,396	-	11,914
Vehicles	19,442	14,363	-	33,805
Total accumulated depreciation	<u>38,308</u>	<u>37,321</u>	<u>-</u>	<u>75,629</u>
Governmental activities capital assets, net	<u>\$ 124,084</u>	<u>\$ (2,121)</u>	<u>\$ -</u>	<u>\$ 121,963</u>

Depreciation expense charged to functions/programs was as follows:

Governmental activities:	
Support services	\$ <u>37,321</u>
Total depreciation expense for governmental activities	\$ <u>37,321</u>

C. Long-Term Debt

Notes payable consist of the following as of June 30, 2013:

Line of credit payable to bank, bearing interest at prime + 3.5% with monthly interest payments, and principal payable on demand. The loan is secured by receivables and property. The total available under line of credit is \$120,000

	95,303
	\$ <u>95,303</u>
Less current portion of long-term debt	<u>(95,303)</u>
Total long-term debt	\$ <u>-</u>

LAKE CITY COLLEGE PREPARATORY ACADEMY
Notes to the Basic Financial Statements
June 30, 2013

IV. OTHER INFORMATION

A. Risk Management

The Academy is exposed to various risks of losses related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The Academy maintains a general liability policy and an errors and omissions policy with a commercial carrier. The Academy carries commercial coverage for all other risks of loss. There have been no significant reductions in insurance coverage in the prior year, and claims have not exceeded coverage in any of the past two fiscal years.

B. Commitments

The Academy leases its facilities under an annually renewable lease which runs from July 1, 2013 through June 30, 2014. Annual lease payments of \$60,000 are payable in monthly installments. In addition to the base lease, the Academy is assessed a pro rata charge for taxes and insurance.

C. Contingencies

The Academy participates in a number of federal and state assisted grant programs. These programs are still subject to financial and compliance audits by the grantors or their representatives. Such audits could lead to requests for reimbursement to the grantor agency for expenditures disallowed under terms of the grant. Based on prior experience, the Academy's management believes such disallowances, if any, would not be significant.

D. Employee Retirement System

The Academy's employees who have reached the age of 21 and work more than 20 hours per week are eligible to participate in a defined contribution plan with TIAA-CREF. The employee may make a contribution of up to 6% of compensation. The employer will match that contribution. The Academy's total retirement expense for the year ended June 30, 2013, was \$28,483.

E. Subsequent Events

In preparing these financial statements, the Academy has evaluated events and transactions for potential recognition or disclosure through October 28, 2013, the date the financial statements were available to be issued. There were no such events requiring recording or disclosure for the year ended June 30, 2013.

LAKE CITY COLLEGE PREPARATORY ACADEMY
LAKE CITY, SOUTH CAROLINA
General Fund
Schedule of Revenues, Expenditures, and Changes in Fund Balance -
Budget and Actual
For the Fiscal Year Ended June 30, 2013

	<u>Budget</u>	<u>Actual</u>	<u>Variance Favorable (Unfavorable)</u>
REVENUES			
1000 Revenue from local sources	\$ 2,600	\$ 290	\$ (2,310)
1700 Pupil activities			
1900 Other revenue from local sources			
1920 Contributions & donations private sources	<u>1,000</u>	<u>1,008</u>	<u>8</u>
Total local sources	<u>3,600</u>	<u>1,298</u>	<u>(2,302)</u>
3000 Revenue from state sources			
3100 Restricted state funding			
3130 Special programs			
3133 IDEA contingency	34,156	34,156	-
3138 Charter school funding	785,744	785,744	-
3180 Fringe benefits employer contributions	156,632	156,632	-
3300 Education Finance Act (EFA)			
3310 Full-time programs			
3311 Kindergarten	40,423	40,423	-
3312 Primary	92,640	92,640	-
3313 Elementary	148,414	148,414	-
3314 High school	50,896	50,896	-
3315 Trainable mentally handicapped	4,022	4,022	-
3316 Speech handicapped	50,051	50,051	-
3320 Part-time programs			
3321 Emotionally handicapped	4,022	4,022	-
3322 Educable mentally handicapped	6,862	6,862	-
3323 Learning disabilities	73,901	73,901	-
3325 Visually handicapped	5,067	5,067	-
3330 Other EFA programs			
3331 Autism	<u>10,135</u>	<u>10,135</u>	<u>-</u>
Total state sources	<u>1,462,965</u>	<u>1,462,965</u>	<u>-</u>
Total revenue all sources	<u>1,466,565</u>	<u>1,464,263</u>	<u>(2,302)</u>

(continued)

LAKE CITY COLLEGE PREPARATORY ACADEMY
LAKE CITY, SOUTH CAROLINA

General Fund

Schedule of Revenues, Expenditures, and Changes in Fund Balance -
Budget and Actual
For the Fiscal Year Ended June 30, 2013

	<u>Budget</u>	<u>Actual</u>	Variance Favorable (Unfavorable)
100 Instruction			
110 General instruction			
111 Kindergarten programs			
100 Salaries	\$ 51,500	\$ 51,500	\$ -
200 Employee benefits	16,870	16,870	-
112 Primary programs			
100 Salaries	12,040	12,040	-
200 Employee benefits	4,351	4,351	-
113 Elementary programs			
100 Salaries	322,258	327,099	(4,841)
200 Employee benefits	133,462	105,020	28,442
300 Purchased services	20,906	49,136	(28,230)
400 Supplies and materials	46,481	37,063	9,418
120 Exceptional programs			
127 Learning disabilities			
100 Salaries	35,500	45,838	(10,338)
200 Employee benefits	11,477	8,834	2,643
300 Purchased services	-	1,125	(1,125)
170 Summer school programs			
172 Elementary summer school			
100 Salaries	-	6,250	(6,250)
175 Instructional programs beyond regular school day			
100 Salaries	-	750	(750)
200 Employee benefits	-	666	(666)
180 Adult/continuing educational programs			
188 Parenting/family literacy			
300 Purchased services	-	475	(475)
Total instruction	<u>654,845</u>	<u>667,017</u>	<u>(12,172)</u>
200 Support services			
210 Pupil services			
212 Guidance services			
100 Salaries	34,335	38,676	(4,341)
200 Employee benefits	3,375	6,563	(3,188)

(continued)

LAKE CITY COLLEGE PREPARATORY ACADEMY
LAKE CITY, SOUTH CAROLINA
General Fund
Schedule of Revenues, Expenditures, and Changes in Fund Balance -
Budget and Actual
For the Fiscal Year Ended June 30, 2013

	<u>Budget</u>	<u>Actual</u>	<u>Variance</u> <u>Favorable</u> <u>(Unfavorable)</u>
213 Health services	\$ 1,000	\$ 850	\$ 150
300 Purchased services			
215 Exceptional program services	6,166	-	6,166
100 Salaries	2,576	-	2,576
200 Employee benefits	50,533	11,720	38,813
300 Purchased services			
220 Instructional staff services			
221 Improvement of instruction - curriculum development	-	5,119	(5,119)
300 Purchased services			
224 Improvement of instruction - inservice and staff training	-	18,349	(18,349)
300 Purchased services			
230 General administration services			
231 Board of education	4,375	5,286	(911)
300 Purchased services	16,370	16,370	-
318 Audit services	3,500	3,229	271
400 Supplies and materials	19,867	8,083	11,784
600 Other objects			
233 School administration	169,955	155,540	14,415
100 Salaries	44,678	35,570	9,108
200 Employee benefits	7,000	7,272	(272)
300 Purchased services	13,300	12,246	1,054
400 Supplies and materials	13,000	11,501	1,499
500 Capital outlay			
250 Finance and operation services			
252 Fiscal services	39,000	39,000	-
300 Purchased services	750	428	322
600 Other objects			
254 Operation and maintenance of plant	41,950	44,625	(2,675)
100 Salaries	8,237	7,305	932
200 Employee benefits	188,066	197,817	(9,751)
300 Purchased services	7,500	2,765	4,735
321 Public utilities			

(continued)

LAKE CITY COLLEGE PREPARATORY ACADEMY
LAKE CITY, SOUTH CAROLINA
General Fund
Schedule of Revenues, Expenditures, and Changes in Fund Balance -
Budget and Actual
For the Fiscal Year Ended June 30, 2013

	<u>Budget</u>	<u>Actual</u>	<u>Variance Favorable (Unfavorable)</u>
400 Supplies and materials	\$ 4,000	\$ 3,456	\$ 544
421 Energy	11,000	9,620	1,380
255 Student transportation			
300 Purchased services	110,000	115,301	(5,301)
600 Other objects	210	-	210
258 Security			
300 Purchased services	3,200	1,526	1,674
260 Central support services			
263 Information services	5,000	9,716	(4,716)
266 Technology and data processing services	4,670	2,610	2,060
270 Supporting services pupil activity			
271 Pupil services activity:			
600 Other objects	30,200	18,838	11,362
Total support services	843,813	789,381	54,432
Total expenditures	1,498,658	1,456,398	42,260
OTHER FINANCING SOURCES (USES)			
5400 Proceeds from long-term notes	45,303	95,303	50,000
Interfund transfers from (to) other funds			
425-710 Transfers to school food service	-	(101,585)	(101,585)
Total other financing sources (uses)	45,303	(6,282)	(51,585)
EXCESS/DEFICIENCY OF REVENUES OVER EXPENDITURES	\$ 13,210	1,583	\$ (11,627)
FUND BALANCE, July 1, 2012		208,545	
FUND BALANCE, June 30, 2013		\$ 210,128	

LAKE CITY COLLEGE PREPARATORY ACADEMY
LAKE CITY, SOUTH CAROLINA
Special Revenue Fund
Schedule of Revenues, Expenditures, and Changes in Fund Balance -
Budget and Actual
For the Fiscal Year Ended June 30, 2013

	<u>Budget</u>	<u>Actual</u>	<u>Variance Favorable (Unfavorable)</u>
REVENUES			
3000 Revenue from state sources			
3600 Education Lottery act revenue	\$ 549	\$ 549	\$ -
3607 6-8 enhancement	7,082	7,082	-
3610 K-5 enhancement			
Total state sources	<u>7,631</u>	<u>7,631</u>	<u>-</u>
4000 Revenue from federal sources			
4300 Elementary and Secondary Education Act of 1965 (ESEA)	292,032	290,870	(1,162)
4310 Title I, basic state grants programs	10,306	10,306	-
4351 Improving teacher quality			
4500 Programs for children with disabilities			
4510 Individuals with Disabilities Education Act (IDEA)	<u>32,350</u>	<u>32,350</u>	<u>-</u>
Total federal sources	<u>334,688</u>	<u>333,526</u>	<u>(1,162)</u>
Total revenue all sources	<u>342,319</u>	<u>341,157</u>	<u>(1,162)</u>
EXPENDITURES			
100 Instruction			
110 General instruction			
113 Elementary programs	116,597	154,660	(38,063)
100 Salaries	23,419	30,758	(7,339)
200 Employee benefits	2,000	580	1,420
300 Purchased services	12,000	-	12,000
400 Supplies and materials	-	7,631	(7,631)
500 Capital outlay			
114 High school programs	-	3,420	(3,420)
300 Purchased services			

(continued)

LAKE CITY COLLEGE PREPARATORY ACADEMY
LAKE CITY, SOUTH CAROLINA
Special Revenue Fund
Schedule of Revenues, Expenditures, and Changes in Fund Balance -
Budget and Actual
For the Fiscal Year Ended June 30, 2013

	<u>Budget</u>	<u>Actual</u>	Variance Favorable (Unfavorable)
127 Learning disabilities			
100 Salaries	\$ 15,000	\$ 15,000	\$ -
200 Employee benefits	1,148	1,148	-
400 Supplies and materials	1,202	1,202	-
129 Coordinated early interveninng services			
100 Salaries	53,000	-	53,000
200 Employee benefits	7,339	-	7,339
170 Summer school programs			
172 Elementary summer school			
100 Salaries	13,000	10,000	3,000
300 Purchased services	-	2,000	(2,000)
400 Supplies and materials	-	12,000	(12,000)
175 Instructional programs beyond regular school day			
100 Salaries	16,636	16,636	-
200 Employee benefits	3,018	1,856	1,162
180 Adult/Continuing educational programs			
188 Primary/Family literacy			
300 Purchased services	9,684	9,684	-
400 Supplies and materials	2,295	1,500	795
Total instruction	<u>276,338</u>	<u>268,075</u>	<u>8,263</u>
200 Support services			
210 Pupil services			
212 Guidance services			
300 Purchased services	-	1,500	(1,500)
400 Supplies and materials	-	795	(795)
214 Psychological services			
300 Purchased services	50,981	50,981	-

(continued)

LAKE CITY COLLEGE PREPARATORY ACADEMY
LAKE CITY, SOUTH CAROLINA
Special Revenue Fund
Schedule of Revenues, Expenditures, and Changes in Fund Balance -
Budget and Actual
For the Fiscal Year Ended June 30, 2013

	<u>Budget</u>	<u>Actual</u>	<u>Variance Favorable (Unfavorable)</u>
215 Exceptional program services			
300 Purchased services	\$ 15,000	\$ 15,000	\$ -
260 Central support services			
266 Technology and data processing services			
100 Salaries	-	2,500	(2,500)
270 Support services - pupil activity			
271 Pupil service activities			
600 Other objects	-	2,306	(2,306)
Total support services	<u>65,981</u>	<u>73,082</u>	<u>(7,101)</u>
Total expenditures	<u>342,319</u>	<u>341,157</u>	<u>1,162</u>
Other financing sources (uses)			
Interfund transfers from (to) other funds			
420-710 Transfer to general fund	-	-	-
Total other financing sources (uses)	<u>-</u>	<u>-</u>	<u>-</u>
EXCESS/DEFICIENCY OF REVENUES OVER EXPENDITURES	\$ <u>-0-</u>	<u>-0-</u>	\$ <u>-0-</u>
FUND BALANCE, July 1, 2012		<u>-0-</u>	
FUND BALANCE, June 30, 2013		<u><u>\$ -0-</u></u>	

LAKE CITY COLLEGE PREPARATORY ACADEMY
LAKE CITY, SOUTH CAROLINA
Education Improvement Act
Schedule of Revenues, Expenditures, and Changes in Fund Balance -
Budget and Actual
For the Fiscal Year Ended June 30, 2013

	<u>Budget</u>	<u>Actual</u>	Variance Favorable (Unfavorable)
REVENUES			
3000 Revenue from state sources			
3500 Education Improvement Act			
3511 Professional development	\$ 1,191	\$ 1,191	\$ -
3518 Formative assessment	2,139	2,139	-
3526 Refurbishment of K-8 science kits	1,446	1,446	-
3530 Students with moderate to severe intellectual disabilities	850	-	(850)
3538 Students at risk of school failure	278,511	278,511	-
3550 Teacher salary increase	13,025	13,025	-
3551 Teacher salary supplement state share	9,433	9,433	-
3555 School employer contributions	5,173	5,173	-
3558 Reading	951	951	-
3577 Teacher supplies	4,310	2,294	(2,016)
3585 Aid to districts - special education	12,000	12,000	-
3597 Aid to districts	3,051	3,051	-
Total state sources	<u>332,080</u>	<u>329,214</u>	<u>(2,866)</u>
Total revenue all sources	<u>332,080</u>	<u>329,214</u>	<u>(2,866)</u>
EXPENDITURES			
100 Instruction			
110 General instruction			
113 Elementary programs			
100 Salaries	94,806	94,806	-
200 Employee benefits	19,448	19,448	-
300 Purchased services	42,228	42,228	-
400 Supplies and materials	26,878	26,878	-
500 Capital outlay	29,592	29,592	-
114 High school programs			
300 Purchased services	82,911	80,045	2,866
170 Summer school programs			
172 Elementary summer school			
100 Salaries	<u>19,975</u>	<u>19,975</u>	<u>-</u>
Total instruction	<u>315,838</u>	<u>312,972</u>	<u>2,866</u>

(continued)

LAKE CITY COLLEGE PREPARATORY ACADEMY
LAKE CITY, SOUTH CAROLINA
Education Improvement Act
Schedule of Revenues, Expenditures, and Changes in Fund Balance -
Budget and Actual
For the Fiscal Year Ended June 30, 2013

	<u>Budget</u>	<u>Actual</u>	Variance Favorable (Unfavorable)
200 Support services			
210 Pupil services			
215 Exceptional program services			
300 Purchased services	\$ 15,051	\$ 15,051	\$ -
220 Instructional staff services			
224 Improvement of instruction - inservice and staff training			
300 Purchased services	<u>1,191</u>	<u>1,191</u>	<u>-</u>
Total support services	<u>16,242</u>	<u>16,242</u>	<u>-</u>
Total expenditures	<u>332,080</u>	<u>329,214</u>	<u>2,866</u>
EXCESS/DEFICIENCY OF REVENUES OVER EXPENDITURES	\$ <u>-0-</u>	<u>-0-</u>	\$ <u>-0-</u>
FUND BALANCE, July 1, 2012		<u>-0-</u>	
FUND BALANCE, June 30, 2013		<u><u>\$ -0-</u></u>	

LAKE CITY COLLEGE PREPARATORY ACADEMY
LAKE CITY, SOUTH CAROLINA
Food Service Fund
Schedule of Revenues, Expenses, and Changes in Retained Earnings
For Fiscal Year Ended June 30, 2013

REVENUES

4000 Revenue from federal sources	
4800 USDA reimbursement	
4810 School lunch	\$ 147,110
Total revenue from federal sources	<u>147,110</u>
Total revenue all sources	<u>147,110</u>

EXPENDITURES

256 Food services	
100 Salaries	
200 Fringe benefits	32,336
400 Supplies and materials (includes gas, oil, elec, other heating fuels)	2,453
460 Purchased food	213,906
500 Capital outlay	
570 Depreciation	-
Total expenditures	<u>248,695</u>

OTHER FINANCING SOURCES (USES)

420-710 Transfers from general fund	101,585
Total other financing sources (uses)	<u>101,585</u>

EXCESS/DEFICIENCY OF REVENUES OVER EXPENDITURES

RETAINED EARNINGS, July 1, 2012

RETAINED EARNINGS, June 30, 2013

\$ -

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE AND OTHER MATTERS
AND ON INTERNAL CONTROL OVER FINANCIAL REPORTING BASED ON
AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Board of Directors
Lake City College Preparatory Academy
Lake City, South Carolina

We have audited the financial statements of Lake City College Preparatory Academy (the Academy) as of and for the year ended June 30, 2013, and have issued our report thereon dated October 28, 2013. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

Compliance and Other Matters

As part of obtaining assurance about whether Lake City College Preparatory Academy's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters required to be reported under Government Auditing Standards.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered Lake City College Preparatory Academy's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of internal control over financial reporting.

A deficiency in control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal controls, such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of the internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified. We did identify a deficiency in internal control over financial reporting that we consider to be a significant deficiency, as disclosed in the accompanying schedule of findings and questioned costs.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Academy's internal control or on compliance. This report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the Academy's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

October 28, 2013

Martin Smith & Company CPAs PA

LAKE CITY COLLEGE PREPARATORY ACADEMY
Schedule of Findings and Questioned Costs
For Fiscal Year Ended June 30, 2013

Schedule 6

Section I - Summary of Auditors' Results

Financial Statements

Type of auditors' report issued: Unqualified

Internal control over financial reporting:

- | | | |
|-------------------------------------|-----------------|----------------|
| • Material weakness(es) identified? | _____ Yes | _____X_____ No |
| • Deficiency(ies) identified? | _____X_____ Yes | _____ No |

Noncompliance material to financial statements noted?

_____ Yes _____X_____ No

Section II - Financial Statement Findings

RC 13-01

Internal Control over Financial Reporting

- Condition:** Under current professional standards, the Academy is responsible for the internal control process which includes the preparation of year-end financial statements in accordance with generally accepted accounting principles. This preparation of materially accurate financial statements will help the Academy to prevent, detect and correct potential misstatements in the financial statements or notes.
- Criteria:** Statement on Auditing Standards No. 112, "Communicating Internal Control Related Matters Identified in an Audit" is applicable for the year ended June 30, 2013.
- Cause:** Currently, management responsible for the accounting and recording function is not trained to prepare the Academy's financial statements in accordance with generally accepted accounting principles.
- Effect:** As a result of this condition, without reliance on its external auditors, the District lacks the necessary internal controls over the preparation of its financial statements in accordance with generally accepted accounting principles. This condition can result in undetected and uncorrected material misstatements in the financial statements that are not detected by management and may also not be detected by the financial statement audit.
- Recommendation:** The condition, cause and effect described above are common to similar organizations. The Academy should consider requiring management to attend or obtain additional training in this area.
- Response:** The Academy's management considers the risk tolerable when compared to the cost should consider requiring management to attend or obtain additional training in this area.

LAKE CITY COLLEGE PREPARATORY ACADEMY
Schedule of Prior Year Findings
For Fiscal Year Ended June 30, 2013

Financial Statement Findings

- 12-01 Financial Statement Preparation
- Condition: Internal controls over financial reporting such that management is trained to prepare financial statements in accordance with generally accepted accounting principles were not in place.
- Status: This finding is repeated in the current year.
-
- 12-02 Credit Card Documentation
- Condition: Internal controls requiring supporting documentation for credit card disbursements were not consistently followed. Supporting receipts for several such disbursements were not retained.
- Status: This finding is not repeated in the current year.

Lake City College Preparatory Academy, Inc.
FY-14 Annual Operating Budget (Approved)

END REVENUE Revenues			FY-14
1	100	1920	Contributions & Donations \$0.00
2	100	3180	Fringe \$160,500.00
3	100	3311	Education Finance Act (EFA) \$1,639,373.03
4	201	4310	Title 1 \$262,032.00
5	203	4510	IDEA (Regular) \$35,000.00
6	311	3511	Professional Development \$1,100.00
7	326	3526	Refurbishment of Science Kits \$1,325.00
8	338	3538	At Risk \$266,000.00
9	350	3550	Teacher Salary Increase \$18,000.00
10	355	3555	School Employer Contribution \$3,600.00
11	358	3558	Reading \$900.00
12	377	3577	Teacher Supplies \$4,250.00
13	397	3597	Aid to Districts \$2,000.00
14	600	4810	USDA Reimbursement (School Lunch) \$125,000.00
15	700	1700	Pupil Activity \$2,600.00
16	933	3123	Formative Assessment \$2,000.00
17	960	3610	K-5 Enhancement \$9,000.00
18	967	3607	6-8 Enhancement \$600.00
19			Total Revenue <u><u>\$2,533,280.03</u></u>

Lake City College Preparatory Academy, Inc.
FY-14 Annual Operating Budget (Approved)

	FND	FCT	OB	Title 1	FY-14
20	201	113	110	Elementary Salaries (Strategy 2)	\$98,660.00
21	201	113	230	Social Security (Strategy 2)	\$23,419.00
22	201	129	110	Intervention Salaries (Strategy 3 and 6)	\$53,000.00
	201	129	230	Social Security (Strategy 3 and 6)	\$7,339.00
23	201	175	130	Saturday School Salaries (Strategy 1)	\$14,117.00
24	201	175	230	Social Security (Strategy 1)	\$1,518.00
25	201	188	311	Family University Program (Strategy 7)	\$11,684.00
26	201	210	312	College Awareness Speaker (Strategy 3)	\$1,500.00
27	201	210	410	Instructional Supplies (Strategy 3)	\$795.00
28	201	220	312	Professional Development (Strategy 4)	\$50,000.00
29				Total Expenses	<u>\$262,032.00</u>
30				Title 1 Fund Balance	<u><u>\$0.00</u></u>

	FND	FCT	OB	IDEA	FY-14
31	203	126	313	Contracted Speech Services	\$15,000.00
32	203	127	110	LD Teacher Salaries	\$15,000.00
33	203	127	230	Social Security	\$1,148.00
34	203	127	410	LD Supplies	\$3,852.00
35				Total Expenses	<u>\$35,000.00</u>
36				IDEA Fund Balance	<u><u>\$0.00</u></u>

Lake City College Preparatory Academy, Inc.
FY-14 Annual Operating Budget (Approved)

	FND	FET	OBJ	Expenditures	FY-14
37	100	110	110	Teacher Salaries	\$493,430.00
38	100	110	115	Teacher Assistant Salaries	\$146,638.30
39	100	110	120	Substitute Pay	\$3,000.00
40	100	110	210	Group Health & Life Insurance	\$110,295.31
41	100	110	220	Employee Retirement	\$33,904.10
42	100	110	230	Social Security	\$49,194.72
43	100	110	260	Unemployment Compensation Tax	\$13,872.00
44	100	110	270	Worker's Compensation Tax	\$6,366.38
45	100	110	311	Instructional Services	\$80,000.00
46	100	110	410	Instructional Supplies	\$25,000.00
47	377	110	410	Teacher Supplies	\$3,750.00
48	100	110	545	Instructional Cap Computers	\$10,000.00
49	100	120	110	EC Teacher Salaries	\$28,790.00
50	100	120	210	Group Health & Life Insurance	\$11,732.70
51	100	120	230	Social Security	\$2,202.44
52	100	120	260	Unemployment Compensation Tax	\$816.00
53	100	120	270	Worker's Compensation Tax	\$285.02
54	100	212	110	Guidance Salaries	\$25,061.40
55	100	212	230	Social Security	\$1,917.20
56	100	212	260	Unemployment Compensation Tax	\$408.00
57	100	212	270	Worker's Compensation Tax	\$248.11
58	100	213	313	Nurse Services	\$7,000.00
59	100	214	313	Psychological Services	\$5,000.00
60	100	215	110	Exceptional Program Salaries	\$7,500.00
61	100	215	210	Group Health & Life Insurance	\$0.00
62	100	215	220	Employee Retirement	\$450.00
63	100	215	230	Social Security	\$573.75
64	100	215	260	Unemployment Compensation Tax	\$408.00
65	100	215	270	Worker's Compensation Tax	\$74.25
66	100	215	313	Exceptional Program Services	\$11,000.00
67	100	224	312	Staff Development	\$1,500.00
68	100	231	318	Audit Services	\$17,500.00
69	100	231	319	Legal Services	\$5,000.00
70	100	231	410	Fundraising Supplies	\$3,000.00
71	100	231	640	Membership Dues & Fees	\$2,000.00
72	100	231	650	Liability Insurance	\$7,885.00

Lake City College Preparatory Academy, Inc.
FY-14 Annual Operating Budget (Approved)

EXPENDITURES				FY-14
IND	FCT	OBI	Expenditures	
73	100	233	111 Principal Salaries	\$92,055.00
74	100	233	111 Assistant Principal Salaries	\$20,330.00
75	100	233	115 Administrative Assistant Salaries	\$79,469.10
76	100	233	210 Group Health & Life Insurance	\$18,289.24
77	100	233	220 Employee Retirement	\$6,743.10
78	100	233	230 Social Security	\$14,676.84
79	100	233	260 Unemployment Compensation Tax	\$2,040.00
80	100	233	270 Worker's Compensation Tax	\$1,899.36
81	100	233	332 Travel	\$9,000.00
82	100	233	410 Office Supplies	\$7,500.00
83	100	233	540 Office Equipment	\$6,000.00
84	100	252	315 Fiscal Services	\$37,200.00
85	100	252	690 Bank Fees	\$1,200.00
86	100	253	395 Engineering Fees	\$2,500.00
87	100	253	520 Mobile Classrooms	\$2,500.00
88	100	254	110 Custodian Salaries	\$42,789.00
89	100	254	210 Group Health & Life Insurance	\$3,910.90
90	100	254	230 Social Security	\$3,273.36
91	100	254	260 Unemployment Compensation Tax	\$816.00
92	100	254	270 Worker's Compensation Tax	\$423.61
93	100	254	322 Cleaning Services	\$7,000.00
94	100	254	323 Repairs and Maintenance	\$5,000.00
95	100	254	324 Property Insurance	\$2,678.00
96	100	254	325 Facility Lease	\$216,000.00
97	100	254	329 Trash Service	\$1,200.00
98	100	254	340 Telephone	\$5,500.00
99	100	254	410 Custodial Supplies	\$4,000.00
100	100	254	470 Electric, Gas, Oil	\$11,000.00
101	100	255	331 Student Transportation Services	\$115,000.00
102	100	255	650 Vehicle Liability Insurance	\$206.96
103	100	258	329 Security System	\$2,000.00
104	100	263	350 Marketing & Advertising	\$5,000.00
105	100	266	345 Technology Services	\$7,000.00
106	100	271	660 Field Trips	\$14,000.00

Lake City College Preparatory Academy, Inc.
FY-14 Annual Operating Budget (Approved)

	FND	FCT	OBJ	Expenditures	FY-14
107	600	256	110	Food Service Salaries	\$48,917.46
108	600	256	210	Group Health & Life Insurance	\$6,264.03
109	600	256	210	Employee Retirement	\$3,632.03
110	600	256	230	Social Security	\$3,742.19
111	600	256	260	Unemployment Compensation Tax	\$4,080.00
112	600	256	270	Worker's Compensation Tax	\$484.28
113	600	256	460	Food Services	\$180,000.00
114				Total Expenditures	<u>\$2,111,123.11</u>
115				FY-14 Budget Balance	<u>\$125,124.92</u>
116				FY-13 Cash Balance	\$35,000.00
117				FY-14 Fund Balance	<u>\$160,124.92</u>

Lake City College Preparatory Academy, Inc.

Updated Five-Year Budget

FND REVENUE Revenues			FY-14	FY-15	FY-16	FY-17	FY-18	
1	100	1920	Contributions & Donations	\$7,500	\$7,650	\$7,803	\$7,959	\$8,118
2	100	3180	Fringe	\$165,723	\$198,868	\$208,811	\$219,252	\$221,444
3	100	3311	Education Finance Act (EFA)	\$1,480,973	\$1,823,481	\$1,913,939	\$1,999,154	\$2,025,374
4	201	4310	Title 1	\$317,808	\$381,370	\$400,438	\$420,460	\$424,665
5	203	4510	IDEA (Regular)	\$35,000	\$42,000	\$44,100	\$46,305	\$46,768
6	311	3511	Professional Development	\$1,036	\$1,057	\$1,078	\$1,100	\$1,122
7	318	3518	Formative Assessment	\$2,000	\$2,040	\$2,081	\$2,122	\$2,165
8	326	3526	Refurbishment of Science Kits	\$862	\$879	\$897	\$915	\$933
9	338	3538	At Risk	\$266,000	\$319,200	\$335,160	\$351,918	\$355,437
10	350	3550	Teacher Salary Increase	\$22,584	\$23,036	\$23,496	\$23,966	\$24,446
11	355	3555	School Employer Contribution	\$2,830	\$2,886	\$2,944	\$3,003	\$3,063
12	358	3558	Reading	\$826	\$843	\$860	\$877	\$895
13	377	3577	Teacher Supplies	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750
14	385	3585	Special ED (MOE)	\$11,128	\$0	\$0	\$0	\$0
15	397	3597	Aid to Districts	\$2,786	\$0	\$0	\$0	\$0
16	600	4810	USDA Reimbursement (School Lunch)	\$125,000	\$150,000	\$157,500	\$165,375	\$167,029
17	700	1700	Pupil Activity	\$2,600	\$3,120	\$3,276	\$3,440	\$3,474
18	936	3136	Student Health and Fitness (Nurse)	\$30,927	\$30,927	\$30,927	\$30,927	\$30,927
19	960	3610	K-5 Enhancement	\$7,384	\$8,861	\$9,304	\$9,769	\$9,867
20	967	3607	6-8 Enhancement	\$600	\$720	\$756	\$794	\$802
21	Total Revenue			\$2,487,317	\$3,000,686	\$3,147,120	\$3,291,085	\$3,330,277

Lake City College Preparatory Academy, Inc.

Updated Five-Year Budget

	FND	FCT	OBJ	Title 1	FY-14	FY-15	FY-16	FY-17	FY-18
22	201	113	110	Elementary Salaries	\$98,660	\$118,392	\$124,312	\$130,527	\$131,832
23	201	113	230	Social Security	\$23,419	\$28,103	\$29,508	\$30,983	\$31,293
24	201	129	110	Intervention Salaries	\$111,636	\$133,963	\$140,661	\$147,694	\$149,171
25	201	129	230	Social Security	\$17,740	\$21,288	\$22,352	\$23,470	\$23,705
26	201	188	311	Family University Program	\$11,684	\$14,021	\$14,722	\$15,458	\$15,613
27	201	210	312	College Awareness Speaker	\$1,000	\$1,200	\$1,260	\$1,323	\$1,336
28	201	210	410	Supplies	\$669	\$803	\$843	\$885	\$894
29	201	220	312	Professional Development	\$53,000	\$63,600	\$66,780	\$70,119	\$70,820
30	Total Expenses				\$317,808	\$381,370	\$400,438	\$420,460	\$424,665
31	Title 1 Fund Balance				\$0	\$0	\$0	\$0	\$0

	FND	FCT	OBJ	IDEA	FY-14	FY-15	FY-16	FY-17	FY-18
32	203	126	313	Contracted Speech Services	\$15,000	\$18,000	\$18,900	\$19,845	\$20,043
33	203	127	110	LD Teacher Salaries	\$15,000	\$18,000	\$18,900	\$19,845	\$20,043
34	203	127	230	Social Security	\$1,148	\$1,378	\$1,446	\$1,519	\$1,534
35	203	127	410	LD Supplies	\$3,852	\$4,622	\$4,854	\$5,096	\$5,147
36	Total Expenses				\$35,000	\$42,000	\$44,100	\$46,305	\$46,768
37	IDEA Fund Balance				\$0	\$0	\$0	\$0	\$0

Lake City College Preparatory Academy, Inc.

Updated Five-Year Budget

	FND	FCT	DBI	Expenditures	FY-14	FY-15	FY-16	FY-17	FY-18
38	100	110	110	Teacher Salaries	\$365,182	\$376,137	\$387,422	\$399,044	\$411,016
39	100	110	115	Teacher Assistant Salaries	\$94,121	\$96,945	\$99,853	\$102,849	\$105,934
40	100	110	120	Substitute Pay	\$3,000	\$3,090	\$3,183	\$3,278	\$3,377
41	100	110	210	Group Health & Life Insurance	\$105,584	\$109,807	\$114,199	\$118,767	\$123,518
42	100	110	220	Employee Retirement	\$23,058	\$28,570	\$29,427	\$30,310	\$31,220
43	100	110	230	Social Security	\$35,366	\$36,427	\$37,520	\$38,646	\$39,805
44	100	110	260	Unemployment Compensation Tax	\$13,872	\$14,080	\$14,291	\$14,506	\$14,723
45	100	110	270	Worker's Compensation Tax	\$4,577	\$4,645	\$4,715	\$4,786	\$4,858
46	100	110	311	Instructional Services	\$80,000	\$96,000	\$100,800	\$105,840	\$106,898
47	100	110	410	Instructional Supplies	\$56,000	\$82,500	\$87,000	\$91,200	\$92,400
48	377	110	410	Teacher Supplies	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750
49	100	110	540	Instructional Equipment	\$13,500	\$12,000	\$12,000	\$12,000	\$12,000
50	100	110	545	Instructional Computers	\$10,000	\$12,000	\$12,000	\$12,000	\$12,000
51	100	120	110	EC Teacher Salaries	\$83,782	\$86,295	\$88,884	\$91,551	\$94,297
52	100	120	210	Group Health & Life Insurance	\$8,463	\$8,802	\$9,154	\$9,520	\$9,901
53	100	120	230	Social Security	\$6,409	\$6,602	\$6,800	\$7,004	\$7,214
54	100	120	260	Unemployment Compensation Tax	\$816	\$828	\$841	\$853	\$866
55	100	120	270	Worker's Compensation Tax	\$829	\$842	\$855	\$867	\$880
56	100	212	110	Guidance Salaries	\$25,061	\$40,000	\$41,200	\$42,436	\$43,709
57	100	212	230	Social Security	\$1,917	\$3,060	\$3,152	\$3,246	\$3,344
58	100	212	260	Unemployment Compensation Tax	\$408	\$414	\$420	\$427	\$433
59	100	212	270	Worker's Compensation Tax	\$248	\$252	\$256	\$259	\$263
60	100	213	110	Nurse Salaries	\$0	\$35,000	\$36,050	\$37,132	\$38,245
61	100	213	220	Employee Retirement	\$0	\$2,100	\$2,163	\$2,228	\$2,295
62	100	213	230	Social Security	\$0	\$2,678	\$2,758	\$2,841	\$2,926
63	100	213	260	Unemployment Compensation Tax	\$0	\$816	\$408	\$408	\$408
64	100	213	270	Worker's Compensation Tax	\$0	\$347	\$357	\$368	\$379
65	100	213	313	Nurse Services	\$7,000	\$0	\$0	\$0	\$0
66	100	214	313	Psychological Services	\$5,000	\$6,000	\$6,300	\$6,615	\$6,681

Lake City College Preparatory Academy, Inc.

Updated Five-Year Budget

	FND	FGT	OBI	Expenditures	FY-14	FY-15	FY-16	FY-17	FY-18
118	600	256	110	Food Service Salaries	\$39,880	\$41,077	\$42,309	\$43,578	\$44,886
119	600	256	210	Group Health & Life Insurance	\$2,353	\$2,447	\$2,545	\$2,647	\$2,753
120	600	256	210	Employee Retirement	\$3,632	\$2,465	\$2,539	\$2,615	\$2,693
121	600	256	230	Social Security	\$3,051	\$3,142	\$3,237	\$3,334	\$3,434
122	600	256	260	Unemployment Compensation Tax	\$4,080	\$4,141	\$4,203	\$4,266	\$4,330
123	600	256	270	Worker's Compensation Tax	\$395	\$401	\$407	\$413	\$419
124	600	256	460	Food Services	\$180,000	\$216,000	\$226,800	\$238,140	\$240,521
125				Total Expenditures	\$2,055,334	\$2,277,943	\$2,353,619	\$2,432,040	\$2,485,529
126				Budget Balance	\$79,175	\$299,374	\$348,963	\$392,280	\$373,315

FY-13 Budget to FY-14 Budget Variance Narrative

From a broad-based comparison, the variances of the FY-13 Budget to the FY-14 Budget are due to (a) an increase in student population, (b) decrease in Title 1, Title 2, At-Risk, Special Ed (MOE), and IDEA Contingency funding and (c) maintaining expenses at FY-13 levels.

Please note: the FY-14 Annual Operating Budget was crafted and approved before the close of FY-13; accordingly, revenue assumptions for the FY-14 Budget were based on current data. Revenue was – in fact – disbursed late in FY-13 and these disbursements were not blended into the original FY-14 assumptions.

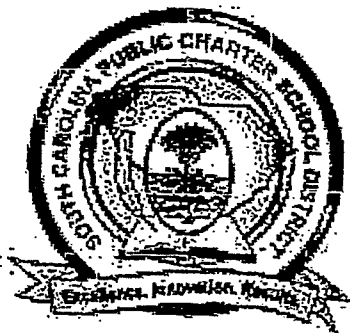
Revenue increased by \$236K and this was due to a \$367K increase in EFA Revenue (increase in student population: ADM of 191.48 vs. 248.00). This EFA increase was offset by decreases Title 1, Title 2, At-Risk, Special Ed (MOE), and IDEA Contingency funding with the remainder in conservative budget revenue assumptions stated in the note above.

Expenses increased by \$2,894 (effectively balanced). This is a function of instructional salary increases, companion increases to payroll liabilities (health, social security, worker's comp, unemployment) for increased student enrollment; however, these increases were offset by reductions in Instructional Services (\$66K), Instructional Computers (\$53K), Short Term, and Food Service (\$33K).

Budget Balance increased by \$264.4K.

The South Carolina Public Charter School District

2010-11 Annual Report



Our Mission

The S.C. Public Charter School District works to improve student learning and increase learning opportunities through the use of innovative teaching methods. Ultimately, our purpose is to assist South Carolina in achieving academic excellence.

About the District

The S.C. Public Charter School District (SCPCSD) was created through the South Carolina Charter School Act, which was passed by the S.C. General Assembly in 2005. The purpose of the legislation is to create a legitimate avenue for parents, teachers, and community members to take responsible risks and create new, innovative, and more flexible ways of educating all children within the public school system. The goal of Charter Schools is to encourage cultural diversity, educational improvement and academic excellence in South Carolina.

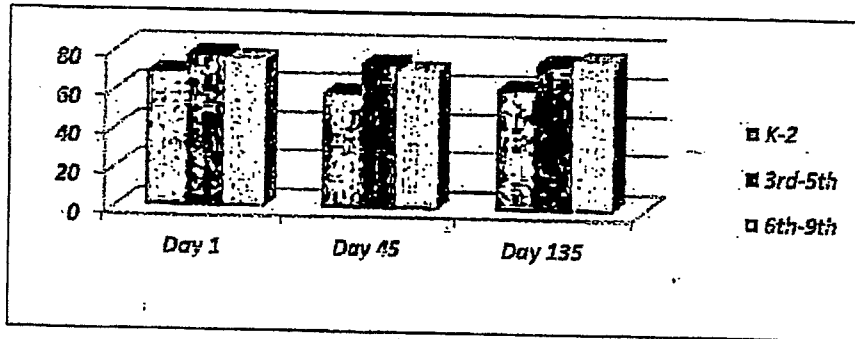
SCPCSD had eleven schools operating during the 2009-10 school year: six "brick and mortar" charter schools - Calhoun Falls Public Charter School; Lake City College Preparatory Academy; Mary L. Dinkins Academy; Palmetto Scholars Academy; Spartanburg Charter School; and York Preparatory Academy and five virtual schools - Palmetto State E-cademy, Provost Academy South Carolina, South Carolina Calvert Academy, South Carolina Connections Academy, and South Carolina Virtual Charter School.



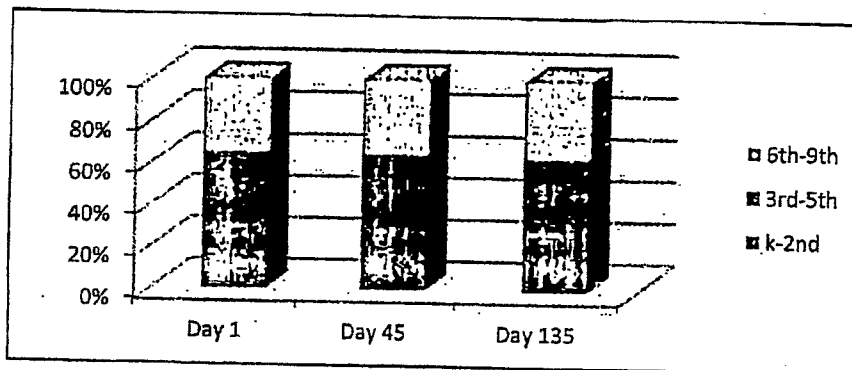
MISSION STATEMENT

Lake City College Prep Academy (LCCPA) is committed to creating a high quality college preparatory instructional environment where a strong commitment to the creative arts is manifested which will lead to high levels of academic achievement. At LCCPA the inclusion of an exemplary creative arts-based curriculum is utilized to maximize parental, community and student involvement as we seek to address the needs of the whole child by providing high quality intellectual, social and emotional development that is essential for college admission and success.

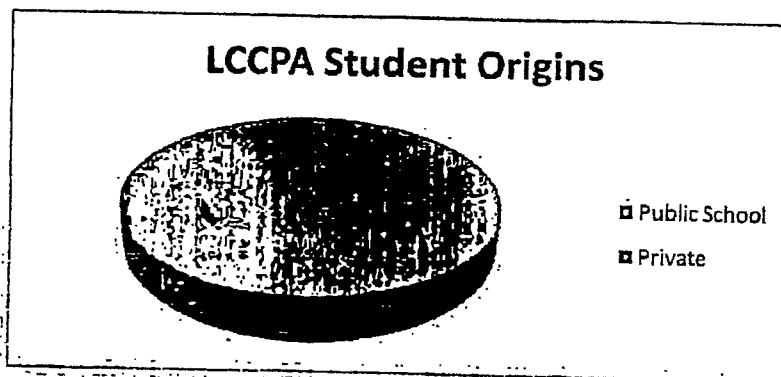
LCCPA Student Enrollment



LCCPA Student Percent Distribution



LCCPA Student Origins



Certification

Ends

1. Angela Burton - Theatre Arts / Elem (2011)
2. Emalee Bryant - Elementary (2013)
3. Merced Ansay - Physics (2011)
4. Gloria Brayboy- Elementary and Housse M.S. Math (2014)
5. Liana Ghibu - Math (M.S. & H.S.) (2013)
6. Ingrid Graham - English (2015)
7. Sherry Bess - Guidance, SS M.S. & H.S. SPED- EMD (2011)
8. Charles Garner-Social Studies, Music Ed Choral, Music Ed Piano, Secondary Principal, Secondary Supv. (2012)
9. Lindsay Lauer - Dance (2013)
10. Arud Selvi Mathamuthusamy - Sped (2012)
11. Mary McNair -science M.S. & H.S., Biology (2014)
12. Sarah Merli -social studies (2013)
13. Dozier Montgomery - Elem (2013)
14. Amanda Nicholson - Art (2013)

Awaiting Certification #

1. Rashad Myers - 4th Grade Awaiting out of state cert
2. Michael Clark - Band Awaiting Cert / PACE

Uncertified

1. Ashley Williams - 1st Grade (cert not required)
2. Regeanar McCray - 2nd Grade (cert not required)

Success of students in achieving the specific educational goals

Over 95% of all arts goals accomplished
 ELA goals Met on PASS test
 School-based academic goals accomplished

Audit information -N/A

Newsworthy Articles About Our School

Lake City City Council Hears New Charter School Plan (4/15/2009)
Lake City Getting Charter School (7/30/2009)

Group Gets Grant to Promote Charter Schools 9/20/2009

Toys for Tots helps 60 families in Lake City area (12/29/2009)

City Might Get Charter School (State-wide Award Winning Article)

Charter School To Open in Lake City (12/30/2009)

Lake City charter school gets bus, holds opening ceremony (8/10/2010)

Lake City man lives dream of being teacher (8/25/2010)

Toys for Tots helps 153 Lake City Families (12/23/2010)

Lake City residents, FMU professor reflect on King's legacy (1/17/2011)

Lake City to get glimpse of McNair Life History Museum (**NASA Visits LCCPA Charter School**) Introduction to come during 25th annual commemoration of Challenger disaster (1/19/ 2011)

Lake City principal defends charter school funding 2/3/2011

Charter school principal worries for Lake City academy's future (3/2/2011)

Goals Accomplished Regardless of the many obstacles that we faced during the 2010 school year, we were able to meet the majority of our goals in our charter.

- Attended many community development professional development sessions as the sole public education representative for Lake City with the Lake City Foundation

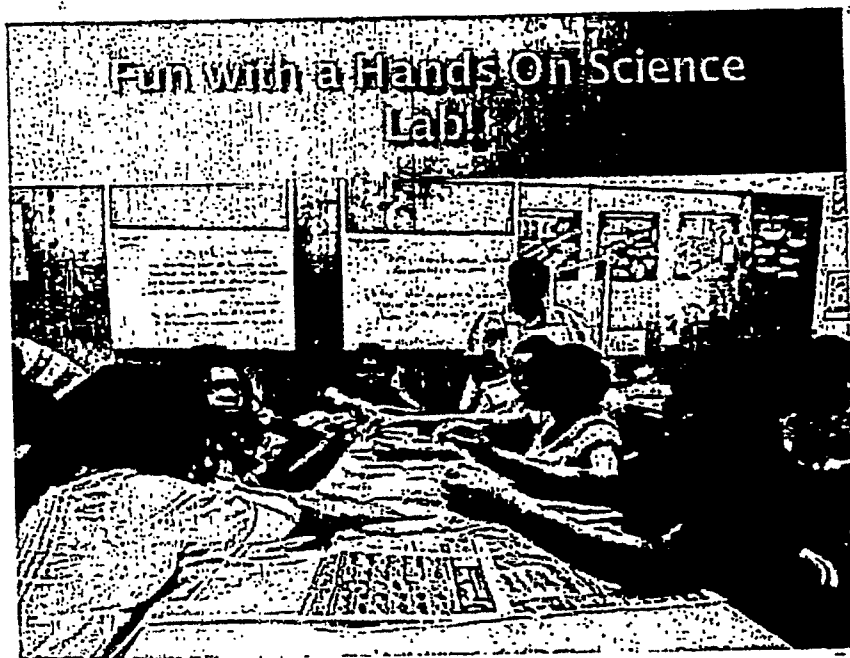
- Invited and participated in The Teach For America Community Dinner in Lake City .
- Held our First Annual Science Fair which drew over 200 parents and community members
- LCCPA teachers designed and implemented Vacation Packets to keep students actively engaged over the summer months in an effort to reduce amount academic skills lost
- Received a community improvement grant from SC Bank and Trust to help purchase uniforms.
- Implemented and maintained the school Uniform policy for all students.
- Received two busses donated by community member Darla Moore.
- Received a generous 10,000.00 financial support from an unnamed individual
- Introduced Family University Concept to parents and received unanimous support to implement
- Held 4 high level artistic performances which drew crowds of 500 – 600 parents, partners and community residents at each event.
- Created daily group tutoring sessions for underperforming students with (5-6) students per grade each day in core content areas
- Held two weeks of intense Professional Development during the summer for all instructional staff
- Implemented 6 college tours for students in grades K-10.
- Made available a variety of Professional Development sessions for teaching staff (outside school) and in-house.
- Staff members and administration attended data conferences in an effort to begin collecting and analyzing data.
- Provided continuous Professional Development on the Arts-based model and academic achievement throughout the year
- Many students improved from 2010 – 2011 as evidenced on their PASS exams.

Science Experiment



Boys Learn about Height of Ramp

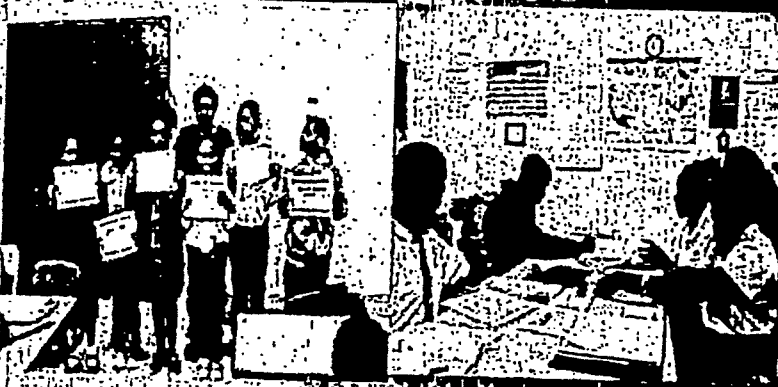




Science & Math Scholars /Explorers



Science & Math Scholars /Explorers



Good Citizens of the Month



Mayor congratulates LCCPA Students on Ronald E. McNair 5K Run & Walk



Bus Evacuation Drill



Firemen Visit LCCPA



Fire Safety Week Assembly



Fire Safety House Comes to LCCPA



Expecting a Large Crowd!



Taking in the Beauty of it All!

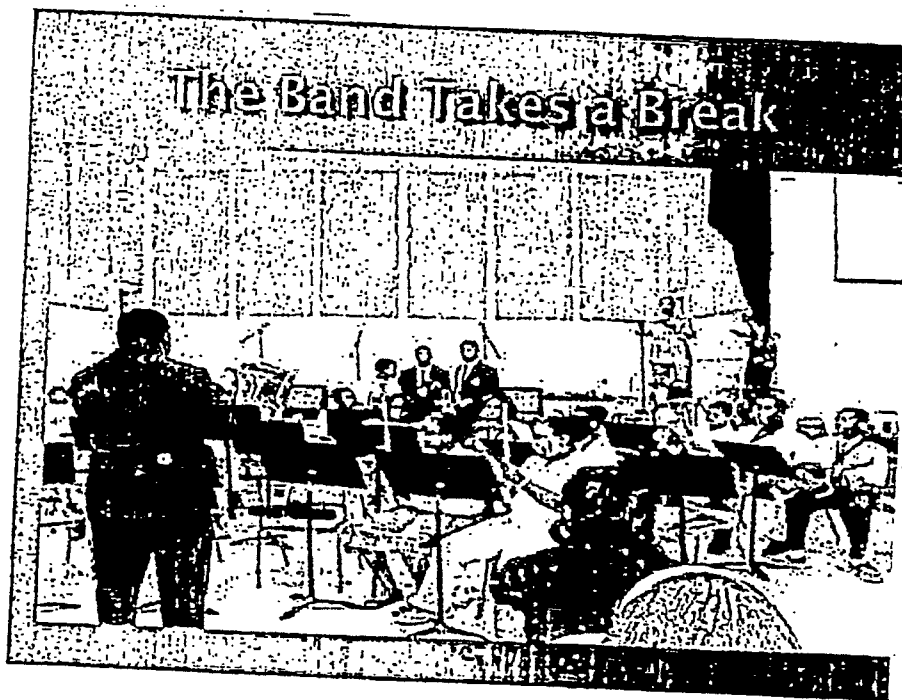
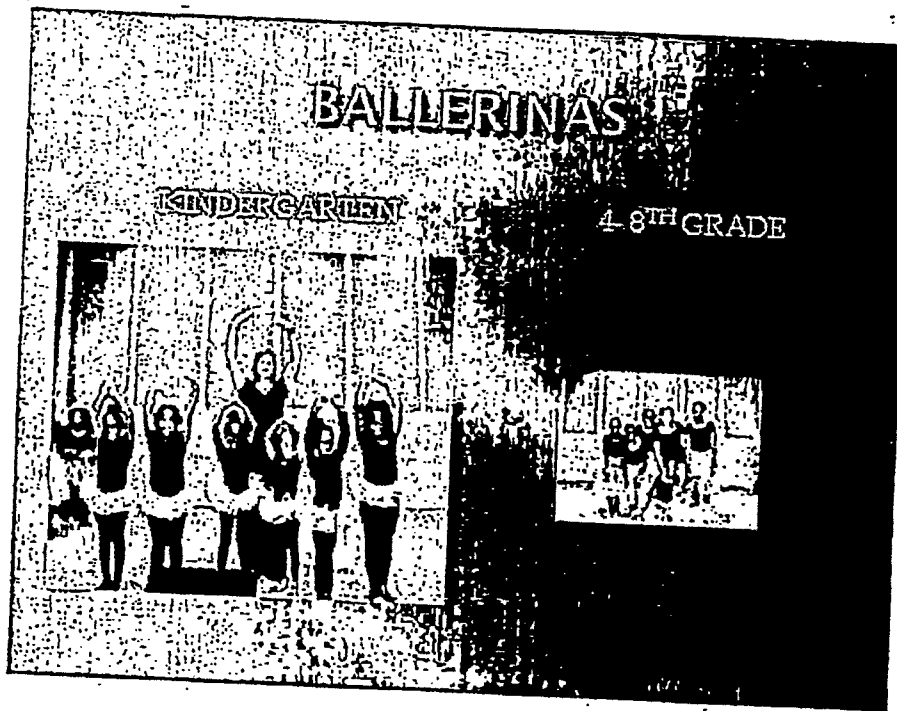


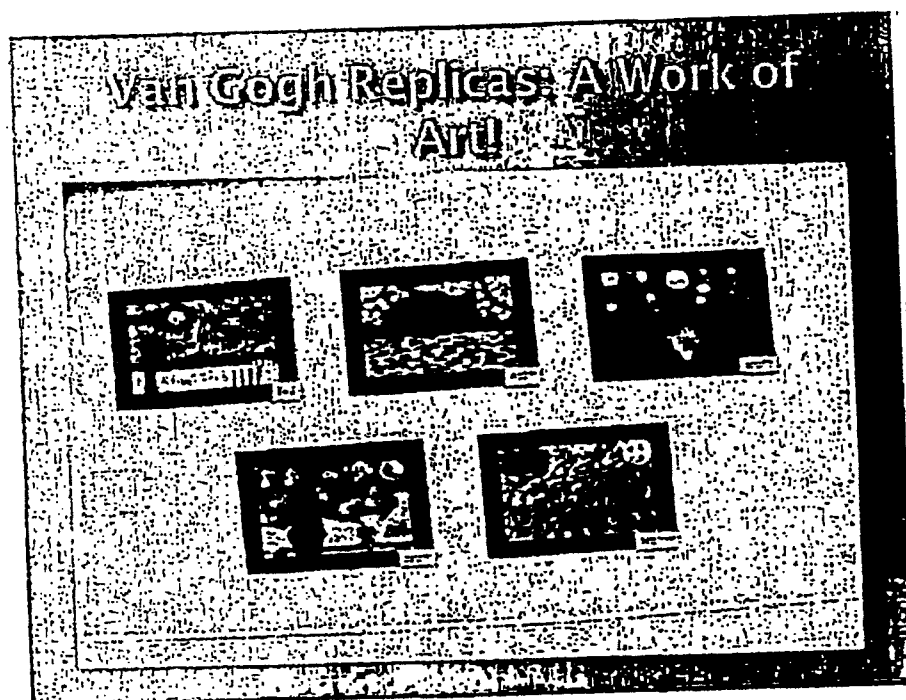
**Parents Arrive Early to Get a
Seat at the 3rd Performance!**



**500+ Parents & Community
Members Attend The 3rd
Performance!**





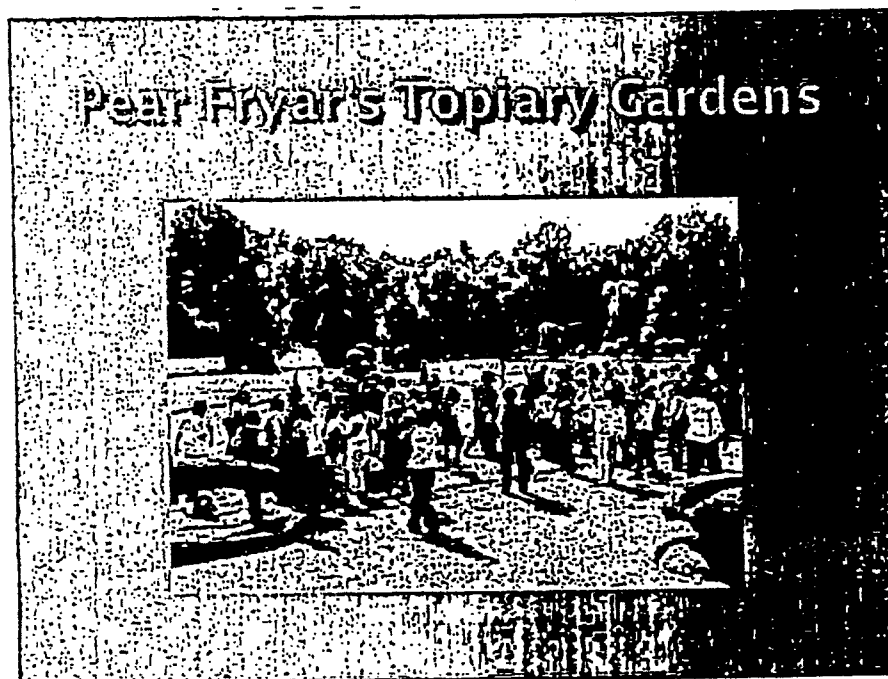
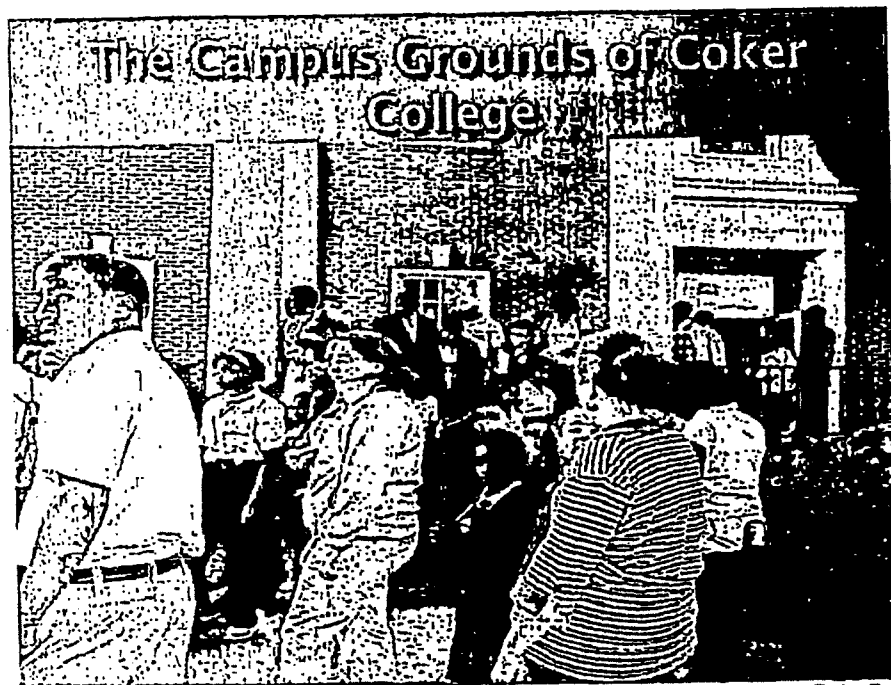


Visiting Coker College



Admissions & Academic Requirements to Play Sports At Coker College





A Science Lesson about Plant Life





South Carolina Public Charter School District

July 27, 2011

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Mrs. Terrye Seckinger

Tom Siler

Mrs. Linzie Staley

Superintendent
Wayne Brazell, Ph.D.

Deloris Brown, Ed. D.
Principal, Lake City College Preparatory Academy
1009 East Main Street
Lake City, SC 29560

Re: Charter Probation

Dear Dr. Brown,

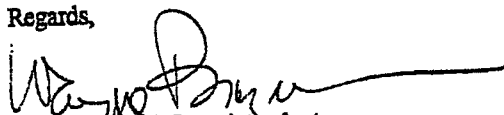
This letter is to inform you that on Wednesday, July 27, 2011, the Board of Trustees of the South Carolina Public Charter School District agreed to place the charter of Lake City College Preparatory Academy on a probation status. This decision was reached based on two overarching concerns: the student academic results of the school's first year and the financial condition of the school.

As you are no doubt aware, the 2011 PASS scores for the students of Lake City College Preparatory Academy were extremely low. The percentage of students with a passing score was slightly above the state average in two categories and below the state average in nineteen categories. While the performance gap between the school and the state-wide average was very wide, there was also a significant performance gap between the school and Florence School District Three. The student passing percentage rate at Lake City College Preparatory was lower in seventeen categories out of twenty as compared with the local public school district as a whole. These are very disappointing academic results and are not consistent with the academic goals and objectives outlined in the charter of the school.

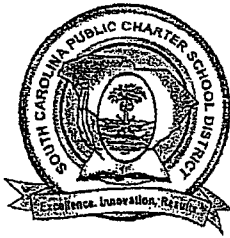
Regarding the finances for the school, there are three major concerns. The first concern is that the school will not be able to participate in the US Department of Agriculture food and nutrition program for 2011-2012 because the school did not meet its financial obligations under the program for the 2010-2011 school year. This is a very serious shortcoming in the financial management of the school. The second concern is that the lower than anticipated student population for the school created an unsound financial structure for the 2010-2011 school year, and the same financial problem will likewise be present for the 2011-2012 school year. The charter for the school specified 250 students in the first year and 275 in the second year. The school had an average daily membership of 178 students in the first year, and all indications are that the school will miss the student population level specified in the charter for 2011-2012. The third major concern is that several individuals employed at the school during the 2010-2011 school year have approached the district office and related particular concerns with the management of the finances for the school. Please note that even the perception of financial impropriety by those employed at the school can be a serious problem and one that does not reflect well on the leadership of the school.

As a result of this probation, the district, as the authorizer of the charter for the school, will very closely and diligently monitor the academic performance and financial management of the school. Significant progress in both areas is required, or clearly the charter for the school may be in jeopardy.

Regards,


Wayne Brazell, Superintendent

3710 Landmark Drive, Ste 201
Columbia, SC 29204
Phone: 803-734-8322
Fax: 803-734-8325
www.sccharter.org



South Carolina Public Charter School District

June 5, 2012

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Secretary

Ronald Epps

Laura Getty

Terrye Seckinger

Reese Boyd

Superintendent
Wayne Brazell, Ph.D.

Deloris Brown, Ed.D.
Principal

Lake City College Preparatory Academy
1009 East Main Street
Lake City, SC 29560

Dear Dr. Brown:

Lake City College Preparatory Academy (LCCPA) is in its second year of operation and serves approximately 200 students in grades K-10. The South Carolina Public Charter School District (the District) is a local educational agency (LEA) and the sponsor and authorizer of LCCPA. In accordance with the South Carolina Charter Schools Act (§59-40-40(4)), the District is LCCPA's LEA and LCCPA is a school within the District. As the authorizer and LEA for LCCPA, the District has the responsibility for overseeing the academic, fiscal, and operational health of the school as well as ensuring that the school complies with all applicable state and federal regulations and reporting deadlines. Furthermore, the District retains responsibility for special education and must ensure that students enrolled in its charter schools are served in a manner consistent with LEA obligations under applicable federal, state, and local law.

On February 6, 2012, a multi-disciplinary team (MDT) consisting of the parent and LCCPA and District staff conducted an evaluation planning meeting for a student. During that meeting, the parent provided parental consent to evaluate the student and to gather additional information to be used by the MDT to determine the student's eligibility for special education and related services. In accordance with the Individuals with Disabilities Education Act (IDEA 2004) located at 34 CFR §300.301(c)(1)(i) and State Board of Education (SBE) Regulation 43-243, an evaluation to determine initial eligibility for special education and related services must be completed within 60 days of receiving parental consent for the evaluation. Additionally, the State requires all school districts to be 100% compliant for meeting the 60-day initial evaluation timeline through the monitoring of IDEA Part B Indicator 11.

In this specific instance, the due date for the completion of the evaluation was April 6, 2012. However, to date, the evaluation has not been completed due to LCCPA's failure to submit all of the required evaluation components, specifically disciplinary reports, as agreed upon at the February 6, 2012, evaluation planning meeting. Consequently, the District has been unable to proceed with scheduling the eligibility determination meeting as required by the IDEA (34 CFR §300.306). As of today's date, the evaluation is sixty days past the 60-day timeline.

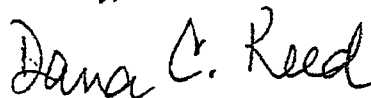
371C Landmark Drive, Suite 201
Columbia, SC 29204
Phone: 803-734-8322
Fax: 803-734-8325
www.sccharter.org

Because of LCCPA's failure to ensure that the student's multi-disciplinary team (MDT) had the requisite documentation to allow the District to proceed with scheduling the eligibility determination meeting, the District issues LCCPA this *Letter of Caution* (see enclosed *SCPCSD Procedures for Addressing Issues of Non-Compliance*). To remedy the aforementioned deficiency in the area of special education, the District requires LCCPA to meet with District staff to develop a comprehensive corrective action plan outlining the specific steps the school shall take to ensure the timely evaluation of its students suspected of having a disability. LCCPA must submit its corrective action plan to the District no later than **Tuesday, July 3, 2012**. In the meantime, LCCPA is directed to immediately submit to the District school psychologist all disciplinary referrals for the student so that the evaluation process can be concluded and an eligibility determination meeting can be scheduled. Should the student be determined IDEA eligible, the IEP team will need to determine the impact LCCPA's failure to satisfy the 60-day evaluation timeline had on the student's right to a free appropriate public education (FAPE). In the event the IEP team determines that a denial of FAPE occurred as a result of LCCPA's failure, LCCPA will be required to provide and pay for any compensatory services deemed to be appropriate by the IEP team. Please note that compensatory services cannot be paid out of LCCPA's 203 funds.

LCCPA is also required to meet with District staff, including the Director of Information Technology, and the student's parent to resolve questions regarding the student's attendance, schedule in PowerSchool, and placement in a special education setting prior to and during the evaluation process. District staff will work with LCCPA to schedule all required meetings.

Thank you in advance for your cooperation in this matter. Should you have any questions, please do not hesitate to contact me.

Sincerely,



Dana C. Reed, Compliance Supervisor
South Carolina Public Charter School District

Enclosure

cc: Wayne Brazell, Ph.D., Superintendent, SCPCSD
Robert Compton, Director of Special Services, SCPCSD
Rebecca Davis, Coordinator of Psychological Services, SCPCSD
Queen Wallace, Board Chair, LCCPA

Lake City College Prep Action Plan 2012-2013

Lake City College Prep Academy has been in operation for two years; opened in August 2010 with students in grades K-9th grade coming from neighboring schools in the community. As of 2011, the majority of students came from schools with Absolute Ratings that include: one At-Risk, two Below Average, and only one Average. Additionally, all schools below are ranked on NCLB Status of "Restructure" because they failed to meet standards for two years of corrective action. The following schools in Florence School District 3, which is the local school district in Lake City as follows:

Lake City Elementary

Main Street Elementary

Ron E. McNair Middle

J Paul Truluck Middle

Because LCCPA is in a location that is close to the Williamsburg county border, a smaller portion of students came from the Williamsburg County School District. These students came from Kingstree Junior High, a school with an Absolute Rating of At-Risk and an NCLB Status of "Restructure." Elementary students came from Cades Hebron, a school whose Absolute rating moved from 2009 At-Risk to Average; with NCLB Status of CSI (Continuing School Improvement).

It is important to note that for schools similar to ours that were identified for two consecutive years under NCLB, they receive additional resources:

- Additional Funding
- Parents received free tutoring services through (SES) private providers
- These resources have been in full effect for most of the sending schools for more than two years.
- LCCPA students did not receive additional tutoring services

Overall, incoming students came from school districts where a large majority of students are African-Americans; and over 90% of students receiving free or reduced lunch, with a large number of special needs students.

Discipline has not been a major issue. While we have performing arts students that research suggests are a bit more emotional than students who are not, we have not had a major issue with discipline. This is due to parental support. We have a strong parent association that works collaborative with the school. For example due to the performing arts component, we have an average of 500-600 parents attending each of our performances which are videotaped each year. We also have a Family University where parents can participate in classes that are designed to help parents help their children with core

curriculum using online resources. Additionally, 90 participants attended the Math and ELA Parent Conference with more than 60 parents on a Saturday.

As evidenced on last school year's report card, more than 70% of parents were satisfied with the school. 35% of Teachers have advance degrees. Teachers teaching at our school are aware of the challenges that come with teaching children of poverty. However, the majority (over 75%) of them perceive their role as an intricate part of changing the student overall perspective on their ability to learn as described in their mid-year review. While the teachers realize that students come to us several grades behind and the growth doesn't always show on the standardized tests, they are always willing to learn new ways to improve.

Our students come from the two surrounding school districts: Florence School District 3 and Williamsburg County Public Schools. In 2012, out of the two districts where our students come from, one received an "F" and the other FSD3 finally made progress.

Successful Strategies for Student Learning

As a public school, we are always seeking additional ways that we can improve academic achievement. This year we have incorporated the (Achieving Via Individual Determination) AVID Program. The program teaches students additional study skills, organizational skills and an abundance of habits that are designed to train students to take ownership of their learning in order to master basic and advanced skills in all classes.

Also, our intervention team has collaborated with teacher teams (elementary, middle and high school teachers) to identify students that need academic intervention. These students have been placed with a tutor for small group instruction 4 – 5 times per week during the school day in the study skill class. Additional tutors working in small groups allow the classroom teacher to work with small groups of students and assign a third small group to work independently as they are monitored by the teaching assistant.

While our district maintains some concerns, most are not accurate. For example, the notion that LCCPA cut salaries is clearly inaccurate. In 2010-2011 we spent 60% or \$954,0033.04 on instruction. However, we were the lowest funded district in the nation. Thus we barely made it through the first year with less overall funding. The second year, our funding was increased and we were able to spend more on instructional salaries 47.6% \$1,101,244.84. These figures clearly indicate that there were no salary cuts, but a change in the overall budget. The financial concern exemplifies the essence of several assumptions which are inaccurate. Therefore, I have not addressed them in this report. Concerns such as the principal appearing to run the board meetings; is another example of an assumption which is unfounded. There has never been a time when the principal has chaired a board meeting or even spoken without the chair requesting information or updates from her.

Additionally, special education action plan will be submitted to you before the deadline set in February.

Below you will find the goals to discuss some concerns for the action plan:

1) Goal: LCCPA will increase the constructed mean scale scores incrementally from the previous year for the "All Students" category in ELA, Math, Science, and Social Studies with a minimum of three out of five disaggregated accountability groups showing improvement that will result within the next five years or before, a total score of "Performance Meeting the State's Expectation" on the School's Composite Index Score for the ESEA Grading Scale.				
Action Step(s)	Individual(s) Responsible	Timeline: Start/End	Needed Resources	Evaluation
Establish an overall individual ELA baseline for each student.	Intervention Team (Teachers & Professional Developer)	September-Nov.(Fall)	Computers PASS results USA Test Prep	MAP Test Results USA Test Prep Results Classroom Assessments
Provide ongoing staff development for all instructional staff members	Professional Developer, Principal, Francis Marion University's Center for Excellence	July 2012 – May 2013	Computers Curriculum Common Core Website	Teacher Evaluations Student Data Student MAP Growth Reports Learning Walks
Disaggregate data into 3 groups (Advance / Met, Bubble student (within 5-10 points of meeting standards) and Students 11 points or more from meeting standards	Classroom Teachers Teaching Assistants Interventionists	September-Nov.(Fall) Dec- Feb (Winter) March – April (Spring)	Computers Charts / Poster board Labels Fiction Text Non-fiction Text	Fall, Winter, and Spring MAP Test Results.
Use test results to increase average student growth by 3 points to inform student instructional needs in order to design and implement specific targeted ELA skill-based differentiated classroom instruction	Classroom Teachers Teaching Assistants Interventionists	September-Nov.(Fall) Dec- Feb (Winter) March – April (Spring)	Computers Charts / Poster board Labels	Fall, Winter, and Spring MAP data Classworks USA Test Prep
Attend conferences and workshops keeping abreast of current trends and issues	SCIRA Online workshops from the SC Department of Education	July - June	Registration Accommodations Per diem	Sharing and Discussions

Action Steps for Math				
Action Step(s)	Individual(s) Responsible	Timeline: Start/End	Needed Resources	Evaluation
Establish an overall baseline for each student in math	Intervention Team (Teachers & Professional Developer)	September-Nov.(Fall)	Computers PASS results USA Test Prep	MAP Test Results USA Test Prep Results Classroom Assessments
Provide ongoing staff development for all instructional staff members	Professional Developer, Principal, Francis Marion University's Center for Excellence	July 2012 – May 2013	Computers Curriculum Common Core Website Literature to support best practices (articles and texts) in literacy	Teacher Evaluations Student Data Student Growth Reports Learning Walks
Desegregate data into 3 groups (Advance / Met, Bubble student (within 5-10 points of meeting standards) and Students 11 points or more from meeting standards)	1)Classroom Teachers 2)Teaching Assistants 3) Interventionists	September-Nov.(Fall) Dec- Feb (Winter) March – April (Spring)	Computers Charts / Poster board Literature to support best practices (articles and literacy texts) Labels	Fall, Winter, and Spring MAP Test Results.
Use test results to inform student instructional needs in order to design and implement specific targeted math skill-based differentiated classroom instruction	1)Classroom Teachers 2)Teaching Assistants 3) Interventionists	September-Nov.(Fall) Dec- Feb (Winter) March – April (Spring)	Computers Charts / Poster board Labels Literature to support best practices (articles and text) in math	Fall, Winter, and Spring MAP data Classworks USA Test Prep
Keep abreast of current trends and issues	Workshops On-line Support	July - June	Computers Presenters	Discussions

Action Steps for Social Studies				
Action Step(s)	Individual(s) Responsible	Timeline: Start/End	Needed Resources	Evaluation
Establish an overall baseline for each student in social studies and science	Intervention Team (Teachers & science chair Professional Developer)	September- Nov.	Computers PASS results USA Test Prep	MAP reading /ELA/Science Test Results USA Test Prep Results Classroom Assessments
Provide ongoing staff	Professional	July 2012 – May 2013	Computers	Teacher Evaluations

development for all instructional staff members	Developer, Principal, Francis Marion University's Center for Excellence		Curriculum Common Core Website	Student Data Student Growth Reports Learning Walks
Correlate reading data for content area literacy into 3 groups (Advance / Met, Bubble student (within 5-10 points of meeting standards) and Students 11 points or more from meeting standards	1)Classroom Teachers 2)Teaching Assistants 3) Interventionists	September-Nov.(Fall) Dec- Feb (Winter) March – April (Spring)	Computers Charts / Poster board Labels	Fall, Winter, and Spring MAP Test Results.
Use test results to inform student instructional needs in order to design and implement specific targeted science/social studies skill-based differentiated classroom instruction	1)Classroom Teachers 2)Teaching Assistants 3) Interventionists	September-Nov.(Fall) Dec- Feb (Winter) March – April (Spring)	Computers Charts / Poster board Labels	Fall, Winter, and Spring MAP data Classworks USA Test Prep

Goal: To continue using acceptable SC board / governance practices and procedures; including conducting meetings and business in accordance with the South Carolina Freedom of Information Act.				
Action Step(s)	Individual(s) Responsible	Timeline: Start/End	Needed Resources	Evaluation
Hold board meetings a minimum of once a month	Board of Directors	Monthly meetings through June 30 th and resume in August of following year	Quorum Of Board Members	Produce Board Minutes which will be available for public viewing monthly

5. Goal: To Continue to Provide on-going Board Training for all Board Members (new and old) with at least 70 percent participation at each training session to keep abreast of current trends and issues as it pertains to Governance and Operations.				
Action Step(s)	Individual(s) Responsible	Timeline: Start/End	Needed Resources	Evaluation
Identify Training Needs and Trainer	Principal and Election Committee	November 2012 - March 2013	Training Logistics (date, time, place)	Board Governance Assessment Board Minutes
Attend local, state, and national School Board specific	Principal and Election Committee	On-going	Registration requirements	Collaboration and Sharing Sessions

sessions				
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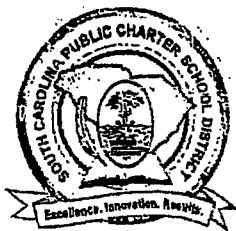
6. Goal: Continue viewing up to 75% of Power School Support Videos to Provide Professional Development for Student Data Reporting Team throughout the school year.				
Action Step(s)	Individual(s) Responsible	Timeline: Start/End	Needed Resources	Evaluation
1. Identify areas of need regarding Input functions in Power School Then create calendar that lists videos To address issues each month	Data Entry Clerk Team Teachers Administration	On-going	Power School Data Base Data for Input Monthly calendar of videos to view	Feedback from SCPCSD Regarding errors or missing data. Monthly review of data input errors

Goal: To Continue Adhering to Financial Management that will allow for the day-to-day operations of the school throughout the 2012-13 school year.				
Action Step(s)	Individual(s) Responsible	Timeline: Start/End	Needed Resources	Evaluation
Once all budget cuts and Title One amounts are known a revised budget will be adopted to allow for the day-to-day operations of the school.	Board of Directors Administration Business Manager	July 2012 – December 2013	Expertise of: Board of Directors School Business Manager Financial Consulting Company Auditor	Quarterly Budget Reports Yearly Audit Balanced budget
Request payments and reimbursements for services rendered	Administration and Business Manager	July 2012 – June 2013	School Bookkeeper Financial Consulting Company Auditor	Audit Report Quarterly Budget Reports

In conclusion, if there are any concerns or suggestions for this plan, please do not hesitate to contact me right away.

Very truly yours,

Dr. Deloris Brown
Principal



South Carolina Public Charter School District

October 8, 2012

Board of Trustees

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Vice Chairman

Kathleen Bounds,
Secretary

Ronald Epps

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Reese Boyd

Superintendent
Wayne Brazell, Ph.D.

Deloris Brown, Ed.D.
Principal
Lake City College Preparatory Academy
1009 East Main Street
Lake City, SC 29560

Dear Dr. Brown:

Lake City College Preparatory Academy (LCCPA) is in its third year of operation and serves students in grades K-11. The South Carolina Public Charter School District (District) is the sponsor of LCCPA. In accordance with the South Carolina Charter Schools Act of 1996 as amended located at S.C. Code Ann. § 59-40-10 et seq., the sponsor of a charter school is the charter school's local education agency (LEA) and a charter school is a school within the LEA. As the sponsor of LCCPA, the District has the responsibility for monitoring the performance and legal/fiscal compliance of LCCPA; conducting oversight activities; notifying LCCPA of perceived problems of its performance or legal compliance; and taking appropriate corrective actions or exercising sanctions short of revocation in response to identified deficiencies, including requiring a school to develop and execute a corrective action plan within a specified timeframe (S.C. Code Ann. § 59-40-55(A)).

On July 27, 2011, the District placed LCCPA on probation due to unsatisfactory academic performance and deficiencies in the areas of finance. On August 2, 2012, the South Carolina Department of Education (SCDE) released results of the 2012 Federal Accountability System. Under this system, LCCPA's overall weighted points total was 28.3 and the overall grade conversion was "F." Despite the fact that LCCPA met the specific goals outlined in its 2011-2012 *Accountability Plan*, the federal accountability data indicates that the overall academic achievement of students at LCCPA remains significantly subpar. In addition, the SCDE identified LCCPA as a *Priority School*, one of the lowest performing Title I schools in the State.

Insofar as LCCPA has failed to demonstrate sufficient academic improvement and LCCPA's academic performance remains significantly subpar, the District shall maintain LCCPA on probation. Pursuant to the District's *Procedures for Addressing Charter School Issues of Noncompliance*, schools placed on probation must undergo an in-depth review by the District of their performance in four key indicator areas: academics, finance, operations, and compliance. Additionally, schools on probation are required to work with District staff to develop a specific plan calculated to lift the school's probation status.

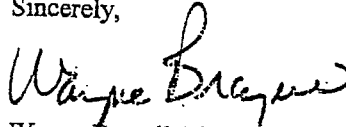
Please be advised that the District will continue to monitor and evaluate LCCPA's performance in the area of academic achievement. The District will also monitor LCCPA's performance in any key indicator area identified as an area of deficiency or non-compliance by the District's in-depth study. LCCPA shall remain on probation until such time as: 1) the District is satisfied that academic achievement

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is improving at LCCPA and 2) the District has verified that any and all identified deficiencies and issues of noncompliance have been resolved. Please be further advised that notwithstanding the foregoing, the District may at any time recommend that the District's Board of Trustees revoke LCCPA's charter in accordance with S.C. Code Ann. § 59-40-110(C).

Thank you in advance for your cooperation in this matter. Should you have any questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script, appearing to read "Wayne Brazell".

Wayne Brazell, Ph.D., Superintendent
South Carolina Public Charter School District

cc: Queen Wallace, Board President, LCCPA
Don McLaurin, Chair, SCPCSD Board of Trustees
Dana C. Reed, Director of Compliance, SCPCSD
Courtney Mills, Director of Accountability, SCPCSD



South Carolina Public Charter School District

December 18, 2012

Board of Trustees

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Chairman

Linzie Staley,
Vice Chairman

Kathleen Bounds,
Secretary

Ronald Epps

Terryc Seeking

Reese Boyd

Superintendent
Wayne Brazell, Ph.D.

Deloris Brown, Ed.D.
Principal
Lake City College Preparatory Academy
1009 East Main Street
Lake City, SC 29560

Dear Dr. Brown:

On July 9, 2009, the Board of Trustees for the South Carolina Public Charter School District (SCPCSD) approved Lake City College Preparatory Academy (LCCPA) to operate a charter school with the following mission: "creating a high quality college preparatory instructional environment where a strong commitment to the creative arts is manifested which will lead to high levels of academic achievement." On October 8, 2012, the SCPCSD, as the school's local education agency, sponsor, and authorizer, issued LCCPA written notification that its probation was being extended due to continued significant sub-par academic performance. Specifically, the school received the grade of "F" for academic performance that is defined as substantially below the State's expectations by the 2012 South Carolina Federal Accountability System and was identified as a *Priority School*, one of the lowest performing Title I schools in the State.

On November 29, 2012, the SCPCSD conducted a meeting with you, as lead administrator of LCCPA, and two members of LCCPA's Board of Directors, including the Board Chair, to formally discuss the school's continued probation and the comprehensive remedial action plan that the school and Board will be required to develop to address academic performance. In accordance with the in-depth review of the school's performance across four indicator areas as triggered by the school's probation, SCPCSD staff shared data regarding the school's performance in academics, compliance, finance, and governance/operations. Documentation of the school's performance was collected from a variety of sources including but not limited to state assessment data, Elementary and Secondary Education Act (ESEA) Federal Accountability data, Education Accountability Act (EAA) School Report Cards, independent audit reports, financial records, reporting schedules, board agendas/minutes, and audits conducted by the SCPCSD and the South Carolina Department of Education (SCDE).

Based on the SCPCSD's internal review of LCCPA's performance across the four indicator areas, the following information and observations were shared with LCCPA during the meeting:

- LCCPA's charter provides that each student will meet or exceed the state standards.
- Under the Federal Accountability System, both LCCPA's elementary and middle school performance fell substantially below the State's expectations earning the school a rating of F and a score of 28.3.
- LCCPA's 2011 scores were significantly below the State average. The school's 2012 scores dropped in seven areas as compared to 2011. Although there was improvement in three areas, LCCPA still scored below the State average. Compared to schools with similar poverty ratings, LCCPA performed lower.

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- LCCPA's charter goals are not aligned with the SMART format.
- LCCPA has failed to demonstrate an understanding of basic special education processes and procedures. An on-site visit and review of a quarter of all special education student files conducted by SCPCSD staff in July 2012 resulted in findings of non-compliance in each of the student files. Folder reviews indicated that educational decisions were being made outside the individualized education program (IEP) team process and progress monitoring of IEP goals was not occurring.
- LCCPA lacks an organized and functional intervention process for struggling learners. This has resulted in students without IEPs being placed and served in self-contained settings.
- Data reporting has improved this year. However, continued training in PowerSchool is needed to build on knowledge of daily and yearly PowerSchool tasks. It is recommended that LCCPA use PowerSource and view long distance training videos to increase capacity.
- The staff person trained in PowerSchool and designated as the school's PowerSchool liaison does not have the authority to enter data and to make decisions about data input. In contrast, school personnel that have not received proper training in PowerSchool are making decisions regarding data entry.
- LCCPA must ensure that its website reflects appropriate language regarding non-discrimination and identifies coordinators for both Section 504 and Title IX.
- A budget deficit occurred for fiscal year 2011-2012 and only 40% of the school's budget was spent on instruction that year. To bring the school out of a deficit, LCCPA cut instruction. Specifically, instructional salaries were cut by \$185,000, almost the same amount as was spent on portables by the school.
- The School Board must exercise its fiduciary duties to review and approve the budget. The Board must also ensure that the budget is followed and that money is spent on instruction.
- SCPCSD observance of LCCPA Board meetings indicates the Board is not conducting business in an open and public manner. Specifically, the Board is not adhering to proper procedures for conducting executive sessions and has conducted business without a quorum. Moreover, minutes of meetings of the Board are not consistently made available public within a reasonable time after meetings.
- The Board of LCCPA does not appear to understand the process for making decisions and for conducting an executive session. Board meetings appear to be run by the school principal rather than the Board chair. In addition, Board meetings evidence a lack of understanding as to standard rules for conducting business such as taking a vote.
- There is limited evidence that the Board is providing oversight of the school. There is no evidence that the Board has created any committees to support the school.

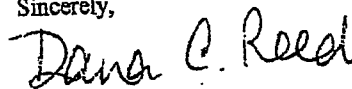
Insofar as LCCPA continues on probation, the administration and Board of LCCPA must create and submit to the SCPCSD a comprehensive remedial action plan no later than **January 18, 2013**, for review and approval by the SCPCSD. The action plan must be focused on improving academic achievement. It should include successful strategies for student learning, a provision for professional development for teachers, and a revision of academic goals contained in the school charter to align them with the SMART format. Based on the SCPCSD's internal review of LCCPA's performance across the four indicator areas, the action plan must also address the deficiencies and concerns noted in the areas of special education, student data reporting, finance, governance, and operations. The plan must include a timetable for the implementation of all corrective and improvement activities, must set deadlines for the completion of key tasks, and must set specific implementation benchmarks to allow the SCPCSD to monitor implementation. Please note all outstanding issues of special education noncompliance must be corrected

and the school must demonstrate sustained capacity in the area of special education operations as soon as possible but in no case later than **February 28, 2013**. Failure to do so shall result in the SCPCSD taking appropriate corrective actions or exercising sanctions in accordance with state law. As previously discussed, LCCPA is also required to complete the enclosed self-study. The self-study is designed to guide the school through a self-assessment that culminates in a roadmap for future and continuous improvement. The self-study will be emailed to you in an electronic format for the school to complete on-line and submit to the SCPCSD by **February 1, 2013**.

The probation status of LCCPA will expire no sooner than **January 18, 2014**, subject to the following: The SCPCSD may extend or shorten the probationary period based on LCCPA's compliance (or noncompliance) with its charter, applicable laws and regulations, and the school's remedial action plan (as approved by the SCPCSD). These conditions provide the school sufficient time to demonstrate satisfactory academic progress; the capacity to meet federal and state requirements of students with disabilities; and address concerns regarding Board operations, student data reporting, and finance. Evidence of the school's progress shall be obtained via federal and state accountability data, SCDE data pulls, financial audits, quarterly reviews of IEPs, information submitted by the school in its annual report, site visits by the SCPCSD, and other means as necessary. Please be advised that a status of Probation means that a charter school exhibits deficiencies in performance that may lead to revocation of the school's charter. Pursuant to South Carolina Charter School Law § 59-40-110(C), the SCPCSD may take steps toward nonrenewal or revocation of LCCPA's charter as therein provided.

Thank you in advance for your cooperation. Should you have any questions, please do not hesitate to contact me.

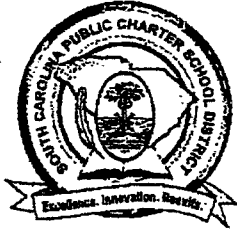
Sincerely,



Dana C. Reed, Director of Compliance
South Carolina Public Charter School District

cc: Queen Wallace, Board Chair, LCCPA
Don McLaurin, Chair, SCPCSD Board of Trustees
Wayne Brazell, Ph.D., Superintendent, SCPCSD
Courtney Mills, Director of Accountability, SCPCSD
Robert Compton, Director of Student Services, SCPCSD
Tasha Robinson, Director of Finance, SCPCSD
William James, Director of Information Technology, SCPCSD

Enclosure: Self-Study



South Carolina Public Charter School SCPCSD

April 22, 2013

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Secretary

Ronald Epps

Terrye Seckinger

Reese Boyd

Superintendent
Wayne Brazell, Ph.D.

Deloris Brown, Ed.D.
Principal
Lake City College Preparatory Academy
1009 East Main Street
Lake City, SC 29560

Dear Dr. Brown:

As stated in the December 18, 2012, letter issued to Lake City College Preparatory Academy (LCCPA) by the South Carolina Public Charter School District (SCPCSD), LCCPA was required to correct all outstanding issues of special education noncompliance and demonstrate sustained capacity in the area of special education operations no later than February 28, 2013. Upon review of the special education files submitted by LCCPA, the SCPCSD has determined that substantive and systemic issues of noncompliance remain. Specifically, the majority of special education files contained individualized education program (IEPs) that lacked current data to support the present levels of performance and failed to link annual goals to present levels of performance. In addition, more than twenty (20) IEPs have expired per the data entered by LCCPA into EXCENT and the files contained no evidence that the school has taken steps to schedule the necessary annual reviews.

As you know, LCCPA has been placed on probation by the SCPCSD. A status of Probation means that LCCPA exhibits deficiencies in performance that may lead to revocation of the school's charter. The correction of all instances of special education noncompliance and the demonstration of the capacity to meet federal and state requirements for the education of students with disabilities are prerequisites for complying with the terms of LCCPA's probation. Insofar as the SCPCSD, in accordance with S.C. Code Ann. § 59-40-55(A), has the responsibility of monitoring the performance, legal compliance, and fiscal compliance of the schools it sponsors and exercising sanctions short of revocation in response to identified deficiencies, the following sanctions are effective immediately: 1) LCCPA is barred from accepting any new students and 2) LCCPA must use its non-categorical funds to employ a special education consultant of the school's own choosing and subject to the SCPCSD's approval. The consultant will assist LCCPA to ensure that 100% of its IEPs are compliant. The consultant will provide bi-weekly reports on LCCPA's progress to the SCPCSD. These sanctions shall remain in effect until all IEPs of LCCPA students are compliant and LCCPA has demonstrated the capacity to continuously and substantively fulfill its obligations under the Individuals with Disabilities Education Act (IDEA). Should you need assistance in identifying a qualified special education consultant, please notify Dr. Robert Compton, Director of Student Services, and he will help you.

Sincerely,

Wayne Brazell, Ph.D., Superintendent
South Carolina Public Charter School District

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Columbia, SC 29204
Phone: 803-734-8322
Fax: 803-734-8325
www.sccharter.org

cc: Queen Wallace, Board Chair, LCCPA
Don McLaurin, Chair, SCPCSD Board of Trustees
Robert Compton, Ph.D., Director of Student Services, SCPCSD
Dana C. Reed, Director of Compliance, SCPCSD



South Carolina Public Charter School District

May 14, 2013

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Vice Chairman

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Secretary

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Terrye Seckinger

Reese Boyd

Superintendent
Wayne Brazell, Ph.D.

Deloris Brown, Ed.D.
Principal
Lake City College Preparatory Academy
1009 East Main Street
Lake City, SC 29560

Dear Dr. Brown:

The South Carolina Public Charter School District (SCPCSD) has received the remedial action plan revised by Lake City College Preparatory Academy (LCCPA). However, the SCPCSD is unable to determine at this time whether the plan adequately addresses all previously identified areas of noncompliance in light of LCCPA's failure to cooperate with requests for information from the SCPCSD. The failure of LCCPA to provide access to the school and other information requested by the SCPCSD is a further breach of LCCPA's charter and contract that could lead to revocation or nonrenewal if not remedied immediately.

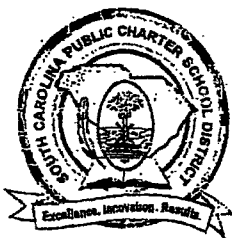
Even though the SCPCSD cannot fully evaluate the remedial action plan under the present circumstances, LCCPA has the autonomy and responsibility to develop and implement the action plan, in addition to taking any other steps it deems necessary, to address the deficiencies identified by the SCPCSD and to comply with the terms of LCCPA's probation. The status of Probation means that a charter school exhibits deficiencies in performance that may lead to revocation or nonrenewal of the school's charter in accordance with South Carolina Charter School Law § 59-40-110(C). Please be advised that adherence to the terms of the action plan without demonstration of satisfactory academic progress and the correction of all noncompliance will not be sufficient to lift probation. Should you have any questions, please do not hesitate to contact me.

Sincerely,

Dana C. Reed, Director of Compliance
South Carolina Public Charter School District

cc: Queen Wallace, Board Chair, LCCPA
Don McLaurin, Board Chair, SCPCSD
Wayne Brazell, Ph.D., Superintendent, SCPCSD
Courtney Mills, Director of Accountability, SCPCSD
Robert Compton, Ph.D., Director of Student Services, SCPCSD

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South Carolina Public Charter School District

August 27, 2013

Board of Trustees

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Vice Chairman

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Secretary

Reese Boyd

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Terry Seckinger

Superintendent
Wayne Brazell, Ph.D.

Deloris Brown, Ed.D.
Principal
Lake City College Preparatory Academy
1009 East Main Street
Lake City, SC 29560

Dear Dr. Brown:

The South Carolina Public Charter School District ("District"), as a Charter School authorizer and sponsor, is required by law to provide oversight sufficient to ensure that each Charter School authorized by the District is compliant with its Charter, its Contract with the District, and state and federal laws. In particular, the District must determine whether each Charter School is performing satisfactorily in the areas of academic achievement, compliance, fiscal management, and governance.

On July 27, 2011, the District placed Lake City College Preparatory Academy ("School") on probation due to unsatisfactory academic performance and deficiencies in the areas of finance. On August 2, 2012, the South Carolina Department of Education (SCDE) released results of the 2012 Federal Accountability System. Under this system, the School's overall weighted points total was 28.3 and the overall grade conversion was "F." In addition, the SCDE identified the School as a *Priority School*, one of the lowest performing Title I Schools in the State. As a result of the School's failure to improve in the area of academic performance, the District extended the School's term of probation on October 8, 2012.

On May 22, 2013, the District conducted a site visit to the School. While the primary focus of the visit was to evaluate the School's academic program as it relates to progress towards improving academic achievement and lifting the School's probation status, the District also reviewed and collected information about the School's fiscal and organizational functions as well as its compliance with applicable law, the terms of its Charter, and the terms of its Contract with the District.

Based on information obtained prior to, during and after the site visit, and based on the School's failure to provide assessment and special education documentation since the visit, the District has determined that the School remains noncompliant with its Charter, its Contract with the District, and related state and federal laws, statutes and regulations, as outlined more particularly below.

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Failure to meet the academic goals and student achievement expectations set forth in the Charter.

The School's approved Charter application provides that the School "will assist South Carolina in achieving academic excellence and promoting life-long learning which will be revealed in the rating on the South Carolina Education Oversight Committee School Report Card." It further provides that the School "will receive an Improvement Rating of "Average" or higher on the Education Oversight Committee School Report Cards" in years one through five. However, the School failed to make Annual Yearly Progress (AYP) in its first two years of operation and failed to meet the student academic achievement expectations set forth in its Charter. The School finally made a passing grade on the federal accountability system in its third year of operation resulting primarily from improvement rather than meeting the annual objectives. Despite this increase, the School's test scores remain significantly subpar and the School's commitment to the creative arts is not resulting in "high levels of academic achievement" as required by the Charter.

Failure to comply with all federal requirements related to the education of students with disabilities.

To date, the School has not provided any documentation to verify that it has complied with the terms of its probation that requires the School to correct all special education noncompliance and demonstrate it has the capacity to meet federal and state requirements for the education of students. Individualized education programs (IEPs) reviewed on-site contained numerous issues of noncompliance and there was no evidence to indicate that the School had convened IEP meetings to discuss the possible denial of a free appropriate public education (FAPE) due to the noncompliance. Present levels of academic performance continue to lack data and as a result, annual goals are not measurable. Moreover, the School lacks the following: written special education policies or procedures; a process to request records for transfers, a means to document that accommodations are provided as written in the IEPs; a curriculum designed to meet the needs of special education students, even those students who are identified as self-contained; an assigned Section 504 coordinator; and a student intervention process to identify and assist struggling learners with academic or behavioral issues. Moreover, the School has failed to submit any documentation to verify that it has complied with the sanction imposed by the District on April 17, 2013, requiring the School to use its non-categorical funds to employ a special education consultant of the School's own choosing and subject to the District's approval. Per the letter issued to the School on April 17, 2013, the School was required to utilize the consultant to assist the School to ensure that 100% of its IEPs are compliant and to provide the District bi-weekly reports on the School's progress. To date, the School has failed to verify it has satisfied these requirements.

Failure to provide highly qualified instructional staff as required by law. The South Carolina Charter Schools Act permits charter schools in their discretion to hire noncertified teachers in a ratio of up to twenty-five percent of its teacher staff. However, charter school teachers providing instruction in the core academic areas as defined by the federal No Child Left behind (NCLB) law must be certified or possess a baccalaureate or graduate degree in the subject he or she is hired to teach. Although staff interviewed during the site visit demonstrated enthusiasm for teaching and a strong desire to improve academic achievement, only 57.47 % of the School's teachers are highly qualified.

Failure to conduct teacher evaluations as set forth in the Charter. The School's Charter provides for teachers to be evaluated in accordance with the ADEPT model. Although the School conducted ADEPT evaluations, it failed to document that teachers met each of the 10 Adept Evaluation Standards (APS) as required.

Failure to provide the District with assessment data as required by the Contract. During the site visit, administration and instructional staff reported that the School uses MAP data to assess student progress and inform instruction. The remedial action plan developed by the School in response to the extension of its probation term, contains multiple references to the use of MAP test results to evaluate student progress. Minutes of the School's January 3, 2013, Board meeting reflect that MAP test scores improved for third

graders while such scores for fourth graders declined. An invoice dated August 23, 2012, reflects that the School purchased MAP assessments. An additional invoice dated December 5, 2012, indicates that the School paid a consultant \$7500 to access and gather standardized testing data from the School's students from multiple sources, including MAP, and to prepare a correlation study and detailed historical performance charts for all students. The District requested to review the School's MAP data during the site visit as permitted by the School's Contract with the District. However, the School shared MAP data for only (18) fifth graders during the visit. A subsequent request on May 28, 2013, for the review of the School's MAP data resulted in the School reporting to the District that the MAP data was invalid due to computer malfunction.

Failure to adhere to generally accepted fiscal management practices as required by the Charter and state law. As a recipient of state and federal funds, and in accordance with the School's Charter and Contract, the School must adequately safeguard and document the expenditure of funds. However, the School has failed to meet this obligation as set forth as follows:

- Accounting records submitted to the District showed a number of line items as having no receipts in the memo column. The records submitted were from January 2012 – April 2013, and the line items indicating no receipts totaled roughly \$24,000.
- The School paid a vendor in excess of \$80,000 for an education intervention team to be deployed at the School for thirty-seven (37) weeks. The District was unable to verify the vendor's qualifications to provide this service. The District also has not been able to verify that background checks were performed for this vendor or others. Some sources list the vendor as a maintenance and janitorial service in Manning, South Carolina.
- The registered agent of the aforementioned charitable organization and private company was a paid teacher at the School for the 2012-2013 School year.
- A number of the School's leaders, including the principal, have been paid to provide Saturday School services at rates exceeding the norm for such services. For example, the principal is paid \$195.00 an hour to provide Saturday School services and teachers are paid more than average hourly rates to provide Saturday School services.

Failure to comply with the South Carolina Freedom of Information Act (FOIA). The board canceled one meeting of the 2012-2013 calendar year (May 2, 2013) and then held the meeting after members of the public had been advised that the meeting was cancelled and left the meeting room. This action constituted a violation of FOIA. In addition, the School has failed to utilize accepted governance practices to ensure that the School is properly organized and operated as required by the School's Charter and Contract. The School has failed to utilize accepted governance practices as follows:

- One board member was paid to provide printing supplies to the School in the amount of \$4000 in violation of conflict of interest principles.
- One board member filled a teaching position at the School during the 2012-2013 School year but no evidence has been provided showing that the member recused herself from the Board, again in violation of conflict of interest principles.
- The board's bylaws do not provide for a conflict of interest policy.
- The Board does not receive or require regular reports related to the School's performance in the areas of academic achievement, compliance, finance, and organization.

In summary, based on the information provided by the School to date, the School is materially non-compliant with its Charter and its Contract, and has been non-compliant for a substantial period of time despite having the reasonable opportunity to correct the areas of non-compliance. The School has committed material violations of the conditions set forth in its Charter application, has failed to meet or

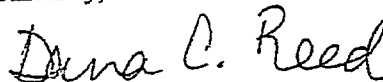
make reasonable progress towards pupil achievement standards, has failed to meet generally accepted standards of fiscal management, and has violated laws from which the School is not exempt, specifically FOIA and IDEA.

Further, the School has failed to provide all information requested by the District. The School has shown a systemic disregard for meeting its obligations under the Charter and the Contract, and has further demonstrated a systemic inability to govern itself within the requirements of the Charter and the Contract.

As a result of the above, the School's Charter may be revoked if the identified issues are not remedied immediately. Therefore, please provide a written response showing cause why the District should not recommend revocation of the School's Charter to the District's Board of Trustees, by September 30, 2013. Your response should include any documentation or other information evidencing (1) why you believe the School is in compliance in the areas identified above and/or (2) how the School intends to remedy any acknowledged areas of non-compliance, including a reasonable time frame for correcting the area of non-compliance.

The District looks forward to your timely response. Please contact me if you wish to discuss any of this further.

Sincerely,



Dana C. Reed, Director of Compliance
South Carolina Public Charter School District

cc: Queen Wallace, Board Chair, LCCPA
Don McLaurin, Board Chair, SCPCSD
Wayne Brazell, Superintendent, SCPCSD
Robert Compton, Ph.D., Director of Federal Programs and School Safety, SCPCSD
Tasha Robinson, Director of Finance, SCPCSD
Courtney Mills, Director of Accountability, SCPCSD



South Carolina Public Charter School District

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Superintendent
Wayne Brazell, Ph.D.

September 27, 2013

Dr. Deloris Brown, Principal
Lake City College Preparatory Academy
1009 E. Main St.
Lake City, SC

Dear Dr. Brown:

As you are aware, South Carolina Public Charter School (District) staff conducted a site visit to Lake City College Preparatory Academy (School) on September 20, 2013. Staff members who accompanied me on the visit were Courtney Mills, Wanda Whatley, Vamshi Rudrapati, and Kathleen Bounds (Secretary, District Board of Trustees). As part of the visit, District staff toured the School's facilities, visited classrooms to observe instruction, and spoke with School staff concerning programs, operations, governance, and instruction. The following is a summary of the information provided by you during our interview and direct observations during our visit:

The School currently serves approximately 215 students, grades 5K through 12. This is the School's first graduating class of 12th graders. All current 12th graders except for one have passed the HSAP in preparation for graduation. The team reviewed the School's enrollment policies and recruitment activities. Information obtained during the visit that indicated the School is continuing to enroll new students will be discussed with the District's Director of Compliance in so far as the District imposed a ban on new enrollment in April 2013. There is not a current waiting list for enrollment in any grade. Grades 5K through 6 are self-contained; each grade has a teaching assistant assigned to provide more individualized instruction and support. There is one class per grade level. Students in grades 7 through 12 may participate in the AVID program (a program focused on successful transition to college). Teachers are using the Anderson 5 curriculum and supplementing this with arts-based instruction as per the School's charter. The school day is extended until 4:00. The school currently has 4 buses that provide transportation to and from school as well as for field trips.

The School's website does have a list of the current Board members, but does not post Board meeting minutes or agendas for Board meetings on the website. Confidential files are kept in a locked, secured location. The list of faculty/staff on the website is not updated to include all current staff.

The School made available a copy of its safety plan and provided evidence of required background checks and TB tests for staff. There is a dedicated

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PowerSchool person. The School contracts with Florence District 3 for technology support.

The team reviewed the certification/HQ status of the staff. Currently it appears as if two of the teachers who are teaching core subjects are not certified/highly qualified. The 2nd grade class does not have a teacher at all and is currently being staffed by several other teachers on the faculty, two of whom are not certified/highly qualified for 2nd grade.

Team members visited several classrooms to observe instruction. The school buildings and classrooms appeared to be neat and conducive to learning although there was little evidence of technology being used in the classrooms. The special education teacher did not have lesson plans. She reported that she did not have any sort of curriculum to use with students and instead uses worksheets for students. You reported that the School is in the process of hiring an additional special education teacher with certification in Georgia who reportedly has experience working with students with autism. There was also concern during other observations that instructional content and purpose were not clearly evident and did not necessarily match what was in students' schedules in PowerSchool. When the team inquired about the provision of accommodations for students with disabilities, one of the teachers reported that she is given a copy of each of the Individual Education Programs with accommodations.

Faculty and staff show an obvious enthusiasm for education and for their students. The School is providing numerous opportunities to expose students to a variety of community, state, and national resources as well as opportunities to showcase the talents of students at LCCPA.

The purpose of this visit was to give District staff a general sense of the atmosphere and operations of the school at the start of a new school year. This visit was not intended to address the probation status of the school or the specific requirements in order to lift that status. Additional visits to the school may be scheduled later in the year for that purpose and additional information may be requested.

The team enjoyed its visit and wishes to acknowledge faculty and staff for their welcoming and inviting attitude. On behalf of the site visit team and the District staff, I wish the School a very successful year.

Sincerely,



Rebecca C. Davis, Director of Special Education
South Carolina Public Charter School District

cc: Vamshi Rudrapati
Courtney Mills
Wanda Whatley
Kathleen Bounds



South Carolina Public Charter School District

NOTICE OF DEFAULT

December 4, 2013

Board of Trustees

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Secretary

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Superintendent

Wayne Brazell,
Ph.D.

Deloris Brown, Ed.D.
Principal
Lake City College Preparatory Academy
1009 East Main Street
Lake City, SC 29560

Dear Dr. Brown:

Thank you for your response to the letter of August 27, 2013, issued by the South Carolina Public Charter School District (District) notifying you of a number of instances of non-compliance committed by Lake City College Preparatory Academy (School). As required, you submitted an explanation as to why you believe the School is in compliance in the areas identified and submitted information and documentation to support your claims. Following is a summary of the District's findings based on the information and documentation you submitted. The summary is outlined by areas of non-compliance previously identified by the District.

Failure to meet the academic goals and student achievement expectations set forth in the Charter.

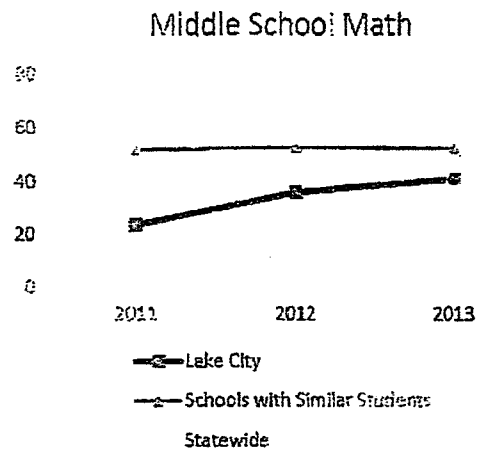
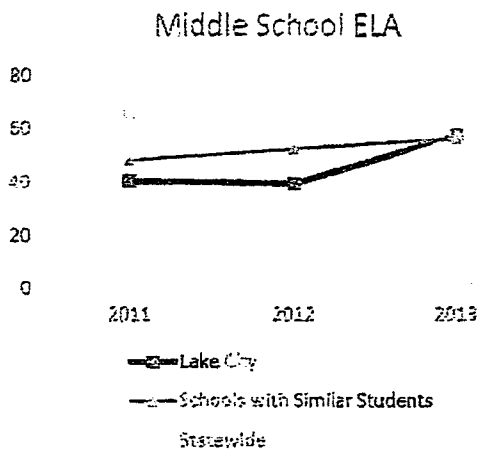
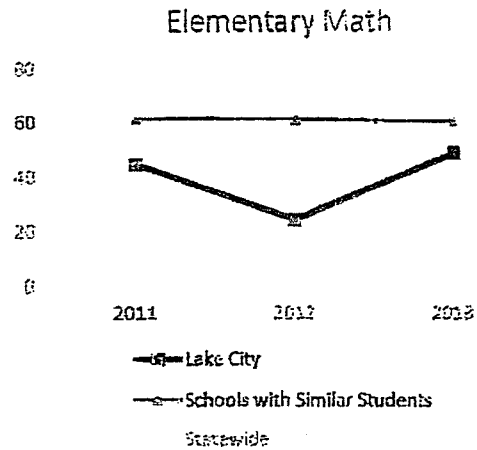
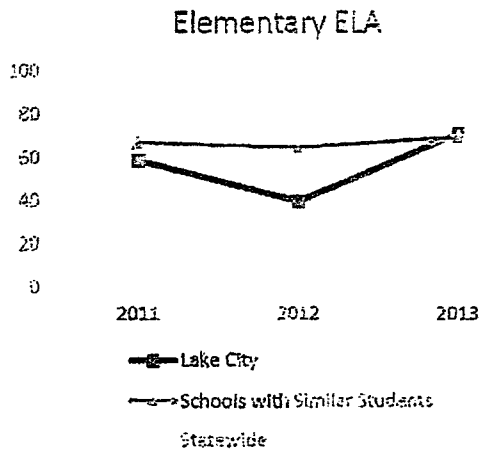
The District acknowledges the improvement that the School made in accordance with the 2013 ESEA Federal Accountability System as evidenced by the news release issued by the District on August 7, 2013. The School earned a grade of "B" on the 2013 ESEA Federal Accountability System which is to be congratulated. However, this grade was due primarily to improvement and test participation rather than meeting the annual objectives set forth by the State. The School's Charter requires that the School meet these annual objectives. Since the School is failing to meet these objectives, it is not in compliance with its Charter.

In its response, the School noted that state report cards had not been released as of the date of its response. On November 8, 2013, those results became available and were shared with the School. The results were mixed. At the elementary level, the growth rate was *Excellent*, a notable achievement. However, the absolute rating for the School's elementary students was *Below Average*, indicating a continued cause for concern. At the middle school level, the results were more troubling. The growth rate for the School's middle school students was *Average*, reflecting that the majority of middle school students did not improve their proficiency level over the previous year. Furthermore, the middle school received an absolute rating of *At-Risk* for the third year in a row. This is alarming and warrants increased monitoring by the District.

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As reported in the District's previous correspondence, the School has not achieved the academic excellence and high levels of academic achievement required by its Charter, which provides that each student will meet or exceed the state standards. This has yet to happen for all subjects and all grade levels during the School's operation, and progress towards meeting these goals has been inconsistent, as shown in the charts below:

2011 - 2013 Palmetto Assessment of State Standards (PASS)
Percent of Students Scoring MET or EXEMPLARY



Lastly, the School has requested the opportunity to rewrite its charter goals. Insofar as a revision of goals would constitute a material change to the Charter, the School is invited to complete the process for submitting a charter amendment by submitting a *Charter Amendment Request Form* to the District.

Failure to comply with all federal requirements related to the education of students with disabilities.

In its September 30, 2013, response, the School reported that it had no documentation it was placed on probation for special education deficiencies, that it corrected all special education concerns, and that the special education consultant hired by the School confirmed the correction of all non-compliance by way of letter to the District dated June 8, 2013. The School is correct that it was not *initially* placed on probation due to special education. However, it was subsequently and properly notified of special education non-compliance and informed that the correction of all special education non-compliance would be required as part of the terms of the School's probation, as outlined in the timeline below.

- On October 8, 2012, the District notified the School that its status of probation was extended due to significant sub-par academic performance;
- On December 18, 2012, the District notified the School that it was required to create and implement a comprehensive remedial action plan focused on improving academic achievement and also addressing the deficiencies noted by the District in the area of special education in addition to student data reporting, finance, governance, and operations. Furthermore, the School was placed on notice that all outstanding issues of non-compliance must be corrected and the school must demonstrate substantial capacity in the area of special education operations as soon as possible, but in no case later than February 28, 2013;
- On February 27, 2013, the District reminded the School that its plan to remedy special education non-compliance was still due to the District for review; and
- On April 22, 2013, the District notified the School that it has conducted a review of special education files submitted by the School and determined that substantive and systemic issues of non-compliance remained.

As a result of the events outlined above, the District issued the School two sanctions. The first one was a bar on new enrollment. The second sanction required the School to use its non-categorical funds to employ a special education consultant to ensure that 100% of the school's IEPs were compliant and to provide bi-weekly reports to the District on the School's progress in the area of special education.

The District received a copy of a letter dated June 18, 2013, signed by the school's special education consultant and addressed to the chair of the School's board. The letter indicated that the consultant had reviewed all individualized education programs (IEPs) for students at the School and that all components of the IEPs were present, appropriate, and in order for all students eligible for services." However, a review of IEPs in Excent as recently as last month, resulted in findings of continued and systemic non-compliance. Moreover, the consultant selected by the School has never issued bi-weekly reports to the District as required. The June 2013 letter is the only report ever submitted by the consultant to the District. Therefore, the School remains non-compliant with its obligations under the Individuals with Disabilities Education Act (IDEA), a violation of federal law and of its Charter which must be remedied immediately.

Failure to provide highly qualified instructional staff as required by law.

In its response, the School maintains that the data indicating whether staff are highly qualified (HQ) "has always been inaccurate" and that a review of such data with the District's Coordinator of Teacher Evaluation "revealed inaccurate information; showing teaching assistants as teachers and substitutes who left the school or only worked a few weeks as teachers in our school." The finding by the District that only 57.47% of the School's teachers are highly qualified was based on the report provided by the South

Carolina Department of Education (SCDE). The HQ percentage is based on the data that the School enters into PowerSchool. To be sure, the School has failed to notify the District when teachers leave and has failed to provide accurate position codes for staff positions. This can result in an inaccurate determination of HQ percentages. However, it is the School's responsibility to enter accurate and complete data into both PowerSchool and the Professional Certified Staff (PCS) system to date. Furthermore, the District still does not have the school calendar for the previous school year 2012-2013. Without the calendar, the District cannot determine the teachers and paraprofessionals that were in place last year and render its own HQ analysis for comparison with that issued by the SCDE. As for current HQ concerns, the School has no HQ teacher for first, second, and fifth grade. Therefore, the School remains non-compliant with the terms of its Charter and this situation must be remedied immediately.

Failure to conduct teacher evaluations as set forth in the Charter.

The District stands by its finding that the School did not document that teachers met each of the 10 Adept Evaluation Standards (APS) as required by ADEPT and the SCDE. The documentation for each standard must be included in the *ET3 Report* to verify that the teacher is proficient in all evaluation domains and is eligible for a *Professional Teaching Certificate*.

Failure to provide the District with assessment data as required by the Contract.

The School asserts that the issue of assessment data, specifically MAP data, has already been addressed. Per the School, MAP data was mailed to District staff on May 29, 2013. This statement is inaccurate. The data that the School provided to the District on May 29, 2013, was provided for Supplemental Education Services (SES) purposes and only included scores for students that received such services. This data was submitted in a format reflecting scores manually entered by the School rather than a report issued by the Northwest Evaluation Association (NWEA). Furthermore, in an email dated June 3, 2013, the District expressly requested that the School submit the NWEA report "Student growth Summary Fall to Spring" and each student's "Student Progress Report." Again, the data submitted by the School was not responsive to the District's request. Instead of submitting an official NWEA report reflecting scores for every student, the School submitted a spreadsheet indicating pre-and post-test scores which did not include student names or growth summaries.

Both the School's Charter and comprehensive remedial action plan make multiple references to the use of MAP data. Therefore, the School has failed to provide the necessary information to demonstrate that it is meeting goals in either its Charter or the remedial action plan.

Failure to adhere to generally accepted fiscal management practices as required by the Charter and state law.

The School maintains that the vendor to which it paid \$80,044.50 for academic intervention services "came highly qualified." To support that assertion, the School submitted a 2010 report issued by the SCDE and prepared by System Wide Solutions, Inc. However, that report is based on 2008-2009 findings and fails to provide any information whatsoever regarding the vendor. To date, the District has not been able to verify that the vendor is a qualified provider of academic intervention services five years after the SCDE report was issued. Furthermore, the report refers to Have Faith Community Development and this entity continues to be registered as a janitorial service. The invoice of \$80,000 contains little more than the name of the vendor, Have Faith, LLC, an address, phone and fax numbers, and a description of the job provided: "education intervention team to be deployed at LCCPA for 37 weeks" at the cost of \$80,044.50.

The address is the same as the address for Have Faith Community Development, Open Door Cleaning Services, Have Faith LLC, and Mother Geneva Johnson Academy, a private K-12 Christian school. The School provided scant and outdated information regarding the vendor and has failed to verify that the expense was a legitimate one.

The District has identified two additional invoices paid by the School to Have Faith, LLC. One dated September 27, 2012, reflects payment of \$10,000 to the vendor for a second education intervention team. The other reflects another payment of \$10,000 for a tutoring program.

As for the issue of Saturday School services and the rate by which both principal and teachers have been paid to render such services, the School has failed to verify that the rate of such services did not exceed customary and reasonable rates. The School's payroll summary for July 2012 through April 2013 explicitly references the number of hours worked by each employee for *Title I Saturday Academy-ASC*, the hourly rate paid to each employee providing Saturday School services, and a total that reflects the number of hours the employee worked multiplied by the rate at which the employee was paid. The only information submitted by the School in response to this documentation was a statement from its bookkeeper indicating that the rate per hour would be \$24.37 "if it was a standard 8 hour day." Neither the School's bookkeeper nor the School has provided any documentation to verify that the School paid customary and reasonable rates for Saturday School services.

Failure to comply with the South Carolina Freedom of Information Act (FOIA).

In response to the District's finding that the School's board conducted business after it announced the May 2, 2013, meeting was cancelled, in violation of the FOIA, the School provided a screen shot from its website dated September 29, 2013. The screen shot contained the following news item: "Board Meeting Rescheduled May 7th 6PM at School in Board Room." The School also provided a copy of an email dated May 6, 2013, sent to the District staff member assigned to provide oversight of the School's board meetings notifying that individual that the board would be having a meeting the following day, May 7, 2013. Neither of these documents verify that a board meeting did not occur on May 2, 2013, as reported by the District staff. The District staff member maintains that he was notified by the School Principal on May 3, 2013, that a board meeting was held on May 2, 2013, after he left the School upon notification by the School that the meeting was canceled.

Failure to comply with S.C. Code Ann. § 59-40-190 and conflict of interest principles.

The District also found that the School's board violated conflict of interest principles when one of its members was permitted to teach at the school for payment. In response, the School provided documentation in the form of board minutes reflecting that the member requested a leave-of-absence to teach at the School and such was approved by proper motion of the board. With regard to the board member being paid to provide printing supplies to the School in the amount of \$4,000, the School responded that such was done while the member took a leave of absence and the board was not in session. However, a leave of absence does not excuse a board member from complying with the Charter School Act's prohibition against a board member working for the School for pay. In the future, any board member wishing to work for the School for pay must resign from the board prior to performing the work or accepting the compensation for that work.

Further, the conflict of interest policy submitted by the School violates state charter school law. The policy expressly allows for board members to be commercially engaged by the School or hired by the School for

artistic projects so long as they identify the potential conflict of interest, do not participate in discussion of the program or motion being considered, and does not vote on the issue. Section 59-40-190(D) of the South Carolina Charter Schools Act expressly prohibits a member of a charter school governing body from receiving pay as an employee in the same school.

Failure to comply with District sanctions.

Recent enrollment and 5th day counts demonstrate that the School has committed an additional violation since the August 27, 2013, letter from the District. In its response, the School reported that it increased enrollment "from 211 students in the 2012-2013 year to 243 on the fifth day count." However, the District barred the School from enrolling any students beginning April 22, 2013, until such time as the School corrected all non-compliance and demonstrated capacity in the area of special education. The District has verified that the School has enrolled a total of 69 new students since it imposed a bar on the School's new student enrollment despite failing to correct all non-compliance and demonstrating capacity in the area of special education. In addition, the School continues its pattern of non-compliance by ignoring South Carolina enrollment criteria as it pertains to the SCDE's *Pupil Accounting Manual* and the enrollment requirements for Title I start of year allocations (5th day count). Specifically, the School did not follow proper coding procedures for no show students on the first day of school resulting in an invalid student count and an invalid average daily membership.

Based on the information and documentation submitted by the School, the District finds that the School remains non-compliant in the areas identified above. Please be advised that the District's Board of Trustees is bound by law and the Contract with the School to revoke or not renew the School's Charter should it determine that the School has 1) committed a material violation of the Charter or the Contract; 2) failed to meet or make reasonable progress, as defined in the Charter, toward pupil achievement standards identified in the Charter; 3) failed to meet generally accepted standards of fiscal management; or 4) violated any provision of law from which the School was not specifically exempted. The School continues to maintain in error that it has resolved the non-compliance identified by the District and has submitted the documentation the District has requested. By doing so, the School prolongs the pattern of non-compliance that holds the School in probationary status rather than resolving the non-compliance and moving the School forward. As such, this letter constitutes a *Notice of Default* to the School. A *Notice of Default* means that the School is in breach of its Charter and Contract with the District. Failure to cure the default within the time allowed could lead to revocation or further sanctions. In order to cure the default, the District requires the School to do the following no later than **December 17, 2013**:

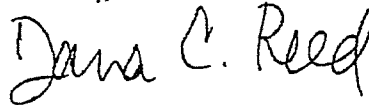
- 1) Submit a list of all School teachers and paraprofessionals. Include a list of all classes taught by each teacher and paraprofessional.
- 2) Correct the School's PowerSchool information and notify the District when it has done so.
- 3) Submit the proper PCS forms for all employees to the District's Director of Human Resources.
- 4) Submit documentation that ADEPT procedures were followed for each teacher.
- 5) Provide NWEA (MAP) scores to the District for 2012-2013 and any such data collected so far for the 2013-2014 school year.
- 6) Submit a detailed itemization of the academic intervention services invoiced by Have Faith LLC. Include a description of the funding source, a description of the services, and names, contact information, time sheets, and background checks for the individuals who provided such services.
- 7) Submit time sheets for the eight days upon which Saturday School was conducted during the 2012-2013 school year. The time sheets must reflect the length of Saturday School by

date; the number of hours worked by each and every individual who provided Saturday School services on those days; the hourly wage paid to each and every individual who provided those services; and the total wages paid to the individuals for Saturday school services.

- 8) For the time period from July 1, 2012 to December 1, 2013, submit a copy of the School's general ledger; payroll register; quarterly financial reports; bank statements and all supporting documentation, including, but not limited to, cancelled checks (front and back), electronic fund transfers, remittance advices, for all bank accounts held by the School.
- 9) Submit a conflict of interest policy for the School's board that is consistent with state charter school law and state ethics regulations.
- 10) Submit a detailed plan for correcting all non-compliance in the area of special education.
- 11) Submit a detailed plan for resolving the academic deficiencies identified above.

In addition, the School is not permitted to enroll any additional students until the District has determined that the School is meeting all of its obligations pursuant to the IDEA. Meanwhile, the District shall continue to fulfill its role as the School's local educational agency and sponsor/authorizer by conducting oversight, taking appropriate corrective actions, and exercising sanctions. If you have any questions, please contact me.

Sincerely,



Dana C. Reed, Director of Compliance
South Carolina Public Charter School District

cc: Queen Wallace, Board Chair, LCCPA
Don McLaurin, Board Chair, SCPCSD
Wayne Brazell, Superintendent, SCPCSD
Robert Compton, Ph.D., Director of Federal Programs and School Safety, SCPCSD
Tasha Robinson, Director of Finance, SCPCSD
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Mark W. Buyck, Jr.
Hugh L. Willcox, Jr.
Wm. Reynolds Williams♦
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E. Lloyd Willcox, II
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Reply To: Florence

January 16, 2014

Dana C. Reed
Director of Compliance Specialist
South Carolina Public Charter School District
3710 Landmark Drive, Suite 201
Columbia, SC 29204

RE: Lake City College Prep Academy, Inc.
Our File: 15242.14721

Dear Ms. Reed:

Please allow this letter to serve as Lake City College Preparatory Academy's response to Items Number 6 and 8 in your letter to Dr. Brown of December 4, 2013. It is my understanding that Dr. Brown has previously responded to the other specific items in your request.

Attached as Exhibit A is a copy of the contract between Have Faith Community Development Corporation and Lake City College Preparatory Academy for education intervention services. There does not appear to be anything abnormal about the contract or the services rendered. Background checks were performed and reviewed by LCCPA. In a previous report from the school on September 30, 2013, it was specifically noted that Have Faith Community Development had previously been approved to provide tutorial services and was recommended by the South Carolina Department of Education; due to the success of the tutorial services that were provided for Clarendon District Two. The results were reported as being highly successful; *"having the greatest number of students with positive (academic) change"*; and are documented in the Findings on p. 48 of the attached report **SDE/21stCCLC Final Evaluation Report**. Additionally, the school had submitted the contract to our accountants as part of our audit.

We are concerned that the District is questioning the actual qualifications and existence of Have Faith Community Development Corporation to provide such services. This is especially troubling when the District's Board of Directors approved the Have Faith Corporation for a charter to operate the proposed Geneva's Stars Preparatory Academy and the superintendent wrote and signed a letter welcoming the group to the district. In fact, the school's administrator and several board members met the vendor at the district's banquet and on several occasions at the district leadership meetings. Hence, the school was just as impressed with the capability of Have Faith as the District was since they approved the Have Faith Corporation Planning group for the Geneva Star Academy Charter School.

Most importantly, the results our students achieved during the year August 1, 2012 through May 10, 2013 showed dramatic improvement in our students' achievement. While we certainly do not attribute all of this improvement to Have Faith, we are sure that their efforts contributed to our students' success.

The most troubling aspect of this request is that the District now purports to claim the school is in "default" for failure to adhere to generally accepted fiscal management practices as required by the Charter and state law. I can find nothing in the Charter or state law that requires the District to approve vendors. Lake City College Preparatory Academy relied in good faith on the Department's report that this vendor "came highly qualified." The District claims it has not been able to verify that Have Faith is a qualified provider of academic intervention services. The District further claims that the school only provided scant and outdated information rings hollow in light of the District approving this same group for a Charter. For the District to represent that it is not familiar with this vendor and attempt to hold the school in default for using this vendor flies in the face of logic. It also creates suspicion as to the District's true motivation.

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Email: mb3@willcoxlaw.com

MWB, III/tph
Attachment
CC: Deloris Brown, Ed.D. (w/attachment)

FINDINGS PART V: SITES WITH HIGH POSITIVE OUTCOMES

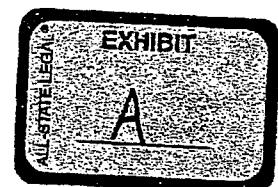
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**Have Faith Community Development Corporation's
Education Intervention Team Proposal**

**Presented to: Dr. Deloris Brown, Principal
Lake City College Preparatory Academy
Lake City, SC**



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Appendices: INVOICE.

Program Summary Form

Total hours of operation per week: 10 Amount of funding requested: \$160,000

Total number of students to be served: 160

Date 2012-13 academic year begins: August 2012

Program start date: August 2012

Program end date: May 2013

Type(s) of programs (check all that apply):

☐ Before-school ☐ After-school ☐ Weekend ☐ Summer

Days of the week the program will regularly and consistently operate (check all that apply):

☒ Monday ☒ Tuesday ☒ Wednesday ☒ Thursday ☐ Friday

☐ Saturday ☐ Sunday

Number of hours per day: 2.5 Actual hours of daily operation: M-Thurs-1:30-4pm

Number of weeks per academic year (excluding summer): 35

Number of hours per day during the summer: 0 Number of weeks: 0

Site Locations (attach an additional sheet if necessary):

1. Name: Lake City College Preparatory Academy
Address: 1009 East Main Street Lake City, SC 2950
Phone number: (843) 374-0128
Site contact: Dr. Deloris Brown
Number of students to be served: 160

Program Activities (check all that apply):

- | | | |
|---|--|---|
| ☒ Academic enrichment | ☒ Drug and violence prevention | ☒ Mentoring |
| ☒ Science education | ☒ Remedial education | ☒ Math education |
| ☒ Music education | ☒ Tutoring services | ☒ Recreation |
| ☒ Character education | ☒ Computer training | ☒ Art education |
| ☒ Reading education | ☒ Language arts education | ☒ Drug prevention |
| ☐ English as second language | ☒ Violence prevention | ☐ Family literacy |
| ☒ Behavior modification | ☐ Other: Adult Education | |

PART 4: PROPOSAL NARRATIVE

Section A. Statement of Need

The Problem- There exist significant needs and resource gaps within the community served by Lake City College Prep Academy, a K-11th charter school of 224 students which opened in August 2010. Lake City is located in the East central portion of the state and has a population of approximately 6,675. Lake City College Prep Academy is the only charter school in Florence County's School District Three, currently sponsored by the South Carolina Public Charter School District. Florence School District Three has a population of 20,769. The District's Racial Composition is 49.35% African American, 47.95% Caucasian, 1.44% Latino, and 1.26% other. **Of the district's adults 25 years and older, 30.6% have less than a high school education. Of the district's adults 25 years and older, 89.6% have not graduated from college. Of the district's total population 24.5% percent are in poverty (with income in past 12 months below poverty level).**

The income per capita in Lake City is 18.1% less than the South Carolina average and 24.2% less than the national average. The median household income in Lake City is 34.5% less than the South Carolina average and 42.6% less than the national average. The poverty level in Lake City is 86.1% greater than the South Carolina average and 156.7% greater than the national average.

Index	Lake City	South Carolina	National
Income per capita	\$20,088	\$24,532	\$26,505
Median household income	\$31,322	\$47,824	\$54,595
Unemployment rate (2010)	13.6%	3.6%	4.0%
Unemployment rate (2010)	n/a	11.2%	9.6%
Unemployment rate (2011)	10.4%	10.3%	8.9%
Poverty level	31.6%	17.0%	12.3%

<http://www.dew.sc.gov/>

The Solution - LCCPA has made the following efforts to improve student achievement:

- Contracted with company to install 12 additional portable classes
- Hired a math consultant to work with teachers, and assist with overall math achievement and analyze data together with all involved
- Hired an ELA consultant who specializes in Reading and test prep procedures, to works with staff and analyze data together with all involved
- Hired a consultant who specializes in training teachers who teach children of poverty (The Director of Francis Marion Center For Excellence)
- Provided a variety of Professional Development Workshops on Differentiated Instruction
- Hired two interventionist to work with at-risk students on math and ELA specifically and other subjects as needed.
- Designed and implemented Saturday Academy (3 hours of instruction in both math and ELA skills and test- prep) beginning January 6th
- Launched the Family University – parenting program to train parents to help students and get involved in school
- Held Family University Retreat Workshops topics on Reading, math, science- reading comprehension, and parent involvement.
- Hired Math tutor to work with students in classes, one on one, and small groups.

- Created small group call back time for each core (math, science, social studies, and English) teacher to work with students daily for 3 periods a day.
- Purchased "Skills tutor" online skills application practice.
- Implemented and analyzed MAP testing (collecting data)
- Implemented IOWA tests (collecting data)
- PBIS implementation to be in January 2012

Although these program adjustments have shown some gain in student achievement, 2012 PASS scores and School representatives indicate that there is a need for more intervention.

Have Faith CDC proposes to deploy an education intervention team for the Lake City College Preparatory community, in partnership with the existing staff. LCCPA realized early that students from high poverty communities 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. 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). This built in extra class takes 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 selected by the students. Have Faith proposes to insert their team into LCCPA during this time 1:35-4:00PM Monday-Thursday.

During these periods the Intervention team will provide small group instruction and homework assistance to students who will be grouped by their achievement on the PASS test. The groups will be no larger than ten students and they will follow a rotating schedule spending time with each intervention specialist. The intervention specialist will utilize the LCCPA curriculum and the Technology Dynamic Education Tablet (Edu-Tab) to reinforce and further develop academic skills in Math, ELA, Science and Social Studies. The Edu-Tab will be loaded with customized software to assist the student with learning the necessary skills to close their achievement gap.

Section B: Objectives and Evaluation

Project Objectives: The Intervention team will focus on the specific needs of LCCP as described by the staff and school improvement council. The following lists each program objective and related evaluation:

Obj.1: At least 25% of regular attendees in grades 3-11 will move up one performance level on PASS (ex. Not met to met, met to exemplary) in ELA and / or math from 2012-2013.

Eval.1: By September 2013, the district curriculum and instruction office will compare 2012 and 2013 PASS scores for regular attendees.

Obj.2: At least 85% of regular attendees in grades 3-11 will demonstrate increased involvement in the classroom by completing homework regularly (they will miss no more than two assignments per nine week grading period).

Eval.2: The site coordinator will collect data from classroom teachers each nine weeks, and will identify students who fail to meet performance targets for increased intervention.

Obj.3: Classroom discipline referrals for regular attendees will decrease at least 30% from 2011 – 2012 to 2012 to 2013.

Eval.3: Each semester LCCPA vice principals will compare discipline referrals from 2012 -2013 to same period last year for regular attendees enrolled at LCCPA in 2012- 2013.

Evaluation Plan – Evaluation of the program will be a joint effort among HFDC and LCCP staff. The team will meet at least quarterly to review process and outcome data; make program modifications based on results to date, and to establish sustainability strategies. The site coordinator will be responsible for compiling evaluation data and preparing reports. The site coordinator will be responsible for data collection on attendance, behavior, and program activities. Education interventionist will prepare weekly lesson plans, and classroom teachers will report on homework completion and class participation.

Section C: Description of Services

The LCCPA Have Faith CDC program will utilize a comprehensive case management approach to assist the youth, and primary caregivers of the program to reach academic goals. After studying the county's demographic data, LCCPA accountability plan, PASS scores and meeting with school staff, the program planners determined that the needs of the child and primary caregiver must be addressed to help facilitate the positive outcome that's desired. The involvement and commitment of the primary caregiver to the program is vital to having a successful program. According to NCREL's Beyond The Bell Principals Guide, "the only reason that parents and families don't participate in school activity is that parents and or family members have a history of bad experiences with schools, leading to misgivings about educational organizations of any type". This is evident in the educational background data for Florence School District 3; 30.6% of the adults 25 years and older have less than a high school education. This demonstrates that a large sum of adults in

Florence School District 3 have not had a good history with the local educational organization. LCCPA recognized this early and launched its Family University in 2011-2012 school year. The purposes of the Family University are to inspire, Motivate and Empower parents to become agents of change in the lives of their children. The parents meet two to three times per week and on Saturday's to learn how to utilize technology to increase student achievement in Math and ELA. The parents who participate in at least 80% of the sessions earn a tablet computer device upon completion of the 30+ sessions. This coming school year the parents will synchronize their tablets with their child's Edu-Tab and learn how to operate the particular software programs that will help increase the academic achievement of their children.

Program Operation - During the 2012 -2013 school year, the program will operate for 10 hrs/ wk during the 8th and 9th period of the day (1:35--4:00 Mon.-Thurs) for 35 weeks serving 160 children in Grades 3-11. Staffing- The staffing of the program will consist of staff from Have Faith CDC, Lake City College Prep Academy and volunteers. Excluding the site coordinator, the average youth-adult ratio in the program will be 12:1, with no more than 10:1 for academic instruction. Daily staffing for the after-school program includes Program Administrator, the Site Coordinator, Asst. Site Coordinator, 4 intervention specialist , 4 hourly staff , and 2 volunteers. Four days per week intervention specialist will provide academic instruction to students in small groups of 10 or fewer, with an hourly worker or volunteer in the classroom to assist with students. **Program Activity**- Planners of this program have developed a program based on research and past success with their existing after school and private school programs. An important component of the Have Faith CDC model is that it acknowledges the parent or primary caregiver as the primary teacher for the student. Have Faith helps to empower the primary caregiver by addressing the other needs of the family through case management services (i.e.; housing, food,

transportation, employment etc). The program planners realize that the home environment plays a vital role to the student's attitude about education. By empowering the family we empower the child and create a situation where learning and growth can take place. Academic Instruction- Academic Instruction will be a primary focus of the program according to NCREL, an after school program should complement the school day and use fun activities to keep students engaged and interested. Have Faith will utilize software curriculum materials that will complement what the students learn during the school day. The proposed program schedule will have three areas of instruction: 1. Homework Help (45 min 4 days/wk Mon-Thurs): Students will complete homework with assistance from intervention specialist, along with hourly staff and volunteers. 2. Academic Reinforcement- (45 min, 4 days/wk Mon-Thurs): For 35 weeks, intervention specialist will reinforce instruction in ELA, Math and Science in small groups of 10 students with hourly worker and/or volunteer to assist. Teachers will develop weekly lessons using the school day curriculum, based on weekly communication between classroom and after-school teachers on students' specific weakness. 3. Classwork-(45 min, 2 days/week) students will work on Individualized learning paths created from Measures of Academic (MAP) data to close knowledge gaps in math and get students to grade level proficiency.

B. Budget Narrative Year 1 (August 1, 2012- May 10, 2013)		Total Cost	In-kind
Salaries and Stipends (100)			
Site Coordinator: This part-time position will assume primary responsibility for management and operations. This person will serve as the project director and will not have direct supervisory responsibilities for children; unless other staff is absent. Salary estimate based on similar area positions.		5,000	15,000
Asst. Site Coordinator: This position will assist the site coordinator with managing hourly, volunteer staff and program scheduling and operations. This position will also work with children as a staff person in the program. \$13.80/hr x 20 hrs/wk x 37 wks.		5,106	5,106
Hourly Staff: Have Faith CDC will hire high school and adult workers to supervise 160 students 4 workers x 20hrs/wk x 37 wks x \$10.00		14,800	14,800
Program Administrator: This current Have Faith CDC position will supervise the site coordinator, be responsible for budgeting, accounting, and financial reporting. This position will also serve as liaison for school. \$60,000 x 10%		6,000	
Subtotal Salaries/Stipends		24,906	40,906
Benefits			
Fringe Benefits: FICA for Salaried/hourly employees at 7.65%			5,035
Purchased Services			
A. Contractual Services- Intervention Specialist: Have Faith CDC will contract with Mother Geneva Johnson Academy for teachers, to provide small group instruction for students four time weekly for 45 minutes during the program in grade level groups of 10 students with either an hourly staff member or volunteer present to assist individual students, for 35 weeks. This instruction will reinforce content areas in language arts and mathematics using the school day curriculum, targeting areas of weakness identified by classroom teachers. This instruction will be in addition to 45 minutes daily of homework assistance and the Classworks Software program, staffed by hourly workers and volunteers. Hourly rate includes \$25/hr for teachers plus \$1.91/hr HICA, and workers compensation. Four specialist x 20 hrs x \$26.91/hr x 35 weeks.		75,348	
Training Fees: Have Faith school district staff, and East Educational Services, Inc. will provide training to staff and volunteers in the following: working with elementary students, helping with homework, reading and math strategies, using the Classworks, Standards implementation, and effective conflict resolution and decision making. Estimated 49 training hours x \$100/hr.			4,900
Telephone: The site coordinator will need a mobile phone in order to be reachable by school staff, parents, volunteers, and partners. Average yearly cost based on prior after-school program			480
B. Travel-			

Staff travel: Mileage(55.5 cents per mile/2012 IRS Mileage Rate Alcolu to Lake City 30 miles one way, 60 miles round trip x 148 trips=				4,884
Subtotal Purchased Services			75,348	10,264
Total Direct Cost			100,254	56,205
Indirect Costs (700): As the fiscal agent, Hlave Faith CDC charges an indirect cost rate of 2.32%.				3,630
Sub Total			100,254	59,835
Grand Total				160,089

Terms and Conditions:

We will invoice ECCCPA on an installment basis as outlined below.

The project should be completed in a 35 week timeframe with payment scheduled in two installments.

Any work requested over and above that which is described in this proposal must be done so in writing. Cost for such additional services will be preapproved in writing and billed accordingly.

Payment Schedule

50% of total project cost \$80,044.50 on signing

Balance of ECCCPA share \$20,209.50 on a time to be determined by both parties

Accepted by: Lake City College Preparatory Academy

Signature _____

Print Title _____

Accepted by: Hlave Faith

Signature _____

Print Title: Chief Executive Officer

Date: August 14, 2012

Mark W. Buyck, Jr.
Hugh L. Willcox, Jr.
Wm. Reynolds Williams♦
Mark W. Buyck, III
E. Lloyd Willcox, II
John H. Muench † GA & KY
Tracy L. Wright
Jennifer Mullins † NC
J. Scott Kozacki
Walker H. Willcox

† Additionally Licensed
♦ Certified Mediator

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Suite 230
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Fax (843) 650-6767

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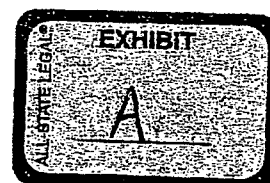
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Appendices: INVOICE

Program Summary Form

Total hours of operation per week: 10 Amount of funding requested: \$160,000

Total number of students to be served: 160

Date 2012-13 academic year begins: August 2012

Program start date: August 2012

Program end date: May 2013

Type(s) of programs (check all that apply):

☐ Before-school ☐ After-school ☐ Weekend ☐ Summer

Days of the week the program will regularly and consistently operate (check all that apply):

☒ Monday ☒ Tuesday ☒ Wednesday ☒ Thursday ☐ Friday

☐ Saturday ☐ Sunday

Number of hours per day: 2.5 Actual hours of daily operation: M-Thurs-1:30-4pm

Number of weeks per academic year (excluding summer): 35

Number of hours per day during the summer: 0 Number of weeks: 0

Site Locations (attach an additional sheet if necessary):

1. Name: Lake City College Preparatory Academy
Address: 1009 East Main Street Lake City, SC 2950
Phone number: (843) 374-0128
Site contact: Dr. Deloris Brown
Number of students to be served: 160

Program Activities (check all that apply):

- | | | |
|---|--|---|
| ☒ Academic enrichment | ☒ Drug and violence prevention | ☒ Mentoring |
| ☒ Science education | ☒ Remedial education | ☒ Math education |
| ☒ Music education | ☒ Tutoring services | ☒ Recreation |
| ☒ Character education | ☒ Computer training | ☒ Art education |
| ☒ Reading education | ☒ Language arts education | ☒ Drug prevention |
| ☐ English as second language | ☒ Violence prevention | ☐ Family literacy |
| ☒ Behavior modification | ☐ Other: Adult Education | |

PART 4: PROPOSAL NARRATIVE

Section A. Statement of Need

The Problem- There exist significant needs and resource gaps within the community served by Lake City College Prep Academy, a K-11th charter school of 224 students which opened in August 2010. Lake City is located in the East central portion of the state and has a population of approximately 6,675. Lake City College Prep Academy is the only charter school in Florence County's School District Three, currently sponsored by the South Carolina Public Charter School District. Florence School District Three has a population of 20,769. The District's Racial Composition is 49.35% African American, 47.95% Caucasian, 1.44% Latino, and 1.26% other. Of the district's adults 25 years and older, 30.6% have less than a high school education. Of the district's adults 25 years and older, 89.6% have not graduated from college. Of the district's total population 24.5% percent are in poverty (with income in past 12 months below poverty level).

The income per capita in Lake City is 18.1% less than the South Carolina average and 24.2% less than the national average. The median household income in Lake City is 34.5% less than the South Carolina average and 42.6% less than the national average. The poverty level in Lake City is 86.1% greater than the South Carolina average and 156.7% greater than the national average.

Index	Lake City	South Carolina	National
Income per capita	\$20,088	\$24,532	\$26,505
Median household income	\$31,322	\$47,824	\$54,595
Unemployment rate (2009)	13.6%	3.6%	4.0%
Unemployment rate (2010)	n/a	11.2%	9.6%
Unemployment rate (2011)	10.4%	10.3%	8.9%
Poverty level	31.6%	17.0%	12.3%

<http://www.dew.sc.gov/>

The Solution - LCCPA has made the following efforts to improve student achievement:

- Contracted with company to install 12 additional portable classes
- Hired a math consultant to work with teachers, and assist with overall math achievement and analyze data together with all involved
- Hired an ELA consultant who specializes in Reading and test prep procedures, to work with staff and analyze data together with all involved
- Hired a consultant who specializes in training teachers who teach children of poverty (The Director of Francis Marion Center For Excellence)
- Provided a variety of Professional Development Workshops on Differentiated Instruction
- Hired two interventionist to work with at-risk students on math and ELA specifically and other subjects as needed.
- Designed and implemented Saturday Academy (3 hours of instruction in both math and ELA skills and test- prep) beginning January 6th
- Launched the Family University – parenting program to train parents to help students and get involved in school
- Held Family University Retreat Workshops topics on Reading, math, science- reading comprehension, and parent involvement.
- Hired Math tutor to work with students in classes, one on one, and small groups.

- Created small group call back time for each core (math, science, social studies, and English) teacher to work with students daily for 3 periods a day.
- Purchased "Skills tutor" online skills application practice.
- Implemented and analyzed MAP testing (collecting data)
- Implemented IOWA tests (collecting data)
- PBIS implementation to be in January 2012

Although these program adjustments have shown some gain in student achievement, 2012 PASS scores and School representatives indicate that there is a need for more intervention.

Have Faith CDC proposes to deploy an education intervention team for the Lake City College Preparatory community, in partnership with the existing staff, LCCPA realized early that students from high poverty communities 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. 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). This built in extra class takes 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 selected by the students. Have Faith proposes to insert their team into LCCPA during this time 1:35-4:00PM Monday-Thursday.

During these periods the Intervention team will provide small group instruction and homework assistance to students who will be grouped by their achievement on the PASS test. The groups will be no larger than ten students and they will follow a rotating schedule spending time with each intervention specialist. The intervention specialist will utilize the LCCPA curriculum and the Technology Dynamic Education Tablet (Edu-Tab) to reinforce and further develop academic skills in Math, ELA, Science and Social Studies. The Edu-Tab will be loaded with customized software to assist the student with learning the necessary skills to close their achievement gap.

Section B: Objectives and Evaluation

Project Objectives: The Intervention team will focus on the specific needs of LCCP as described by the staff and school improvement council. The following lists each program objective and related evaluation:

Obj.1: At least 25% of regular attendees in grades 3-11 will move up one performance level on PASS (ex. Not met to met, met to exemplary) in ELA and / or math from 2012-2013.

Eval.i: By September 2013, the district curriculum and instruction office will compare 2012 and 2013 PASS scores for regular attendees.

Obj.2: At least 85% of regular attendees in grades 3-11 will demonstrate increased involvement in the classroom by completing homework regularly (they will miss no more than two assignments per nine week grading period).

Eval.2: The site coordinator will collect data from classroom teachers each nine weeks, and will identify students who fail to meet performance targets for increased intervention.

Obj.3: Classroom discipline referrals for regular attendees will decrease at least 30% from 2011 – 2012 to 2012 to 2013.

Eval.3: Each semester LCCPA vice principals will compare discipline referrals from 2012 -2013 to same period last year for regular attendees enrolled at LCCPA in 2012- 2013.

Evaluation Plan – Evaluation of the program will be a joint effort among HFDC and LCCP staff. The team will meet at least quarterly to review process and outcome data; make program modifications based on results to date, and to establish sustainability strategies. The site coordinator will be responsible for compiling evaluation data and preparing reports. The site coordinator will be responsible for data collection on attendance, behavior, and program activities. Education interventionist will prepare weekly lesson plans, and classroom teachers will report on homework completion and class participation.

Section C: Description of Services

The LCCPA Have Faith CDC program will utilize a comprehensive case management approach to assist the youth, and primary caregivers of the program to reach academic goals. After studying the county's demographic data, LCCPA accountability plan, PASS scores and meeting with school staff, the program planners determined that the needs of the child and primary caregiver must be addressed to help facilitate the positive outcome that's desired. The involvement and commitment of the primary caregiver to the program is vital to having a successful program. According to NCREL's Beyond The Bell Principals Guide, "the only reason that parents and families don't participate in school activity is that parents and or family members have a history of bad experiences with schools, leading to misgivings about educational organizations of any type". This is evident in the educational background data for Florence School District 3; 30.6% of the adults 25 years and older have less than a high school education. This demonstrates that a large sum of adults in

Florence School District 3 have not had a good history with the local educational organization. LCCPA recognized this early and launched its Family University in 2011-2012 school year. The purposes of the Family University are to Inspire, Motivate and Empower parents to become agents of change in the lives of their children. The parents meet two to three times per week and on Saturday's to learn how to utilize technology to increase student achievement in Math and ELA. The parents who participate in at least 80% of the sessions earn a tablet computer device upon completion of the 30+ sessions. This coming school year the parents will synchronize their tablets with their child's Edu-Tab and learn how to operate the particular software programs that will help increase the academic achievement of their children.

Program Operation - During the 2012 -2013 school year, the program will operate for 10 hrs/ wk during the 8th and 9th period of the day (1:35-4:00 Mon.-Thurs) for 35 weeks serving 160 children in Grades 3-11. Staffing- The staffing of the program will consist of staff from Have Faith CDC, Lake City College Prep Academy and volunteers. Excluding the site coordinator, the average youth-adult ratio in the program will be 12:1, with no more than 10:1 for academic instruction. Daily staffing for the after-school program includes Program Administrator, the Site Coordinator, Asst. Site Coordinator, 4 intervention specialist , 4 hourly staff , and 2 volunteers. Four days per week intervention specialist will provide academic instruction to students in small groups of 10 or fewer, with an hourly worker or volunteer in the classroom to assist with students. **Program Activity**- Planners of this program have developed a program based on research and past success with their existing after school and private school programs. An important component of the Have Faith CDC model is that it acknowledges the parent or primary caregiver as the primary teacher for the student. Have Faith helps to empower the primary caregiver by addressing the other needs of the family through case management services (i.e.; housing, food,

transportation, employment etc). The program planners realize that the home environment plays a vital role to the student's attitude about education. By empowering the family we empower the child and create a situation where learning and growth can take place. Academic Instruction- Academic Instruction will be a primary focus of the program according to NCREL, an after school program should complement the school day and use fun activities to keep students engaged and interested. Have Faith will utilize software curriculum materials that will complement what the students learn during the school day. The proposed program schedule will have three areas of instruction: 1. Homework Help (45 min 4 days/wk Mon-Thurs): Students will complete homework with assistance from intervention specialist, along with hourly staff and volunteers. 2. Academic Reinforcement- (45 min, 4 days/wk Mon-Thurs): For 35 weeks, intervention specialist will reinforce instruction in ELA, Math and Science in small groups of 10 students with hourly worker and/or volunteer to assist. Teachers will develop weekly lessons using the school day curriculum, based on weekly communication between classroom and after-school teachers on students' specific weakness. 3. Classwork-(45 min, 2 days/week) students will work on Individualized learning paths created from Measures of Academic (MAP) data to close knowledge gaps in math and get students to grade level proficiency.

B. Budget Narrative Year 1 (August 1, 2012- May 10, 2013)		Total Cost	In-kind
Salaries and Stipends (100)			
Site Coordinator: This part-time position will assume primary responsibility for management and operations. This person will serve as the project director and will not have direct supervisory responsibilities for children, unless other staff is absent. Salary estimate based on similar area positions.		5,000	15,000
Asst. Site Coordinator: This position will assist the site coordinator with managing hourly, volunteer staff and program scheduling and operations. This position will also work with children as a staff person in the program, \$13.80/hr x 20 hrs/wk x 37 wks		5,106	5,106
Hourly Staff: Have Faith CDC will hire high school and adult workers to supervise 160 students 4 workers x 20hrs/wk x 37 wks x \$10.00		14,800	14,800
Program Administrator: This current Have Faith CDC position will supervise the site coordinator, be responsible for budgeting, accounting, and financial reporting. This position will also serve as liaison for school. \$60,000 x 10%		6,000	
Subtotal Salaries/Stipends		24,906	40,906
Benefits			5,035
Pringe Benefits: FICA for Salaried/hourly employees at 7.65%			
Purchased Services			
A. Contractual Services- Intervention Specialist: Have Faith CDC will contract with Mother Geneva Johnson Academy for teachers to provide small group instruction for students four time weekly for 45 minutes during the program in grade level groups of 10 students with either an hourly staff member or volunteer present to assist individual students, for 35 weeks. This instruction will reinforce content areas in language arts and mathematics using the school day curriculum, targeting areas of weakness identified by classroom teachers. This instruction will be in addition to 45 minutes daily of homework assistance and the Classworks Software program, staffed by hourly workers and volunteers. Hourly rate includes \$25/hr for teachers plus \$1.91 /hr FICA, and workers compensation. Four specialist x 20 hrs x \$26.91 /hr x 35 weeks		75,348	
Training Fees: Have Faith school district staff and East Educational Services, Inc. will provide training to staff and volunteers in the following: working with elementary students, helping with homework, reading and math strategies, using the Classworks Standards implementation, and effective conflict resolution and decision making. Estimated 49 training hours x \$104/hr.			4,900
Telephone: The site coordinator will need a mobile phone in order to be reachable by school staff, parents, volunteers, and partners. Average yearly cost based on prior after-school program			480
B. Travel-			

Staff travel: mileage \$5.5 cents per mile/2012 IRS Mileage Rate Alcolu to Lake City 30 miles one way, 60 miles round trip x 148 trips=					4,884
Subtotal Purchased Services				75,348	10,264
Total Direct Cost				100,254	\$6,205
Indirect Costs (700): As the fiscal agent, Have Faith CDC charges an indirect cost rate of 2.32%.					3,630
Sub Total				100,254	59,835
Grand Total					160,089

Terms and Conditions:

We will invoice LCCCPA on an installment basis as outlined below.

The project should be completed in a 35 week timeframe with payment scheduled in two installments.

Any work requested over and above that which is described in this proposal must be done so in writing.

Cost for such additional services will be preapproved in writing and billed accordingly.

Payment Schedule

50% of total project cost \$30,044.50 on signing

Balance of LCCCPA share \$20,209.50 on a line to be determined by both parties

Accepted by: Lake City College Preparatory Academy

Signature _____

Print Title _____

Accepted by: Have Faith

Signature _____

Print Title: Chief Executive Officer

Date: August 14, 2012

AGENDA

**South Carolina Public Charter School District Board Meeting
3710 Landmark Drive, Suite 201
Columbia, South Carolina 29204**

**Thursday, March 13, 2014
9:00 AM**

I. Call to Order and Introductions

II. Invocation

III. Pledge of Allegiance

IV. Roll Call

V. Consent Agenda

- A) Approval of the Agenda for the March 13, 2014, Meeting
- B) Approval of Minutes for the February 6, 2014, Meeting
- C) Enrollment Report
- D) Finance Report

VI. Public Comments

The official meeting of the board is by law a public meeting and the board values citizen input; however, in order to protect the integrity of the adopted agenda, public dialogue will be restricted to the 'Public Comments' section of the agenda or as directed by the board chairman.

- Each speaker has two minutes.
- Speakers may not ask questions of Board Members.
- Board Members may not engage speakers in discussion.
- Disruptive behavior is not permitted.
- Personal attacks aimed at students or staff are not permitted.

5/7/2014
10:42:59 AM
Draft # 1

- Scurrilous, obscene, or recklessly defamatory language aimed at any Board Member is not permitted.

VII. Superintendent's Report

- A) 2014-15 Budget
- B) Weather Make-Up Days
- C) Legislative Report

VIII. For Information

- A) Ethics Reporting Brazell
- B) Transfer Requests for Legacy Charter and LEADS Academy Brazell

IX. Executive Session (if needed)

X. For Action

- A) Montessori Charter Amendment Request..... Reed
- B) Pee Dee Math, Science, and Technology Charter Amendment Request Reed
- C) New School Facility Deadline Bryant-Riches
- D) Lake City College Preparatory Academy Discussion and Report Brazell/Deloris Brown

XI. Adjournment

Future Meetings:

April 10, 2014
May 8, 2014

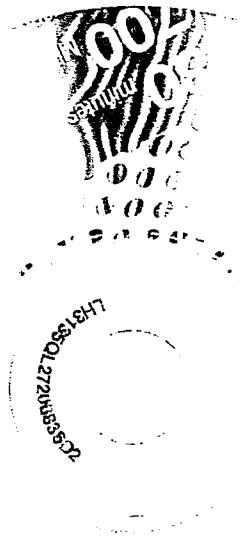
10:00 AM
10:00 AM

SCPCSD Board Meeting
SCPCSD Board Meeting

5/7/2014
10:42:59 AM
Draft # 1

EXHIBIT 16

**CD Containing Audio of March 13, 2014
SCPCSD Board Meeting**



01 4:19:43

**South Carolina Public Charter School District
Board of Trustees**

Meeting Minutes for March 13, 2014

Meeting Attendees

South Carolina Public Charter School District Board Members

Mrs. Linzie Staley	Ms. Kathleen Bounds
Mrs. Terrye Seckinger	Dr. Ron L. Epps

South Carolina Public Charter School District Staff

Dr. Wayne Brazell	Mrs. Traci Bryant-Riches	Mrs. Dana Reed
Mrs. Courtney Mills	Ms. Tasha Robinson	Ms. Zenobia Ealy
Mr. Michael Jackson	Dr. Wanda Whatley	Ms. Ciera Roper
Mrs. Laura Bayne	Dr. Jean Epps	Mr. Vamshi Rudrapati
Mrs. Beckie Davis	Mrs. Paula Gray	Erik Norton, Attorney

Others in Attendance

Dr. Betty Bagley – incoming Board member

See sign-in sheet for additional attendees.

I. Call to Order and Introductions

Mrs. Staley called the meeting to order at 9:00 am.

II. Invocation

Dr. Epps presented the invocation.

III. Pledge of Allegiance

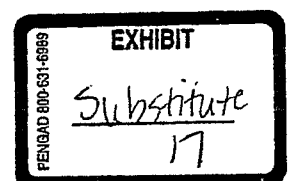
The Pledge of Allegiance was led by Mrs. Staley.

IV. Roll Call

Mrs. Gray took the roll and the attendance is indicated above. A quorum was present.

V. Consent Agenda

- A) Approval of the Agenda for the March 13, 2014, Meeting
- B) Approval of Minutes for the February 6, 2014, Meeting



C) Enrollment Report

D) Finance Report

Mrs. Seckinger moved to approve the Consent Agenda. The motion was seconded by Dr. Epps and carried.

VI. Public Comments

There were no public comments for this meeting.

VII. Superintendent's Report

A) 2014-15 Budget

Dr. Brazell distributed copies of a draft 2014-15 budget for information and added ~~that the document is a "work in progress" and the formal budget will be ready for~~ first reading at the April Board meeting. Dr. Brazell reported on the Governor's proposed budget and explained how the suggested weighting profile could negatively affect some of the schools in this district. He is currently working with the State Department of Education to see if this can be worked out and those schools held harmless. He will keep the Board informed on the progress.

B) Weather Make-Up Days

Dr. Brazell stated that the schools in the SC Public Charter School District are required to make up the snow days and have 180 days of instruction, even if some of those days are forgiven by the legislature. Most of the schools have been very professional and cooperative with scheduling those days.

C) Legislative Report

Dr. Brazell stated that previous budget report was the main legislative issue currently. He added that he is currently working with the State Department of Education regarding the accreditation of the district's schools and that may end up being a legislative issue. The district's schools are accredited by the district due to legislation and many are also accredited through AdvancEd, but the State Department of Education has failed to include them on their list of accredited schools. This has caused problems with other schools accepting credits earned in the district's schools so it is crucial. The State Department of Education has assured Dr. Brazell that they are working on a solution, but if they do not take care of this soon, Dr. Brazell will contact Superintendent Zais and/or the State Board of Education.

VIII. For Information

A) Ethics Reporting

Dr. Brazell reminded all Board members to double-check and make sure their ethics reports are in by March 31, 2014, to avoid potentially huge fines.

B) Transfer Requests for Legacy Charter and LEAD Academy

Dr. Brazell distributed a draft policy for transfers for the Board to review and stated that the policy will be presented to the Board for first reading in April. Dr. Epps expressed his concerns regarding making decisions about transfer requests prior to having a protocol in place. Mr. Norton discussed the statute and stated that staff is currently developing a rubric to use for transfers.

Mrs. Staley explained the procedures for the presentations by Legacy Charter School and LEAD Academy and stated that no decision would be rendered at this meeting.

Representing Legacy Charter School were Fred Crawford, Charles Brewer, William Brown, and Buddy Coleman. Mr. Crawford led the presentation, which was followed by a question and answer period.

LEAD Academy was represented by Rodney Johnson, Bert Hughes, and Sonny Sirkin. Mr. Johnson led the presentation, which was followed by a question and answer period.

IX. Executive Session

No Executive Session was needed for this meeting.

X. For Action

A) Lowcountry Montessori Charter Amendment Request

Ms. Reed explained the amendment request of Lowcountry Montessori Charter School to add Kindergarten in their opening year of 2014-15. Dr. Brazell stated that the district recommended approval of this request. Dr. Epps moved to approve the request of Lowcountry Montessori Charter School to amend their charter to include Kindergarten for their opening year of 2014-15. The motion was seconded by Mrs. Seckinger and carried.

B) Pee Dee Math, Science, and Technology Academy Charter Amendment Request

Ms. Reed explained the amendment request of Pee Dee Math, Science, and Technology Academy to add grades 4 and 5 for the 2014-15 school year. Dr. Brazell stated that the district recommended approval of this request. Mrs. Seckinger moved to approve the request of Pee Dee Math, Science, and Technology Academy to amend their charter to include grades 4 and 5 for the 2014-15 school year. The motion was seconded by Ms. Bounds and carried.

C) New School Facility Deadline

Mrs. Bryant-Riches presented an update for the Board on the progress of the schools approved to open for 2014-15. Three of the schools were not able to meet the March 1 deadline for securing a facility. Te Bene Academy made an official request to delay their opening until the 2015-16 school year. Lowcountry Lighthouse Charter School will also need a year's delay, but no official request has been made at this time. Mrs. Bryant-Riches also reported that Hope Academy, which has been approved for two years, still has no facility, principal, website, or student applications.

Mrs. Seckinger moved to accept the request of Te Bene Academy to delay opening until the 2015-16 school year. The motion was seconded by Ms. Bounds and carried.

Ms. Bounds moved to approve the request of Lowcountry Lighthouse Charter School to delay opening until the 2015-16 school year. The motion was seconded by Mrs. Seckinger and carried.

Ms. Bounds moved to revoke the charter of Hope Academy. The motion was seconded by Mrs. Seckinger and carried.

D) Lake City College Preparatory Academy Discussion and Report

Mrs. Reed reported on the history of non-compliance issues by Lake City College Preparatory Academy and the plans they submitted for correction.

Mrs. Mills reviewed data collected from Lake City College Preparatory Academy's MAP scores.

Mrs. Davis shared information regarding special education non-compliance issues at Lake City College Preparatory Academy and the plan they submitted for compliance.

Dr. Deloris Brown, Principal, Lake City College Preparatory Academy, distributed copies of and presented a report for the school, along with an improvement action plan and rebuttal of the reports by Mrs. Reed, Mrs. Mills, and Mrs. Davis.

Mrs. Seckinger moved to revoke the charter of Lake City College Preparatory Academy for committing material violations of the charter contract with the district; failure to meet academic progress as outlined in the charter; failure to meet generally accepted standards of fiscal management; violating provisions of the charter law for which the school was not specifically exempted. The Board instructs the district to inventory assets within five business days of the revocation and report the inventory to the Board at the next meeting. The motion was seconded by Ms. Bounds. Discussion followed.

Mrs. Seckinger moved to amend the motion as follows: Mrs. Seckinger moved to revoke the charter of Lake City College Preparatory Academy. The motion to amend was seconded by Ms. Bounds. The vote to amend the motion carried unanimously. The vote on the motion as amended carried unanimously.

Mrs. Seckinger moved to instruct the district to inventory the assets of Lake City College Preparatory Academy within five business days of the revocation and report the inventory to the Board at the next meeting. Dr. Brazell stated that all schools have turned in inventories and he would like to wait until after a hearing, if the school chooses to have one. Mrs. Seckinger withdrew her motion.

Dr. Brazell reported that the district has considered getting a team to inventory all schools over the summer. He will get bids from professional inventory teams and send them out to get a baseline inventory for each school.

Mrs. Seckinger announced that she is leaving the SC Public Charter School Board after this meeting to take a position on the Board of the Commission on Higher Education. She stated that it has been a privilege to serve on this Board and asked the other Board members to continue the great work the Board has done.

XI. Adjournment

Ms. Bounds moved for adjournment. The meeting adjourned with no objection.

Future Meetings:

April meeting – to be determined
May 8, 2014 – 10:00 AM

AGENDA

**South Carolina Public Charter School District Board Meeting
3710 Landmark Drive, Suite 201
Columbia, South Carolina 29204**

**Thursday, March 13, 2014
9:00 AM**

I. Call to Order and Introductions

II. Invocation

III. Pledge of Allegiance

IV. Roll Call

V. Consent Agenda

- A) Approval of the Agenda for the March 13, 2014, Meeting
- B) Approval of Minutes for the February 6, 2014, Meeting
- C) Enrollment Report
- D) Finance Report

VI. Public Comments

The official meeting of the board is by law a public meeting and the board values citizen input; however, in order to protect the integrity of the adopted agenda, public dialogue will be restricted to the 'Public Comments' section of the agenda or as directed by the board chairman.

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- Board Members may not engage speakers in discussion.
- Disruptive behavior is not permitted.
- Personal attacks aimed at students or staff are not permitted.

5/5/2014
7:57:39 PM
Draft # 1

- Scurrilous, obscene, or recklessly defamatory language aimed at any Board Member is not permitted.

VII. Superintendent's Report

- A) 2014-15 Budget
- B) Weather Make-Up Days
- C) Legislative Report

VIII. For Information

- A) Ethics Reporting Brazell
- B) Transfer Requests for Legacy Charter and LEADS Academy..... Brazell

IX. Executive Session (if needed)

X. For Action

- A) Montessori Charter Amendment Request Reed
- B) Pee Dee Math, Science, and Technology Charter Amendment Request Reed
- C) New School Facility Deadline Bryant-Riches
- D) Lake City College Preparatory Academy Discussion and Report Brazell/Deloris Brown

XI. Adjournment

Future Meetings:

April 10, 2014	10:00 AM	SCPCSD Board Meeting
May 8, 2014	10:00 AM	SCPCSD Board Meeting

Background

Lake City College Preparatory Academy (School) began operating as a charter School in the South Carolina Public Charter School District (District) in August 2009. The School serves students in grades K-12 and is in its fourth year of operation.

Notices of Noncompliance/Notice of Default

July 27, 2011: The District's Board of Trustees placed the School on probation due to poor academic performance and concerns in the area of finance.

March 21, 2012: The District cited the School for failure to comply with the deadline for verification of receipt of K-5 Lottery and Professional Development Funds as required by the South Carolina Department of Education.

June 5, 2012: The District cited the School for failure to comply with the 60-day timeline for determining initial eligibility for special education and related services.

October 8, 2012: The District extended the School's probation period due to continued significant sub-par academic performance.

April 22, 2013: Due to substantive and systemic issues of noncompliance in the area of special education, the District imposed two sanctions on the School: 1) bar on enrollment of any new students and 2) requirement that School employ a special education consultant using its non-categorical funds to assist the School become compliant in the area of special education and report bi-weekly to the District on the School's progress in this area.

May 14, 2013: The District cited the School for failure to cooperate with requests for information and failure to provide access to the School.

December 4, 2013: The District issued the School a *Notice of Default* for failure to meet the academic goals and student achievement expectations set forth in the charter; failure to comply with all federal requirements related to the education of students with disabilities; failure to provide highly qualified staff as required by law; failure to conduct teacher evaluations as outlined in the charter; failure to provide the District with assessment data as required by the contract; failure to adhere to generally accepted fiscal management practices as required by the charter and the contract; failure to comply with FOIA; failure to comply with state law and conflict of interest principles; and failure to comply with sanctions imposed by the District.

February 26, 2014: The District cited the School for continued and systemic noncompliance in the area of special education and the failure to correct previously identified issues of noncompliance in this area. The District conducted a review of IEPs, reevaluations, and an initial evaluation as part of its Comprehensive Program Review (CPR) process. Documents reviewed were either submitted by the School or selected randomly by District special education staff. The review resulted in findings of continued and systemic noncompliance in the area of special education related to the IEP process (developing compliant IEPs) and general procedural noncompliance (such as ensuring that parents are notified of IEP meetings, that the required IEP team members are present for IEP meetings, and that IEP paperwork properly documents all requirements). In addition, the District verified that the School failed to ensure that one of its staff received the necessary training for administration of the SC-ALT. As a result, the School will be unable to administer the test. District staff will have to do so.

Site Visits

May 22, 2013: The District conducted a site visit for the primary purpose of evaluating the School's academic program as it related to progress towards improving student achievement and lifting the School's status of probation. The District also reviewed and collected information about

the School's fiscal and organizational functions as well as its compliance with applicable law, the terms of its charter, and the terms of its contract with the District. A number of violations and concerns were noted as previously referenced. A site visit report was issued to the School on August 27, 2013, outlining the District's findings.

September 20, 2013: The District conducted a site visit for purposes of assessing the climate and operations of the School at the start of the new School year. This type of visit was conducted for all Schools on probation with the District, all first-year Schools, and all second-year Schools that did not receive such a visit in their first year of operation. A site visit report was issued to the School on September 27, 2013.

Areas of Noncompliance Identified to Date

Academic performance

Special education

Finance

Compliance with Charter/Operating Agreement

Compliance with requirement to use Highly Qualified teachers

HQ

Governance

PowerSchool

Teacher evaluation (ADEPT)

Professional Certified Staff (PCS) information

Discussion points

At the last board meeting, Beckie Davis and I shared information about the School's special education operations and the status of the School's actions to correct noncompliance in the area of special education. In addition, I shared a status as to the documentation and information the School was required to submit in accordance with the *Notice of Default* issued to the School on 12/4/13. You will recall, that I reported that some, but not all, of the documentation requested had been submitted

and that the School had received an extension to January 17, to submit the remaining information.

The December 4, 2014, *Notice of Default*, outlined what action the School was required to take and what information the School was required to submit to the District to cure the default. For purposes of my appearance before you today, I wish to provide you with an overview of the documentation and information the School was required to submit to cure the default, specifically what documentation and information the School has submitted, what documentation the School has failed to submit, and a staff analysis of the information we have received to date. The following is a review of the requirements and their respective status:

A list of all instructional staff with a list of all classes taught by each such individual: The School submitted a list after multiple requests were made by the District. However, a review of the teacher list and teacher certification in relation to the courses taught indicates that the School failed to provide 75% HQ teachers as required by state charter School law. Ten of the eighteen teachers reported by the School are not HQ (some of these teachers may be HQ in other areas but not in content taught and classes assigned). Furthermore, the School continues to have no full-time teacher for second grade. A teacher who is HQ, is providing some, but not all, of the instruction.

Correct the School's PowerSchool info and notify the District when it has done so: The District has on multiple occasions requested that the School update teacher, staff, and student data in PowerSchool. The School reported to the District on 12/20/13 that it had updated PowerSchool. However, based on the District's review of teacher and staff PowerSchool data on February 4, 2014, the District found that the data remains inaccurate. Moreover, the data entered raises concerns. For example, PowerSchool staff info indicates the board secretary is the School's admin assistant in violation of state charter School law. Also, according to the School's 2013 annual report, there are eighteen teachers at the School. However, PowerSchool indicates that there are forty active teachers.

Submit proper Professional Certified Staff (PCS) forms for all employees to the Director of Human Resources: Historically, the School has not complied with this reporting requirement. Since the *Notice of Default* was issued, the HR director reports that the School is submitting PCS forms in a timely fashion and she has seen significant improvement in this reporting area. However, there is a marked disconnect between PCS and PowerSchool systems. For example, District staff found that there were no PCS forms for a number of individuals listed in PowerSchool as active School staff.

Submit documentation that ADEPT procedures were followed for each teacher: The School submitted documentation related to ADEPT but the submission was incomplete as has been the case in the past. A review of the submission by the District's ADEPT coordinator resulted in findings that the School had not fully complied with ADEPT requirements. For example, all of the induction teachers did not receive a mentor their first year. Furthermore, as PACE candidates they were supposed to receive a mentor as part of their PACE program requirements. Additionally, the School failed to submit evaluation documentation for two of its four teachers who were formally evaluated with SAFE-T.

Provide MAP scores for 2012-13 and any such data collected thus far for the 2013-2014 School year: The School's charter, action plans for 2012-2013 and 2013-2014, and numerous board meeting minutes, reflect that the School will use MAP data for assessment, instruction, and improvement purposes. Yet, the School has been reluctant to provide MAP data to the District. Pursuant to its site visit in May 2013, the District requested that the School submit its 2012-2013 MAP data. The District did not receive this data until February 2014. The School submitted MAP data for the 2011-2012 School year in January 2013. All submitted data has been analyzed.

Courtney will now share her analysis of the School's MAP data.

Detailed itemization of the academic intervention services invoiced by Have Faith, LLC, including a description of the funding source, a

description of the services, names, contact information, times sheets, and background checks for the individuals who provided such services: The School provided a proposal summary form, a program narrative, and a budget narrative that is dated August 14, 2012, and signed by the CEO of Have Faith, Dwayne Johnson. This information reflects that Have Faith, will contract with Mother Geneva Johnson Academy for services. Per the School, it does not keep the names and contact information for a vendor's personnel and that Have Faith, as a vendor, is responsible for its employees' timesheets. No background checks of the individuals providing services for Have Faith were provided.

Time sheets for 8 days of Saturday School 2012-13 with the # of hours worked by each employee, hourly wages paid, and total wages paid: The School submitted the information. Irregularities were noted when compared with the timesheets submitted by the School to the District in May 2013 pursuant to a Title I audit. The District's Title I director has met with the School's principal to review the time and effort documentation and to review additional information requested of the School such as agendas, time sheets, and company registration documents for parent involvement workshops. The Title I director provided guidance to the School principal regarding how to use Title I funds more effectively.

Copy of the School's general ledger from July 1, 2012-December 1, 2013, payroll register, quarterly financial reports, bank statements, and all supporting documentation: None of this documentation was provided. The School sent a letter from its lawyer refusing to provide this information and threatening legal action.

Conflict of interest policy for the board: The School submitted.

Detailed plan for correcting noncompliance in the area of special education: As for the status of special education operations at the School, some progress has been made and there appears to be more acceptance of responsibility and acknowledgement of the issues of noncompliance by the School's administration. However, during the month of February, the District conducted a review of the School's special education records

as part of its Comprehensive Program Review (CPR) process. Documents reviewed were either submitted by the School or selected randomly by District staff. The review resulted in findings of continued and systemic noncompliance in the area of special education related to the IEP process (developing compliant IEPs) and to general procedural noncompliance (such as ensuring that parents are notified of IEP meetings, that the required IEP team members are present for IEP meetings, and that IEP paperwork properly documents all requirements). In addition, the District verified that the School failed to ensure that one of its staff received the necessary training for administration of the SC-ALT. As a result, the School will be unable to administer the test. District staff will have to do so.

Issues of special education noncompliance were initially identified by the District and communicated to the School on December 18, 2012. In accordance with federal regulations, all findings of special education noncompliance have to be corrected as soon as possible, but in no case later than one year from the date of notification. The School has failed to remedy noncompliance within the requisite time frame.

The District issued a fourth notification to the School of special education noncompliance on February 26, 2014, and required the School to take a number of steps to bring the School into compliance immediately. The School was also required to submit a plan to the District by March 7, 2014, outlining how it will comply with all federal and state requirements related to the identification and education of students with disabilities. The School submitted such a plan. Beckie Davis, Director of Special Education, will now share information about the plan and recent communications with the School since the February citation was issued.

Detailed plan for resolving academic deficiencies: The School submitted a plan for 2013-2014. It is in many ways identical to the plan submitted for 2012-2013. The academic goals, action steps, and needed resources are identical. There are a few minor differences related to timelines, evaluation methods, and individuals identified as responsible for implementing the action steps outlined in the plans. As mentioned

earlier, both plans refer to the use of MAP data as an evaluation method. In addition, both plans refer to computers as a necessary resource. However, District staff have not observed a fully equipped computer lab at the School that is suitable for the administration of testing. Moreover, the Tile I equipment inventory indicates that twelve of the twenty-five laptops purchased by the School were lost or stolen (a police report was filed by the School at the District's request) and to the District's knowledge, the remaining laptops are not equipped for testing of any type.

LAKE CITY COLLEGE PREP ACADEMY

2012-13 SCHOOL IMPROVEMENT ACTION PLAN

ACTION PLAN FROM "F" TO "B"

**Create a Baseline using data
MAPS**

USA TEST PREP

CLASSWORKS

**Teacher Assessments
/Feedback**

2012-2013 MAP DATA UNRELIABLE

May 22, 2013 District request MAP Data

May 22, 2013 School explains that problems occurred during testing data is inaccurate students tests continuously shut off.. Only 5th grade was close to accurate

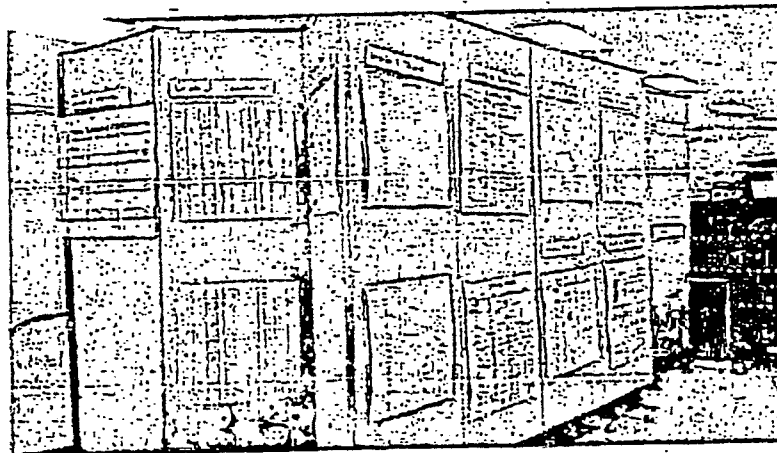
May 29, School provided MAP data for District SES coordinator also explained that data is inaccurate.

June 3, 2013 District requested MAP Data

June 6, School explains data is not accurate due to continuous technology problems

September 30th School explains again in letter final MAP data is inaccurate due to technology issues during testing.

DATA WALL POSTED AT START OF YEAR



CONSULTANT CHART

School

Multiple School Project Report Card Template

	Total	Mean		Example 1		Example 2		Met 1		Not Met 1		Not Met 2		All Tot
		#	%	#	%	#	%	#	%	#	%	#	%	
All Goals														
Writing	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
ELA	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Math	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Science	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Social Studies	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Art	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Physical Education	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Music	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Health	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Character Education	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Foreign Language	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Other	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Subtotal	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Grand Total	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Writing	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
ELA	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Math	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Science	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Social Studies	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Art	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Physical Education	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Music	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Health	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Character Education	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Foreign Language	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Other	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Subtotal	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Grand Total	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Writing	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
ELA	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Math	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
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Music	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Health	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Character Education	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Foreign Language	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Other	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Subtotal	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1
Grand Total	1	1	100%	1	100%	1	100%	1	100%	0	0%	0	0%	1

Writing/Reading
Math
Science
Social Studies
Total All Tot

TEACHER DRILL DOWN DATA

- Distribute Teacher Reports & Decartes
- Teacher Converts MAP to
- PASS Levels – Not Met 1, 2, Met, Ex1&2
- Teachers Create Tutoring Groups based on results of Teacher Report (RIT by Goals)

TEACHERS

END OF YEAR

- Use All available Assessments to make projections

SUMMER

- Use PASS DATA AND COMPARE TO MAP AND TEACER PROJECTIONS
- CONVERT PASS SCORES TO LEVELS (NOT MET 1, 2, MET, EX 1&2)
- IDENTIFY GROWTH BASED UPON PASS RESULTS

HIGH SCHOOL GROWTH

- 80% STUDENTS PASSED ELA FIRST ATTEMPT
- 70% PASSED MATH FIRST ATTEMPT
- 100 PERCENT 9GR GRADUATION RATE EXPECTED 2014

Reese Boyd

Ronald Epps

Superintendent
Wayne Brazell, Ph.D.

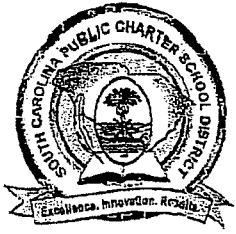
Please accept this correspondence as received by the South Carolina College Preparatory Academy (LCCPA). On Thursday, March 13, 2014, the South Carolina Public Charter School District Board of Trustees (SCPCSD Board), by a unanimous vote, approved a motion to revoke LCCPA's Charter. The SCPCSD Board based its decision on a review of information submitted by both LCCPA and the SCPCSD. That information includes, but is not limited to, the following:

- 1) Measures of Academic Progress (MAP) data for 2011-2012 and 2012-2013 submitted by LCCPA and analyzed by the SCPCSD;
- 2) A report on the information and documentation submitted by LCCPA in response to the *Notice of Default* issued by the SCPCSD on December 4, 2013;
- 3) An analysis of the information and documentation submitted by LCCPA in response to the *Notice of Default*;
- 4) A report on the current status of special education operations at the LCCPA and the most recent action plan submitted by the school to correct noncompliance in the area of special education; and
- 5) Presentation of LCCPA at the March 13, 2014, board meeting, including accompanying *PowerPoint*.

Based on the totality of information provided, the SCPCSD Board concluded that one or more grounds for revocation exist. Specifically, the SCPCSD Board concluded that LCCPA has failed to meet or make reasonable progress toward pupil achievement standards identified in the charter application; failed to meet generally accepted standards of fiscal management; committed material violations of the conditions, standards, or procedures provided for the charter application; and/or violated provisions of law from which the school was not specifically exempted. Information supporting this determination includes, but is not limited to:

3710 Landmark Drive, Ste 201
Columbia, SC 29204
Phone: 803-734-8322
Fax: 803-734-8325
www.sccharter.org

ROA_2456



**South Carolina
Public Charter School District**

March 19, 2014

Board of Trustees

Don McLaurin,
Chairman

Linzie Staley,
Vice Chairman

Kathleen Bounds,
Secretary

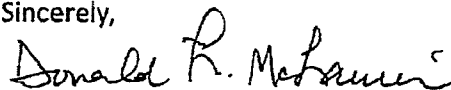
Queen Wallace
Board Chair
Lake City College Preparatory Academy
P.O. Box 730
Lake City, South Carolina 29560

Dear Ms. Wallace:

- LCCPA has received a total of eight notices of noncompliance since July 27, 2011. These notices were for failures to comply with the Charter, the Operating Agreement, and/or state and federal laws.
- LCCPA's elementary grades earned an absolute rating of "Below Average" in 2013. All other absolute ratings for both elementary and middle grades in 2011, 2012, and 2013 have been "At-Risk".
- Analysis of MAP data submitted by the School for 2011-2012 and 2012-2013 indicates that students at LCCPA are academically behind their peers nationwide. The analysis further indicates that after one or two years of enrollment at LCCPA, the majority of students have regressed academically.
- LCCPA has violated federal and state laws concerning the identification and education of students with disabilities, and has failed to correct all findings of special education noncompliance within one year from the date of notification as required by federal regulations.
- LCCPA failed to comply with the sanctions imposed by the SCPCSD on April 22, 2013, for its substantive and systemic noncompliance in the area of special education.
- LCCPA has failed to provide 75% *Highly Qualified* teachers as required by state charter school law, and/or has systemically failed to meet its basic obligations to document the qualifications of professionals providing education services to LCCPA students.
- LCCPA failed to submit financial records and other required documentation to the SCPCSD as required by state law and LCCPA's Operating Agreement with the SCPCSD.

In accordance with the South Charter Schools Act (S. C. Code Ann. § 59-40-110), LCCPA's governing body may request in writing a hearing before the SCPCSD Board prior to the SCPCSD Board taking final action. The hearing request must be received within fourteen days (14) of receipt of this notice. If the SCPCSD Board does not receive a written request for a hearing within fourteen days of receipt of this *Notice of Revocation*, the revocation decision shall become final. Should a timely written request for a hearing be received, the SCPCSD Board shall give reasonable notice to LCCPA's governing body of the hearing date. If a hearing is requested, the SCPCSD Board shall conduct a hearing before taking final action.

Sincerely,



Donald L. McLaurin, Chairman
Board of Trustees
South Carolina Public Charter School District

cc: Deloris Brown, Principal, LCCPA
Mark W. Buyck, III, Attorney for LCCPA
Erik Norton, Attorney for the SCPCSD
Wayne Brazell, Ph.D., Superintendent, SCPCSD
Dana C. Reed, Director of Compliance, SCPCSD

3/27/14
ETN
411006

LAW OFFICES

WILLCOX, BUYCK, & WILLIAMS

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Reply To: Florence

Mark W. Buyck, Jr.
Hugh L. Willcox, Jr.
Wm. Reynolds Williams♦
Mark W. Buyck, III
E. Lloyd Willcox, II
John H. Muench † GA & KY
Tracy L. Wright
Jennifer Mullins † NC
J. Scott Kozacki
Walker H. Willcox

† Additionally Licensed

♦ Certified Mediator

March 26, 2014

Dr. Wayne Brazell, Superintendent
South Carolina Public Charter School District
3710 Landmark Drive, Suite 201
Columbia, SC 29204

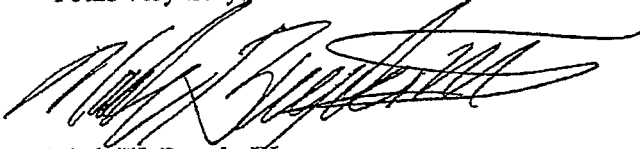
RE: Lake City College Preparatory Academy, Inc.
Our File: 15242.14721

Dear Dr. Brazell:

As you are aware, this office represents Lake City College Preparatory Academy. The School's Board met last evening to discuss Chairman McLaurin's letter of March 19, 2014 whereby he notifies the School that the District Board voted on March 13, 2014 to revoke the School's Charter. The School's Board voted unanimously to request a hearing before the District Board. The motion was made pursuant to S.C. Code Section 59-40-110(F). Please accept this as the School's written request for a hearing before the District Board.

I have been communicating with Erik Norton regarding the scheduling of a hearing. We look forward to making our presentation to your Board.

Yours very truly,



Mark W. Buyck, III

Email: mb3@willcoxlaw.com

MWB, III/tpb

CC: Queen Wallace, Board Chairman, LCCPA

Board Members of LCCPA

Don McLaurin, Chairman Board of Trustees, SC Public Charter School District

Dr. Deloris Brown

Erik Norton, Esq.

Nelson Mullins

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Attorneys and Counselors at Law
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Erik T. Norton
Tel: 803.255.9552
Fax: 803.255.5904
erik.norton@nelsonmullins.com

April 3, 2014

Via US Mail and Electronic Mail

Mark W. Buyck, III
Willcox, Buyck & Williams, P.A.
248 West Evans Street
Florence, SC 29501

Re: Hearing Request by Lake City Preparatory Academy, Inc.

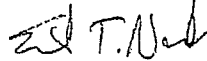
Dear Mark:

Please allow this letter to confirm that the South Carolina Public Charter School District (District) and the District's Board of Trustees (Board) received your letter dated March 26, 2014 on behalf of Lake City College Preparatory Academy, Inc. (LCCPA) requesting a hearing pursuant to S.C. Code Ann. § 59-40-100(F).

As we discussed and mutually agreed, the hearing will be held at 1:00 p.m. on May 8, 2014 at the District office.

I look forward to hearing from you after you meet with your clients to further discuss the procedures to be utilized at the hearing.

Very truly yours,



Erik T. Norton

Lake City College Preparatory Academy

Federal and State Accountability Data

Lake City College Preparatory Academy (LCCPA) opened in 2010 and earned its first accountability ratings in 2011. Table 1 lists the ratings the school earned during its first three years of operation.

Table 1: LCCPA Accountability Ratings

	Federal Rating	State Absolute Rating	State Growth Rating	General Performance Award	Closing the Achievement Gap Award
2011 Elementary	Not Met	At-Risk	Below Average	None	None
2011 Middle		At-Risk	At-Risk	None	None
2012 Elementary	21.6 (F)	At-Risk	At-Risk	None	None
2012 Middle	35.5 (F)	At-Risk	At-Risk	None	None
2013 Elementary	95.5 (A)	Below Average	Excellent	Gold	Silver
2013 Middle	64.1 (D)	At-Risk	Average	None	None

Data Sources: <http://ed.sc.gov/data/report-cards/> & <http://ed.sc.gov/data/esea/>

For elementary and middle schools, accountability ratings are based primarily on the Palmetto Assessment of State Standards (PASS). Charts 1-4 demonstrate the history of PASS performance at LCCPA. The federal rating of "A", the growth rating of "Excellent", and the Gold and Silver awards the school's elementary grades received for 2013 may be perceived as high honors. However, as Charts 1 and 2 indicate, the school's elementary PASS scores dropped so low in 2012 that even with the increases that earned those honors, the absolute rating was still "Below Average".

 Statewide
  Schools with Similar Students
  Lake City

Chart 1: Elementary ELA
Percent Scoring MET or EXEMPLARY

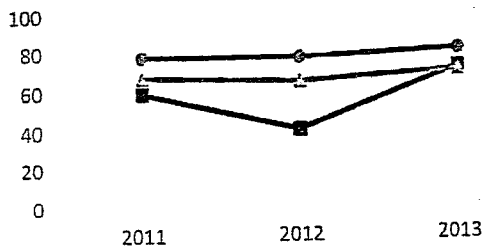


Chart 2: Elementary Math
Percent Scoring MET or EXEMPLARY

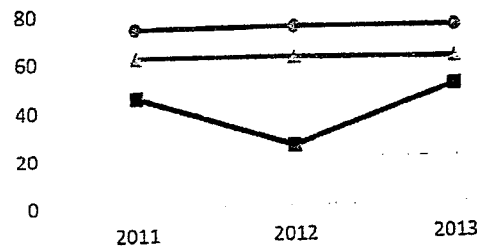


Chart 3: Middle School ELA
Percent Scoring MET or EXEMPLARY

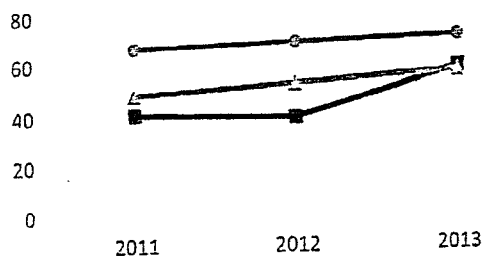
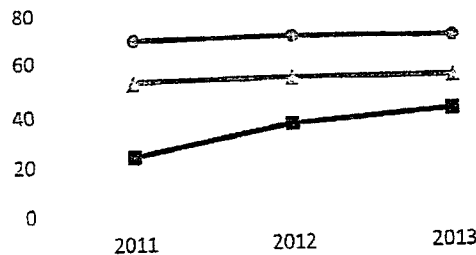


Chart 4: Middle School Math
Percent Scoring MET or EXEMPLARY



Data source: <http://ed.sc.gov/data/report-cards/>

For elementary and middle schools, the State Report Cards calculate Growth Ratings by comparing individual students' PASS scores for the current year and the prior year. Tables 2 and 3 provide detail regarding the change in LCCPA's elementary students' scores between 2012 and 2013. As shown in green, a total of 8 students improved their ELA score and 8 students improved their math score. Students in yellow scored the same both years, and students in red decreased their score. These tables include only the 36 students enrolled at LCCPA for a significant portion of 2013 and who also took PASS in 2012.

Table 2: ELA Growth 2012 to 2013 (Elementary)

	2013 Not Met	2013 Met	2013 Exemplary
2012 Not Met	7	7	
2012 Met		10	1
2012 Exemplary			3

TOTALS
8 Improved
20 No Change

Table 3: Math Growth 2012 to 2013 (Elementary)

	2013 Not Met	2013 Met	2013 Exemplary
2012 Not Met	16	5	
2012 Met		9	3
2012 Exemplary			1

TOTALS
8 Improved
26 No Change

Data Source: 2013 PASS Score Review - Elementary

The same detail is shown in Tables 4 and 5 for students in grades 6-8. Compared to the elementary grades, a greater number of middle school students showed improvement in ELA. However, when those results were combined with the greater number of students who showed a decrease in math, the resulting Growth Rating was Average and did not result in any awards for the middle grades.

Table 4: ELA Growth 2012 to 2013 (Middle Grades)

	2013 Not Met	2013 Met	2013 Exemplary
2012 Not Met	19	10	
2012 Met		12	3
2012 Exemplary			3

TOTALS
14 Improved
34 No Change

Table 5: Math Growth 2012 to 2013 (Middle Grades)

	2013 Not Met	2013 Met	2013 Exemplary
2012 Not Met	24	3	
2012 Met		14	
2012 Exemplary			1

TOTALS
3 Improved
39 No Change

Data Source: 2013 PASS Score Review - Middle

LCCPA opened in 2010 with grades K-9 and has added one grade each year. The first graduating class will be in 2014, so the school has not yet received any federal or state accountability ratings for the high school grades. The only published data for high school is the passing rate on the High School Assessment Program (HSAP), as shown in Table 6.

Table 6: HSAP Passing Rate

	2012	2013
LCCPA ELA	8 out of 12 (66.7%)	8 out of 10 (80.0%)
LCCPA Math	4 out of 11 (36.4%)	7 out of 10 (70.0%)
State (BOTH subjects)	80.1%	82.0%

Data Source: <http://ed.sc.gov/data/hsap/>

When viewed as a whole, the performance of students at LCCPA does not show academic excellence. The elementary grades showed a significant decline in 2012, then improved in 2013, yet remained below average overall. The middle grades have not demonstrated acceptable achievement or improvement at any point during the three years. Sufficient data is not yet available to adequately assess the high school performance.

Lake City College Preparatory Academy (LCCPA)
Comparison to Local Public Schools

In its 2012-2013 remedial action plan, LCCPA identifies the "neighboring schools in the community" which students would otherwise attend if LCCPA was not an option. The results for those neighboring schools on the Palmetto Assessment of State Standards (PASS) as compared to LCCPA are included in the table below. Highlighting indicates that in most cases, LCCPA is outscored by all of its neighboring schools. This is true for both elementary and middle school grades, for all three years, in the area of math.

Percent of Students Scoring MET or EXEMPLARY on PASS

SCHOOL	2011				2012				2013			
	Elementary		Middle		Elementary		Middle		Elementary		Middle	
	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA
LAKE CITY COLLEGE PREP ACADEMY		58.8								70.9		57.4
LAKE CITY ELEMENTARY	51.4	58			48.1	58.9			50.5	62.5		
MAIN STREET ELEMENTARY	51.7	55.7			56.9	54			51.4	62.9		
CADES HEBRON ELEMENTARY	52.7	62										
RONALD E MCNAIR MIDDLE			58	56.4			59.1	59.3			48.8	61.5
J PAUL TRULUCK MIDDLE			58.1	47.4			64	50.7			62.7	57.3
KINGSTREE MIDDLE			46.8	43.2			51.6	49.5			51	47.9



Yellow indicates a
result in the MIDDLE

Green indicates the
HIGHEST of all schools

Lake City College Preparatory Academy (LCCPA) Charter Goals

The charts below include LCCPA's academic goals, the school's description of progress toward those goals, along with the district's evaluation of said progress.

Goal 1: 100% of LCCPA students will receive research-based, innovative, student-centered learning opportunities that will help them to meet and or exceed South Carolina State Standards.		
Objectives	School Description of Progress (Per 2013 Annual Report)	District Evaluation of Progress
1.1 LCCPA will provide intervention services for students not meeting standards. 1.2 Students in need of support will have at least 85% attendance rate for extended day/year sessions. 1.3 At least 90% of students will show an increase in use of academic strategies, thereby narrowing the achievement gap.	- All students stay until 4:00PM each day for extended day program. - An intervention team is contracted to provide additional small group tutoring. - Elementary PASS results [2013] increased 31% in ELA and 24% in Math. - Middle School PASS results [2013] increased 17% in ELA and 6% in Math. - High School HSAP results [2013] increased 18% in ELA and 39% in Math.	This goal emphasizes school inputs rather than student outcomes. If the intent of objective 1.3 is for 90% of students to show individual gains, the school's MAP data indicate the objective has not been met, as the majority of students over a two-year period decreased in percentile. The passing rate increases for 2013 are offset by significant decreases in 2012. The net effect is that LCCPA students remain below average on state assessments, with approximately half not meeting state standards.

Goals 2 & 3 address artistic opportunities. These goals were not discussed in the school's annual report.

Goal 4: LCCPA will assist South Carolina in achieving academic excellence and promoting life-long learning which will be revealed in the rating on the South Carolina Education Oversight Committee School Report Card.		
Objectives	School Description of Progress (Per 2013 Annual Report)	District Evaluation of Progress
4.1 In the first five years of operation, LCCPA will receive an Improvement Rating of "Average" or higher. 4.2 100% of students will participate in college exposure and preparation activities. 4.3 In the 3 rd through 5 th year of operation, 80% of graduating students will be admitted to college.	- Elementary growth rating of "Excellent" [2013] - Middle school growth rating of "Average" [2013] - Anticipate first graduation rate to be 100% [2014] - All students participated in college day activities - Dual-enrollment partnership established with Florence Darlington Tech Junior College	LCCPA did meet the objective for growth rating in 2013. However, for the first two years of operation, the growth ratings for both Elementary and Middle grades were either Below Average or At-Risk. Combined with the fact that the absolute ratings were also At-Risk, this indicates that LCCPA students were not only not meeting standards, they were also moving in the wrong direction. No evidence is available to evaluate the college preparation activities or the college admissions objectives. The intent of the goal is to achieve academic excellence, and the school report card ratings over the three years do not indicate excellent or even average performance.

LCCPA's charter outlines specific strategies it will use to achieve the academic goals listed above, including the use of data from the Measures of Academic Progress (MAP) assessment. A separate analysis of the school's MAP data as well as the results on federal and state accountability reports clearly demonstrate that LCCPA has not made satisfactory progress towards its charter goals and has not shown a sufficient increase in student academic achievement.

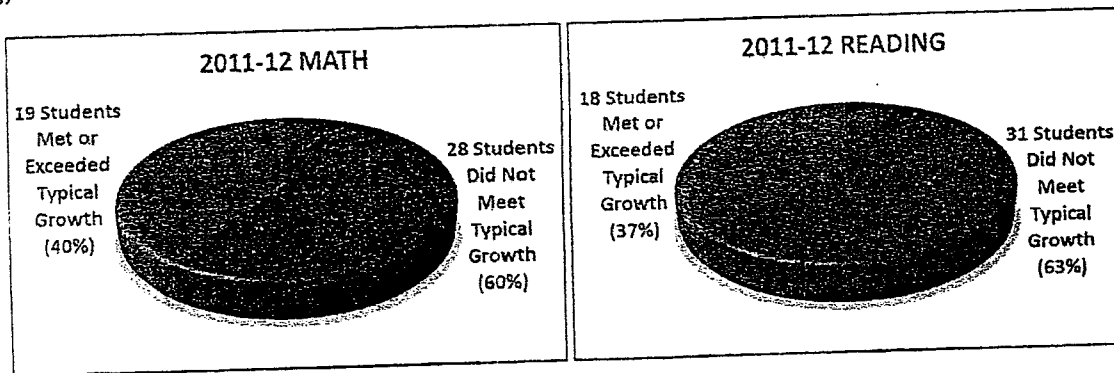
Analysis of MAP Data
Lake City College Preparatory Academy
2011-12 & 2012-13

The Charter and Remedial Action Plan of Lake City College Preparatory Academy (LCCPA) make multiple references to the use of Measures of Academic Progress (MAP) data. The South Carolina Public Charter School District reviewed this data to evaluate LCCPA's progress in meeting its goals.

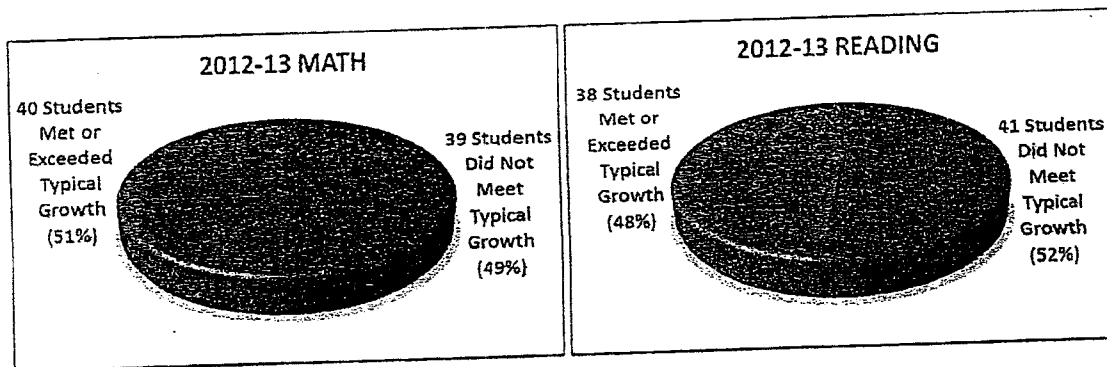
GROWTH SCORES

In a typical school, students take MAP assessments in Math and Reading at least two times per year. A "Growth Score" is calculated between fall and spring and is compared to the typical growth of other students nationwide who begin the year at the same level.

In February 2014, LCCPA submitted 158 student progress reports for MAP testing completed during the 2011-12 school year. Approximately two-thirds (103) of these did not have calculated Growth Scores because results were missing for either fall or spring. Of the students with Growth Scores available, fewer than half (40% Math, 37% Reading) met or exceeded typical growth for their peers, as shown in the charts below.



LCCPA also submitted 138 student progress reports for the 2012-13 school year. Of these, only 82 contained Growth Scores, which showed that the students were nearly evenly divided between meeting typical growth and not.

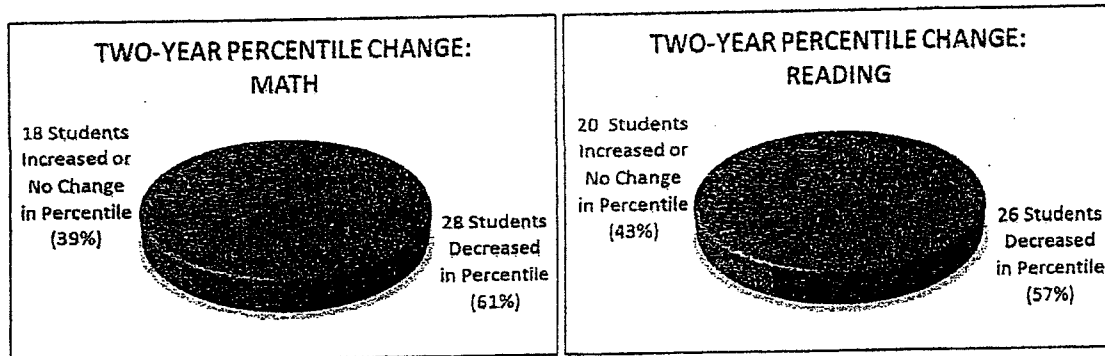


PERCENTILES

Due to the low number of reported Growth Scores, percentiles were also examined. A typical student has a percentile of 50, meaning the student outperformed 50% of peers and was outperformed by the other 50% of peers. If a student is achieving typical growth, the percentile will remain nearly the same over time. If a student is behind but making gains, the percentile will increase, and vice versa.

In the progress reports submitted, 46 students had been enrolled at LCCPA for at least two years and had received scores for fall 2011 through spring 2013. Initially, the average percentile for these students was 27.4 in Math and 34.6 in Reading. Two years later, the average percentile had dropped to 22.2 in Math and 33.5 in Reading. The

majority of students (61% Math, 57% Reading) showed a DECREASE in percentile during this time period, as shown in the charts below.



The data presented above indicate that the students at LCCPA are academically behind their peers nationwide, and after one or two years of enrollment, the majority of students have fallen even further behind.

USE OF MAP DATA

MAP is an optional assessment not required by the state or district. If a school chooses to administer it, the school contracts directly with the Northwest Evaluation Association (NWEA). The chart below summarizes the funds spent by LCCPA to purchase MAP licenses and the data that was reported from it.

Year	Licenses Purchased	Payment to NWEA	Reports Submitted	Reports with Growth Scores
2011-12	175	\$4,312.50	158	55
2012-13	175	\$3,250.00	138	82

Given the low number of reports that contain growth data, it leads the district to assume that LCCPA is not taking full advantage of the purchased assessments. The lack of growth data stems directly from students not having results for both pre- and post-assessments during a single school year. Additionally, the district requested this data multiple times before it was submitted in a format that allows for growth analysis. Below is a timeline of the district's request:

- May 22, 2013: District conducts site visit, requests MAP data
- May 22, 2013: LCCPA provides data for 18 students in requested format
- May 29, 2013: LCCPA provides data for 93 students receiving SES services, in different format
- June 3, 2013: District requests complete reports, specifies format
- December 20, 2013: LCCPA provides data for 2012-13 in different format
- January 15, 2014: District requests data, clarifies format, provides example
- January 16, 2014: LCCPA provides data for 2011-12 in requested format
- February 11, 2014: District requests data for 2012-13
- February 18, 2014: LCCPA requests clarification on data format, District provides explanation and example
- February 24, 2014: LCCPA provides data for 2011-12 and 2012-13 in requested format

The district specifically requested that data be provided in the format of a "Student Progress Report", which displays a student's growth over time, including multiple years, and allows for comparison to "Typical Growth" of similar students. This is a commonly-used MAP report. It is unclear why the first reports submitted by LCCPA were in this exact format, yet repeated requests from the district were met with questions and/or disregard for the format. Given the delay and difficulty in obtaining these reports, it is also unclear how LCCPA is using MAP data to inform instruction as its Charter states.



PURCHASE ORDER

Lake City College Prep. Academy

"Give All a Part. In making your child Smart!" s. kennedy

1009 E. Main Street, Lake City, SC 29560

Phone (843) 374-9029

www.lakecitycollegeprepacademy.org

VENDOR

NWEA

Northwest Evaluation Association

121 NW Everett Street, Portland, OR, 97209

Tel. 503-624-1951 / Fax: 503-639-7873 / www.nwea.org

PO # 09192011

Date: 9/16/2011

SHIP TO

LCCPA
PO Box 730
Lake City, SC 29560

SHIPPING METHOD	SHIPPING TERMS	DELIVERY DATE
		ASAP

Subscription term is 9/1/2011 - 8/31/2012

Product Name	Quantity	Price	Total Price
On-Line Admin Workshop	1	\$1,500.00	\$1,500.00
MAP for Primary Grades License	50	\$12.50	\$625.00
State MAP Tests - Full Year License	175	\$12.50	\$2,187.50
		Grand Total	\$4,312.50

1. Please send two copies of your invoice.
2. Enter this order in accordance with the prices, terms, delivery method, and specifications listed above.
3. Please notify us immediately if you are unable to ship as specified.
4. Send all correspondence to:
Lake City College Prep. Academy
1009 E. Main Street, Lake City, SC 29560
Phone (843) 374-9029

Authorized by

Date

2012-13



Northwest Evaluation Association

Partnering to help all kids learn

121 NW Everett St.

Portland, OR 97209

Fed ID#: 93-C686108

Phone: (503) 624-1951 Fax: (503) 639-7873

Email: accountsreceivable@nwea.org

Invoice

Invoice	0045563
Date	8/23/2012
Page	1

Sold To:

Lake City College Preparatory Academy
 ACCOUNTS PAYABLE
 1009 East Main Street
 Lake City SC 29560

Customer ID: 7198

Purchase Order No.	Shipment Date	Shipping Method	Payment Terms	Due Date
DR. BROWN		GROUND	Net 30	9/22/2012
Quantity	Description			Ext. Price
50	MAP for Primary Grades License Renewal			\$625.00
175	MAP Science License Renewal			\$437.50
175	MAP Assessments Renewal - Full Year License			\$2,187.50
Total				\$3,250.00

License term to 8/31/2013

License term to 8/31/2013

Lake City College Preparatory Academy

Notes taken during site visits/classroom observations

May 22, 2013

- 6th grade classroom
- 3 teachers, ELA, Math, Science
- 17 students
- Do Now: Why do we need to learn cursive writing?
- ELA Teacher "I did research on the internet..."
- Supposed to be writing in journal – teachers talking whole time
- Standard on board: the student will create a legible text
- Aim: demonstrate ability to write in cursive
- Discuss: 10 reasons to learn cursive
- Worksheet w/ dotted letters to trace
- "We're gonna do this every day"
- "trace your 'big B'" (not capital) "little bs"
- "there are so many different styles"

September 20, 2013

My biggest concern is instructional. When I asked to visit a high school math course, I was directed to Mr. Jaecksch's classroom, which contained 6 seniors. The standard written on the board was a generic math standard "Students will recognize patterns in numbers". The lesson for the day was how to complete a sudoku puzzle. The teacher specifically stated that he was doing the same lesson in all his math classes that day (including 7th-8th grade and geometry), and from the erasers on the board, that was obviously true. The lesson only took about 20 minutes.

When the students were leaving for lunch, I asked the teacher what textbook he was using for that class, and he showed me a computer textbook. I then asked about math and was told that all the seniors had passed Algebra 2 over the summer and didn't need a math class. I later looked in PowerSchool and it appears that most of the seniors were given credit for Algebra 2 and English 4, so their schedules are only half-day. The time that I was in the room is scheduled for Computer Science, but it is not clear why they were supposedly covering a math standard and why there were no computers in the room.

The teachers were told in advance that district personnel would be visiting, so if this was his "showcase" lesson, I am very concerned.

Lake City College Preparatory Academy
2013 PASS Score Review
Elementary

STUDENT	GRADE	ELEVEL13	MLEVEL13	SCILEV13	SOCLEV13	ELEVEL12	MLEVEL12	SCILEV12	SOCLEV12
1	4	1	1	1	1	1	1	1	
2	4	3	1	1	2	3	1		3
3	4	1	2	2	1	2	1		1
4	4	2	1	1	1	2	2	1	
5	4	1	1	1	1	2	1		1
6	4	2	2	1	2	2	2		2
7	4	2	2	2	2	3	2	1	
8	4	2	3	2	2	3	3	2	
9	4	2	1	1	2	2	1		2
10	4	1	2	2	2	3	2	1	
11	4	2	2	1	1	3	3		2
12	4	1	1	1	1	2	1	1	
13	4	1	1	1	1	1	1	1	
14	4	2	2	2	2	2	2		2
15	4	1	1	1	1	1	1	1	
16	4	2	1	1	2	1	1		2
17	4	2	1	1	2	1	1	2	
18	4	2	2	2	1	2	1	1	
19	5	2	2	1		1	1	1	1
20	5	1	1	1		1	1	1	1
21	5	2	1	2		2	1	1	2
22	5	1	2		1	1	1	1	1
23	5	2	2	2		2	2	2	2
24	5	2	1		1	1	1	1	1
25	5	3	3	2		3	2	3	3
26	5	1	1		1	1	1	1	1
27	5	3	1	2		2	1	1	1
28	5	2	2		2	2	2	2	2
29	5	2	2		2	1	2	1	1
30	5	2	2	2		2	2	2	2
31	5	2	1	1		1	1	1	1
32	5	2	2		1	2	2	2	2
33	5	1	2		1	2	1	1	1
34	5	2	3		2	1	2	1	1
35	5	1	1	1		1	1	1	2
36	5	3	3		2	3	2	2	2

Lake City College Preparatory Academy
2013 PASS Score Review
Middle School

STUDENT	GRADE	ELEVEL13	MILEVEL13	SCILEV13	SOCLEV13	ELEVEL12	MILEVEL12	SCILEV12	SOCLEV12
1	6	3	2		2	3	2		3
2	6	1	1	1		1	1		1
3	6	1	1		1	1	1	1	
4	6	1	1		2	1	1		1
5	6	2	2		2	2	2	2	
6	6	1	1		1	1	1		1
7	6	2	1		2	1	2	1	
8	6	3	3	2		3	3		3
9	6	3	2		3	2	2	2	
10	6	1	1	1		1	1	1	
11	6	1	1	1		1	1		1
12	6	1	2	1		1	3		1
13	6	2	2		1	2	2		2
14	6	1	2	1		1	2	2	
15	6	2	1	1		1	1		1
16	6	2	2	1		2	3	2	
17	6	1	1	1		1	1	1	
18	6	2	1		1	1	1		1
19	7	2	1	1	1	2	2	2	
20	7	2	2	1	1	2	2		2
21	7	1	1	1	1	1	1	1	
22	7	2	1	1	1	1	1	1	1
23	7	1	1	1	1	1	1	1	
24	7	2	1	2	1	2	2	1	
25	7	2	1	2	2	1	2		1
26	7	2	2	2	2	2	1	2	
27	7	2	1	1	1	2	1		1
28	7	3	2	2	2	2	2	2	
29	7	2	1	1	1	1	1		1
30	7	2	1	1	1	1	2		1
31	7	2	2	2	1	2	2		2
32	7	2	2	1	2	1	2	2	
33	7	2	1	2	2	1	1		2
34	8	2	2		1	3	2	1	1
35	8	3	2		2	3	2	2	2
36	8	1	2	1		1	2	2	
37	8	2	1	1		1	1	1	1
38	8	1	2	2		2	1	2	1
39	8	1	1	1		1	1	1	1
40	8	2	1	1		2	2	1	1
41	8	1	1		1	1	1	2	1
42	8	3	2	2		1	2	2	2

STUDENT	GRADE	ELEVEL13	MLEVEL13	SCILEV13	SOCLEV13	ELEVEL12	MLEVEL12	SCILEV12	SOCLEV12
43	8	1	1		1	1	1	1	1
44	8	1	1		1	2	2	1	2
45	8	1	1	1		1	1	1	1
46	8	3	2	1		2	2	2	1
47	8	1	1	1		2	1	1	1
48	8	1	1		1	1	1	1	1
49	8	2	2		2	2	1	2	1
50	8	1	1	1		1	1	1	1
51	8	2	1		1	2	2	2	1
52	8	1	1	1		1	1	1	2

Home > Data > AYP > 2011 > 2011 State Report Card No Child Left Behind Adequate Yearly Progress

2010-11 - No Child Left Behind (NCLB) Adequate Yearly Progress (AYP)

Lake City College Preparatory Academy - NCLB AYP 2011

Summary

Objective(s) Met: 5	Compliance Index: 38.5	Graduation or Attendance Rate: Not Met
Objective(s) Not Met: 8	Student Performance: Not Met	AYP: Not Met
Objectives: 13	Percent Tested: Not Met	

NCLB AYP Ratings for English Language Arts and Math

Column Legend

A) Number of Students Enrolled in District/School	I) Performance Option 2: Percent of Students in "Met" and "Exemplary" categories -- 3-Year Average (Adjusted)
B) Percent of Students Tested in School (participation option 1: goal is 95 percent or higher)	J) Previous Year Percent "Met" and "Exemplary" (Adjusted)
C) Three-year Average: Percent of Students Tested in School (participation option 2: goal is 95 percent or higher)	K) Performance Option 3: Percent "Met" and "Exemplary" Increase Needed (Adjusted)
D) Number of Students Included in AYP Calculations (in the denominator of AYP performance objectives calculations)	L) Performance Option 3: Percent "Met" and "Exemplary" Increase Actual (Adjusted)
E) Percent "Not Met" (Unadjusted) -- (percent of students tested whose performance assessment did not meet AYP annual performance objective)	M) School Attendance Rate (Other Indicator, goal is 94 percent or greater than .1 percent over previous year)
F) Percent "Met" (Unadjusted) -- (percent of students tested whose performance assessment met AYP annual performance objective)	N) School Performance Objectives Met (AYP summary measure -- by subgroup)
G) Percent "Exemplary" (Unadjusted) -- (percent of students tested whose performance assessment exceeded AYP annual performance objective)	O) School Percent Tested Objective Met (AYP summary measure -- school meets or exceeds minimum criteria for "percent of students tested" (95 percent or higher)
H) Performance Option 1: Percent of Students in "Met" and "Exemplary" categories - adjusted (goal is 79.4 percent for ELA and 79.0 percent for math)	

English Language Arts

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
ALL STUDENTS	102	96.1	95.1	94	47.9	37.2	14.9	66					92.7	No	Yes
Male **	40	95	95	37	62.2	29.7	8.1	48.6					91.8	N/A	N/A
Female **	62	96.8	95.8	57	38.6	42.1	19.3	77.2					93.5	N/A	N/A
White	2			2										I/S	I/S
African-American	100	96	96	92	46.9	37	14.1	65.2					92.8	No	Yes
Asian/Pacific Is.														I/S	I/S
Hispanic														I/S	I/S
Am. Indian/Alaskan														I/S	I/S
Disabled	23	82.6	82.6	19	73.7	21.1	5.3	31.6					91.9	I/S	I/S
Not Disabled **	79	100	100	75	41.3	41.3	17.3	74.7					93	N/A	N/A
Migrant **														N/A	N/A
Non-migrant **	102	96.1	96.1	94	47.9	37.2	14.9	66					92.7	N/A	N/A
Limited Eng. Prof.														I/S	I/S
Non-LEP **	102	96.1	95.1	94	47.9	37.2	14.9	66					92.7	N/A	N/A
Subsidized Meals	77	94.8	94.8	73	46.6	39.7	13.7	64.4					92.7	No	No
Full-Pay Meals **	25	100	100	21	52.4	28.6	19	71.4					93	N/A	N/A

**These subgroups are reported but not included in determining school AYP.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
ALL STUDENTS	102	100	100	98	65.3	27.6	7.1	49					92.7	No	Yes
Male **	40	100	100	39	62.1	17.9	0	35.9					91.8	N/A	N/A
Female **	62	100	100	59	54.2	33.9	11.9	57.6					93.5	N/A	N/A
White	2			2										I/S	I/S

African-American	100	100	100	96	65.6	28.1	6.3	47.9	92.8	No	Yes
Asian/Pacific Is.									I/S	I/S	
Hispanic									I/S	I/S	
Am. Indian/Alaskan									I/S	I/S	
Disabled	23	100	100	23	95.7	4.3	0	21.7	91.9	I/S	I/S
Not Disabled **	79	100	100	75	56	34.7	9.3	57.3	93	N/A	N/A
Migrant **										N/A	N/A
Non-migrant **	102	100	100	98	65.3	27.6	7.1	49	92.7	N/A	N/A
Limited Eng. Prof.										I/S	I/S
Non-LEP **	102	100	100	98	65.3	27.6	7.1	49	92.7	N/A	N/A
Subsidized Meals	77	100	100	77	66.2	29.9	3.9	50.6	92.7	No	Yes
Full-Pay Meals **	25	100	100	21	61.9	19	19	42.9	93	N/A	N/A

**These subgroups are reported but not included in determining school AYP.

Notes:

(1) Adequate Yearly Progress (AYP) is reported annually for each school district and school using criteria set forth by the US Department of Education (USDE) in accordance with the No Child Left Behind (NCLB) legislation. These statistics may differ slightly from data in the South Carolina District and School Report Cards, due to AYP definitions and the timing of the various reports.

(2) Adequate Yearly Progress (AYP) is determined based on AYP calculations that include student performance assessment and additional school and district level indicators. For AYP purposes, student performance assessments used include the state standards assessments (PASS), end of course examinations (EOCEP), the high school exit exam (HSAP), and the South Carolina Alternate Assessment (SC-Alt). The additional school and district level indicators include attendance rate, graduation rate and percent of students tested.

(3) I/S = Insufficient sample size for subgroups (Performance: fewer than 40; Participation: fewer than 40). Subgroups with insufficient sample sizes were excluded from AYP determinations.

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Home > Data > Essa > 2012 > ESEA / Federal Accountability System

2012 - ESEA / Federal Accountability System

KEY	Index Score	Grade	Description
	90-100	A	Performance substantially exceeds the state's expectations.
	80-89.9	B	Performance exceeds the state's expectations.
	70-79.9	C	Performance meets the state's expectations.
	60-69.9	D	Performance does not meet the state's expectations.
	Less than 60	F	Performance is substantially below the state's expectations.

2012 Annual Measurable Objectives (AMO)

	Elementary School	Middle School	High School
English Language Arts (ELA)	630	624	223
Math	630	624	220
Science / Biology	630	624	76
Social Studies / History	630	624	71
ELA - Percent Tested	95	95	95
Math - Percent Tested	95	95	95
Graduation Rate	N/A	N/A	73.1

SC PUBLIC CHARTER SCHOOL DISTRICT > LAKE CITY COLLEGE PREP ACADEMY

Overall Weighted Points Total	28.3
Overall Grade Conversion	F
Points Total - Elementary Grades	21.6
Points Total - Middle Grades	35.5

Matrix Key

1 = Met State Objective

0 = Did not meet State Objective

0.1-0.9 = Level of Improvement between previous year and current year

ELEMENTARY SCHOOL MATRIX

TITLE	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	Social Studies Proficiency Met/Improved	ELA Percent Tested	Math Percent Tested
ALL STUDENTS	0	0	0	0.3	1	1
Male	0	0	0	0	1	1
Female	0	0	0	0.7	1	1
White						
African-American	0	0	0	0.3	1	1
Asian / Pacific Islander						
Hispanic						
American Indian / Alaskan						
Disabled						
LEP						
Subsidized Meals	0	0	0	0.3	1	1

Total Number of Points	0	0	0	1.6	5	5
Total Number of Objectives	5	5	5	5	5	5
Percent of Objectives Met	0	0	0	32	100	100
Weight	0.35	0.35	0.05	0.05	0.1	0.1
Weighted Points Subtotal	0	0	0	1.6	10	10
Points Total	21.6					

MIDDLE SCHOOL MATRIX

TITLE	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	Social Studies Proficiency Met/Improved	ELA Percent Tested	Math Percent Tested
ALL STUDENTS	0	0.4	0	0	1	1
Male	0	0.4	0	0	1	1
Female	0	0.2	0.1	0	1	1
White						
African-American	0	0.6	0	0	1	1
Asian / Pacific Islander						
Hispanic						
American Indian / Alaskan						
Disabled						
LEP						
Subsidized Meals	0	0.6	0	0	1	1
Total Number of Points	0	2.2	0.1	0	5	5
Total Number of Objectives	5	5	5	5	5	5
Percent of Objectives Met	0	44	2	0	100	100
Weight	0.35	0.35	0.05	0.05	0.1	0.1
Weighted Points Subtotal	0	15.4	0.1	0	10	10
Points Total	35.5					

Note:

SC-ALT scores were included in the calculations where appropriate.

* - 4 = Insufficient sample size (lower than 30 students)

* - 6 = There is no available test data for this school

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Home > Data > ESEA > 2013 > ESEA / Federal Accountability System

2013 - ESEA / Federal Accountability System

KEY	Index Score	Grade	Description
	90-100	A	Performance substantially exceeds the state's expectations.
	80-89.9	B	Performance exceeds the state's expectations.
	70-79.9	C	Performance meets the state's expectations.
	60-69.9	D	Performance does not meet the state's expectations.
	Less than 60	F	Performance is substantially below the state's expectations.
	Blank	-	Insufficient data available to calculate an ESEA grade.

2013 Annual Measurable Objectives (AMO)

	Elementary School	Middle School	High School
English Language Arts (ELA)	635	628	226
Math	635	628	223
Science / Biology	635	628	77
Social Studies / History	635	628	73
ELA - Percent Tested	95	95	95
Math - Percent Tested	95	95	95
Graduation Rate	N/A	N/A	74.1

SC CHARTER SCHOOL > LAKE CITY COLLEGE PREP ACADEMY

Overall Weighted Points Total	80
Overall Grade Conversion	8
Points Total - Elementary Grades	95.5
Points Total - Middle Grades	64.1

Matrix Key

1 = Met State Objective

0 = Did not meet State Objective

0.1-0.9 = Level of Improvement between previous year and current year

ELEMENTARY SCHOOL MATRIX

TITLE	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	Social Studies Proficiency Met/Improved	ELA Percent Tested	Math Percent Tested
ALL STUDENTS	1	0.9	0.9	0.9	1	1
Male					1	1
Female					1	1
White						
African-American	1	0.9	0.9	0.9	1	1
Asian / Pacific Islander						
Hispanic						
American Indian / Alaskan						
Disabled						
LEP						
Subsidized Meals	1	0.9	0.9	0.9	1	1

Total Number of Points	3	2.7	2.7	2.7	5	5
Total Number of Objectives	3	3	3	3	5	5
Percent of Objectives Met	100	90	90	90	100	100
Weight	0.35	0.35	0.05	0.05	0.1	0.1
Weighted Points Subtotal	35	31.5	4.5	4.5	10	10
Points Total	95.5					

MIDDLE SCHOOL MATRIX

TITLE	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	Social Studies Proficiency Met/Improved	ELA Percent Tested	Math Percent Tested
ALL STUDENTS	0.9	0.3	0.1	0.9	1	1
Male					1	1
Female	0.8	0	0	0.7	1	1
White						
African-American	0.9	0.3	0.1	0.9	1	1
Asian / Pacific Islander						
Hispanic						
American Indian / Alaskan						
Disabled						
LEP						
Subsidized Meals	0.9	0.4	0.2	0.9	1	1
Total Number of Points	3.5	1	0.4	3.4	5	5
Total Number of Objectives	4	4	4	4	5	5
Percent of Objectives Met	87.5	25	10	85	100	100
Weight	0.35	0.35	0.05	0.05	0.1	0.1
Weighted Points Subtotal	30.63	8.75	0.5	4.25	10	10
Points Total	64.1					

Note:

SC-ALT scores were included in the calculations where appropriate.

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LAKE CITY COLLEGE PREP ACADEMY

1009 E. Main Street
Lake City, SC 29560

Grades	K-9 Elementary School	
Enrollment	217 Students	
Principal	Dr. Deloris Brown	843-374-0128
Superintendent	Dr. Wayne Brazell	803-734-8322
Board Chair	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
2011	At-Risk	Below Average
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

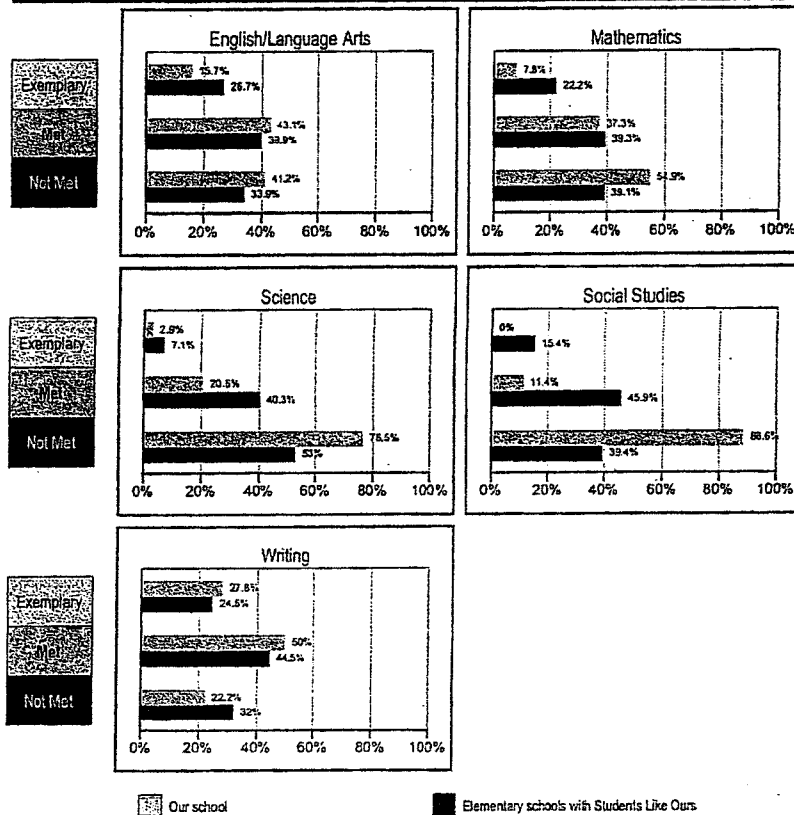
89.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
23.8%	26.7%	27.1%	18.7%	23.5%

* 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
Students (n=217)				
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	5.6%	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%
Teachers (n=17)				
Teachers with advanced degrees	35.3%	N/A	61.9%	62.5%
Continuing contract teachers	35.3%	N/A	82.3%	86.2%
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	VS	\$45,196	\$46,773
Professional development days/teacher	6.7 days	N/R	10.6 days	10.5 days
School				
Principal's years at school	1.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	20:0-10:1	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	64.3%	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 VS-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

	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 and their parents were included.

Abbreviations for Missing Data

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

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

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	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

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*	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
Gender										
Male	40	95	62.2	29.7	8.1	48.6	79.7	78.7	N/A	N/A
Female	62	96.6	38.6	42.3	14.2	77.2	86.3	86.2	N/A	N/A
Racial/Ethnic Group										
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	3.7	1.1	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	91.9	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
Disability Status										
Disabled	23	82.6	73.7	21.1	5.3	31.6	52.8	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	78.3	I/S	I/S
Socio-Economic Status										
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
Gender										
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	78.6	84.3	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	76.5	88.9	I/S	I/S
African American	100	100	65.9	28.1	6.3	47.9	68.8	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	82.3	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
Disability Status										
Disabled	23	100	N/AV	N/AV	N/AV	21.7	43.1	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	81.4	I/S	I/S
Socio-Economic Status										
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

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

LAKE CITY COLLEGE PREP ACADEMY 11/09/11-4701009

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	65	98.5	70.5	27.9	1.6	29.5	64	68.6
Gender								
Male	26	96.2	72	24	4	28	64.3	68.3
Female	39	100	N/A	N/A	N/A	29.6	63.5	68.9
Racial/Ethnic Group								
White	N/A	N/A	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	64	68.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	91.7	85.3
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	69.1	64.6
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	52.6	70.8
Disability Status								
Disabled	15	100	80	13.3	6.7	20	37.4	35.7
Migrant Status								
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	60.7
Socio-Economic Status								
Subsidized meals	52	98.1	74.5	23.5	2	25.5	50.5	57.3
Social Studies								
All Students	66	98.5	73.4	23.4	3.1	26.6	62.8	72.5
Gender								
Male	27	96.3	76	20	4	24	62.6	72
Female	39	100	71.3	25.6	2.6	28.2	63.1	73.5
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	65.9	81
African American	66	98.5	73.4	23.4	3.1	26.6	62.8	72.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	93.1	89
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	75.2	69.6
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	56.3	73.5
Disability Status								
Disabled	16	100	N/A	N/A	N/A	18.8	31.3	40.5
Migrant Status								
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	69.7
Socio-Economic Status								
Subsidized meals	51	98	74	22	4	26	49.6	62.9

Abbreviations for Missing Data

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

LAKE CITY COLLEGE PREP ACADEMY							11/09/11-4701009				
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	38	94.7	40	40	20	60	70.3	73.2	92.9	97.4	
Gender											
Male	12	91.7	N/AV	N/AV	N/AV	36.4	64	67.2	91.8	97.4	
Female	26	95.2	29.2	41.7	29.2	70.6	76.6	79.4	93.9	97.4	
Racial/Ethnic Group											
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	61.9	93.6	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	65.7	78.7	97.5	
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	50	72.2	N/A	96.8	
Disability Status											
Disabled	8	I/S	I/S	I/S	I/S	I/S	29.9	26	92.7	97	
Migrant Status											
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A	
English Proficiency											
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	N/A	84.9	
Socio-Economic Status											
Subsidized meals	26	92.3	44	44	12	56	57.5	63.2	92.8	97.2	

Abbreviations for Missing Data

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

LAKE CITY COLLEGE PREP ACADEMY 11/09/11-4701009

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	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
2011	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	42.3
	7	11	100	N/AV	N/AV	N/AV	27.3
	8	18	100	52.9	23.5	23.5	47.0
Mathematics							
2010	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
2011	3	16	100	N/AV	N/AV	N/AV	13.3
	4	18	100	44.4	50	15.6	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	55.3
Science							
2010	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
2011	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

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							
2010	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
2011	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
Writing							
2010	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
2011	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	55.6	29.4	11.8	41.2

Abbreviations for Missing Data

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

LAKE CITY COLLEGE PREP ACADEMY

1009 E. Main Street
Lake City, SC 29560

Grades	K-9 Middle School	
Enrollment	217 Students	
Principal	Dr. Deloris Brown	843-374-0128
Superintendent	Dr. Wayne Brazell	803-734-8322
Board Chair	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
2011	At-Risk	At-Risk
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://ecc.sc.gov>

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

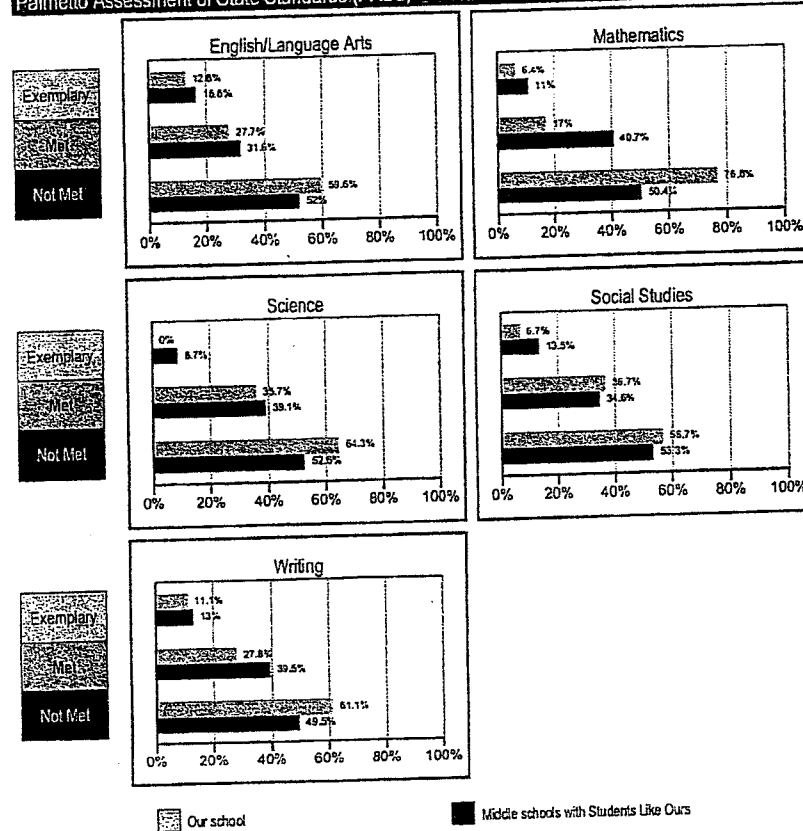
Percent of students tested in 2010-11 whose 2009-10 test scores were located 89.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	26	75

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

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	51.3%	88.4%
English 1	66.7%	86.4%
Biology 1/Applied Biology 2	N/A	22.7%
Physical Science	20.0%	16.8%
US History and the Constitution	N/A	N/A
All Subjects	50.0%	87.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=217)				
Students enrolled in high school credit courses (grades 7 & 8)	12.5%	N/R	13.3%	24.5%
Retention rate	0.0%	N/A	4.0%	0.7%
Attendance rate	92.7%	N/A	95.4%	95.9%
Served by gifted and talented program	0.0%	N/A	5.5%	17.8%
With disabilities other than speech	15.1%	N/A	11.2%	9.2%
Older than usual for grade	3.5%	N/A	3.3%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.2%	0.4%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=17)				
Teachers with advanced degrees	35.3%	N/A	59.5%	60.0%
Continuing contract teachers	35.3%	N/A	66.0%	82.6%
Teachers returning from previous year	N/A	N/A	77.3%	85.6%
Teacher attendance rate	95.8%	N/R	95.3%	96.3%
Average teacher salary*	\$30,000	I/S	\$44,040	\$46,300
Professional development days/teacher	6.7 days	N/R	10.6 days	9.9 days
School				
Principal's years at school	1.0	N/R	3.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	N/R	18.0 to 1	21.5 to 1
Prime instructional time	87.9%	N/R	89.1%	90.1%
Opportunities in the arts	Excellent	N/R	Good	Good
SACS accreditation	No	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	97.9%	98.1%
Character development program	Good	N/R	Good	Good
Dollars spent per pupil	N/A	N/A	\$10,022	\$7,634
Percent of expenditures for instruction**	N/A	N/A	60.1%	64.0%
Percent of expenditures for teacher salaries	N/A	N/A	55.8%	61.2%

* 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 NAV-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

	Teachers	Students*	Parents*
Number of surveys returned	0	30	15
Percent satisfied with learning environment	N/R	50.0%	100.0%
Percent satisfied with social and physical environment	N/R	70.0%	100.0%
Percent satisfied with school-home relations	N/R	US	100.0%

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

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 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

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	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

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

LAKE CITY COLLEGE PREP ACADEMY 11/09/11-4701009

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
Gender										
Male	40	95	62.2	29.7	8.1	48.6	79.7	78.7	N/A	N/A
Female	62	96.4	48.6	42.1	19.5	77.2	86.3	86.2	N/A	N/A
Racial/Ethnic Group										
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	31	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
Disability Status										
Disabled	23	82.6	73.7	21.1	5.3	31.6	52.8	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	78.3	I/S	I/S
Socio-Economic Status										
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
Gender										
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	52.6	71.6	84.9	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	76.5	88.9	I/S	I/S
African American	100	100	65.3	28.7	6.3	47.9	58.8	71.1	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	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
Disability Status										
Disabled	23	100	N/AV	N/AV	N/AV	21.7	43.1	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	81.4	I/S	I/S
Socio-Economic Status										
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
Science								
All Students	65	98.5	70.5	27.9	1.6	29.5	64	68.6
Gender								
Male	26	96.2	72	24	4	28	64.3	68.3
Female	39	100	N/AV	N/AV	N/AV	30.6	69.6	68.9
Racial/Ethnic Group								
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	64	68.6
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	89.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	52.6	70.8
Disability Status								
Disabled	15	100	80	13.3	6.7	20	37.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	60.7
Socio-Economic Status								
Subsidized meals	62	98.1	74.5	23.5	2	25.5	50.5	57.3
Social Studies								
All Students	66	98.5	73.4	23.4	3.1	26.6	62.8	72.5
Gender								
Male	27	96.3	76	20	4	24	62.6	72
Female	39	100	71.4	25.6	2.6	28.2	65.1	73.4
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	65.9	81
African American	64	98.4	75.8	21	3.9	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
Disability Status								
Disabled	16	100	N/AV	N/AV	N/AV	18.8	31.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	69.7
Socio-Economic Status								
Subsidized meals	51	98	74	22	4	26	49.6	62.9

Abbreviations for Missing Data

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

LAKE CITY COLLEGE PREP ACADEMY										11/09/11-4701009
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	38	94.7	40	40	20	60	70.3	73.2	92.9	97.4
Gender										
Male	12	91.7	N/AV	N/AV	N/AV	36.4	64	67.2	91.8	97.4
Female	26	95.2	29.2	41.7	29.2	70.8	76.6	79.4	93.9	97.4
Racial/Ethnic Group										
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	60.5	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	65.7	78.3	97.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	50	72.2	N/A	96.8
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	29.9	26	92.7	97
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	N/A	84.9
Socio-Economic Status										
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
English/Language Arts							
2010	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
2011	3	16	93.8	50	28.6	21.4	50
	4	18	93.3	40	40	20	60
	5	19	100	22.2	66.7	11.1	77.8
	6	20	100	37.9	31.6	10.5	42.1
	7	11	100	N/AV	N/AV	N/AV	27.3
Mathematics							
2010	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
2011	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
Science							
2010	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
2011	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

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
Social Studies							
2010	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
2011	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
Writing							
2010	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
2011	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	59.8	29.4	11.8	41.2

Abbreviations for Missing Data

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Lake City College Prep Academy

P O Box 730
Lake City, SC 29560

Grades	K-10 Elementary School	
Enrollment	209 Students	
Principal	Deloris Brown	843-374-0128
Superintendent	Wayne Brazell, Ph.D.	803-734-8322
Board Chair	Don McLaurin	803-603-1441

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	At-Risk	At-Risk
2011	At-Risk	Below Average
2010	N/A	N/A
2009	N/A	N/A
2008	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://www.eoc.sc.gov>

Lake City College Prep Academy 11/07/12-4701009

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

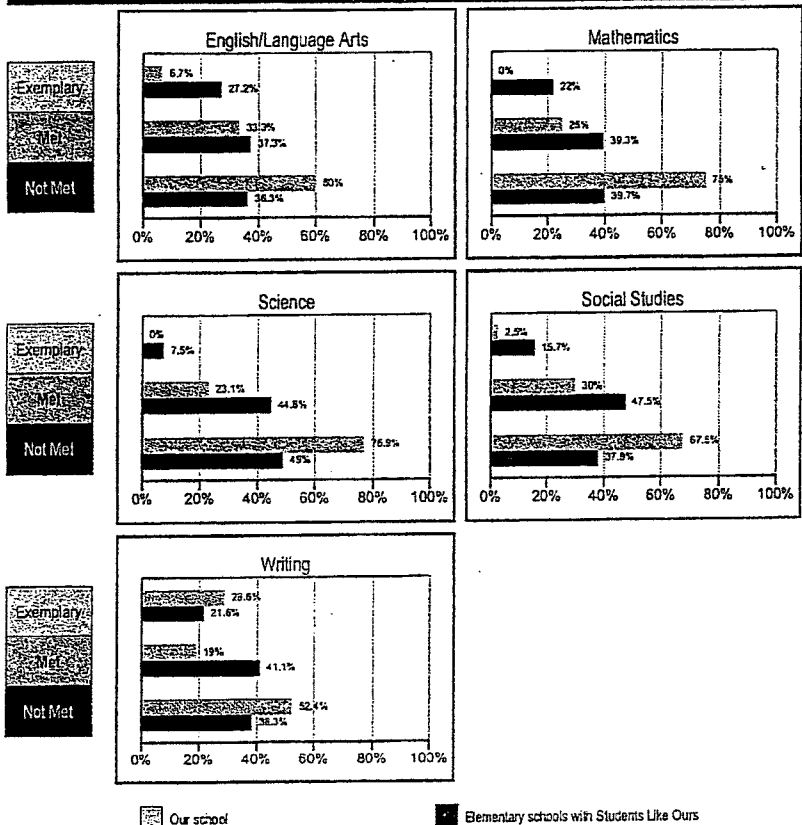
Percent of students tested in 2011-12 whose 2010-11 test scores were located 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22%	10%	78%	47%	19%

* Ratings are calculated with data available by 11/07/2012.

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=209)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
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/A	N/A	N/A	N/A
With disabilities other than speech	N/A	N/A	N/A	N/A
Older than usual for grade	N/A	N/A	N/A	N/A
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/A	N/A	N/A	N/A
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
Professional development days/teacher†	11.4 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%

* 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

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 McCrea, Family University Coordinator
 Ms. Mary McNair, Chairman School Improvement Council

Evaluations by Teachers, Students and Parents

	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 and their parents were included.

Abbreviations for Missing Data

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

ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	28.3
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Lake City College Prep Academy school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
☐ Title I Reward School for Progress - one of the schools with substantial progress in student subgroups.
☐ Title I Focus School - one of the schools with the highest average performance gap between subgroups.
☒ Title I Priority School - one of the 5% lowest performing Title I schools.
☐ Title I School - does not qualify as Reward, Focus or Priority School.
☐ Non-Title I School - therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	13.1%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	13.6%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	17.4%	0.0%	No
Student attendance rate	94.2%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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

Lake City College Prep Academy					11/07/12-4701009	
Performance By Group						
Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	613.2	590.5	555.1	588.5	100.0	100.0
Male	605.6	584.9	560.6	580.4	100.0	100.0
Female	618.3	594.3	567.5	593.8	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	613.3	590.8	565.4	588.5	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	611.6	590.6	564.9	585.9	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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							
2011	3	16	93.8	50	28.6	21.4	50
	4	18	94.4	40	40	20	60
	5	19	100	22.2	66.7	11.1	77.8
	6	20	100	37.5	31.6	10.5	42.1
	7	11	100	N/A	N/A	N/A	27.3
	8	18	100	52.9	23.5	23.5	47.1
2012	3	22	100	47.6	38.1	14.3	52.4
	4	20	100	N/A	N/A	N/A	21.1
	5	20	100	55	40	5	45
	6	22	100	45	45	10	55
	7	25	100	58.3	25	16.7	41.7
	8	13	100	N/A	N/A	N/A	4.3
Mathematics							
2011	3	16	100	N/A	N/A	N/A	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/A	N/A	N/A	10.5
	7	11	100	N/A	N/A	N/A	27.3
	8	18	100	64.7	17.5	17.6	35.3
2012	3	22	100	N/A	N/A	N/A	23.8
	4	20	100	N/A	N/A	N/A	10.5
	5	20	100	N/A	N/A	N/A	40
	6	22	100	N/A	N/A	N/A	45
	7	25	100	N/A	N/A	N/A	37.5
	8	13	100	N/A	N/A	N/A	16.7
Science							
2011	3	8	I/S	I/S	I/S	I/S	I/S
	4	18	100	N/A	N/A	N/A	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/A	N/A	N/A	54.5
	8	8	I/S	I/S	I/S	I/S	I/S
2012	3	11	100	N/A	N/A	N/A	27.3
	4	20	100	N/A	N/A	N/A	10.5
	5	9	I/S	I/S	I/S	I/S	I/S
	6	11	100	N/A	N/A	N/A	45.5
	7	25	100	N/A	N/A	N/A	29.2
	8	6	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							
2011	3	8	I/S	I/S	I/S	I/S	I/S
	4	18	100	N/AV	N/AV	N/AV	I/S
	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
2012	3	11	100	I/S	I/S	I/S	I/S
	4	20	100	N/AV	N/AV	N/AV	25.3
	5	11	100	54.5	36.4	9.1	45.5
	6	11	100	I/S	I/S	I/S	I/S
	7	25	100	N/AV	N/AV	N/AV	25
	8	7	I/S	I/S	I/S	I/S	I/S
Writing							
2011	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
2012	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	21	100	52.4	19	28.6	47.6
	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	13	100	N/AV	N/AV	N/AV	41.7

Abbreviations for Missing Data

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Lake City College Prep Academy

P O Box 730
Lake City, SC 29560

Grades	K-10 Middle School	
Enrollment	209 Students	
Principal	Deloris Brown	843-374-0128
Superintendent	Wayne Brazell, Ph.D.	803-734-8322
Board Chair	Don McLaurin	803-603-1441

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	At-Risk	At-Risk
2011	At-Risk	At-Risk
2010	N/A	N/A
2009	N/A	N/A
2008	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://www.eoc.sc.gov>

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

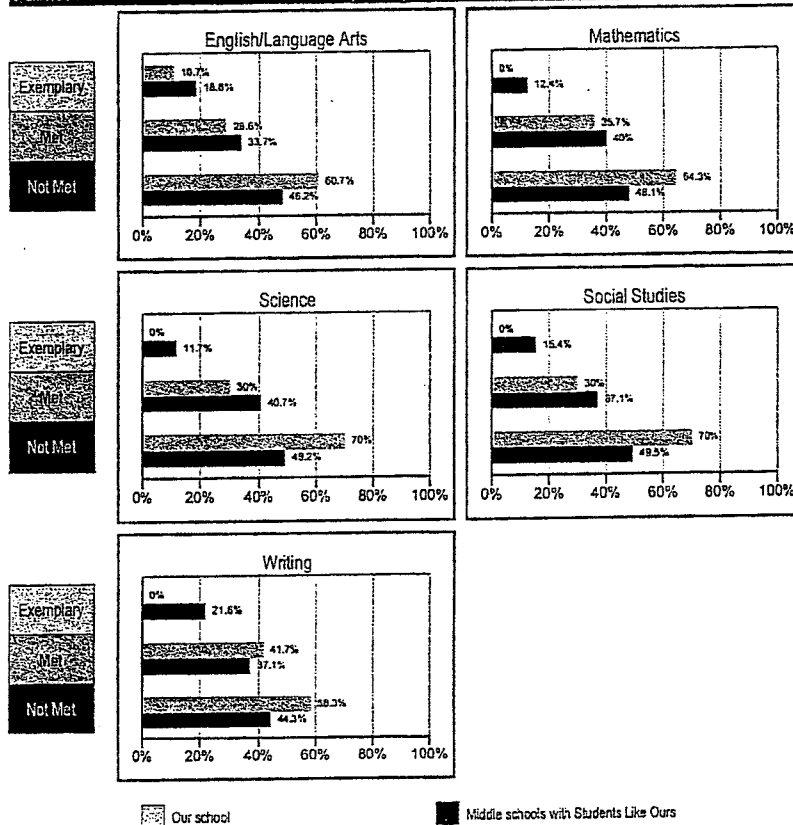
Percent of students tested in 2011-12 whose 2010-11 test scores were located 96.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	22	72	20	

* Ratings are calculated with data available by 11/07/2012.

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.

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End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra I/Math for the Technologies 2	91.3%	97.3%
English 1	0.0%	74.7%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	20.0%	85.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=209)				
Students enrolled in high school credit courses (grades 7 & 8)	4.9%	Down from 12.5%	14.7%	22.9%
Retention rate	0.0%	No Change	1.0%	0.8%
Attendance rate	94.2%	Up from 92.7%	95.9%	96.2%
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%	0.4%	0.5%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n=20)				
Teachers with advanced degrees	35.0%	Down from 35.3%	58.5%	61.3%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	N/A	N/A	78.1%	86.7%
Teacher attendance rate	99.2%	Up from 95.8%	95.3%	95.2%
Average teacher salary*	\$31,634	Up 5.4%	\$43,078	\$46,422
Professional development days/teacher	13 days	Down from 57 days	91 days	100.8 days
School				
Principal's years at school	3.0	Up from 1.0	2.0	4.0
Student-teacher ratio in core subjects	14.3 to 1	Down from 20.0 to 1	18.6 to 1	22.0 to 1
Prime instructional time	93.1%	Up from 87.9%	89.6%	90.1%
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%	98.1%	98.8%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil	\$8,795	N/A	\$9,461	\$7,245
Percent of expenditures for instruction**	60.0%	N/A	58.5%	63.1%
Percent of expenditures for teacher salaries**	45.6%	N/A	63.0%	60.9%

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

** Prior year audited financial data are reported.

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- Honors Classes
- Opportunities to participate in all sports
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- 2012 National History Project Statewide Regional Champions
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Dr. Deloris Brown, Principal
 Ms. Kristen McCrea, Family University Coordinator
 Ms. Mary McNair, Chairman School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	1	17	11
Percent satisfied with learning environment	I/S	94.1%	100.0%
Percent satisfied with social and physical environment	I/S	75.0%	100.0%
Percent satisfied with school-home relations	I/S	70.6%	I/S

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

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Lake City College Prep Academy 11/07/12-4701009

ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	28.3
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Lake City College Prep Academy school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress - one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School - one of the schools with the highest average performance gap between subgroups.
- ☒ Title I Priority School - one of the 5% lowest performing Title I schools.
- ☐ Title I School - does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School - therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	13.1%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	13.6%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	17.4%	0.0%	No
Student attendance rate	94.2%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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

Lake City College Prep Academy					11/07/12-4701009	
Performance By Group						
Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 6-8						
All Students	605.9	605.4	579.7	580.5	100.0	100.0
Male	590.4	593.1	566.1	571.8	100.0	100.0
Female	616.0	613.3	587.9	586.2	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	606.6	605.7	579.2	581.2	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	604.0	603.1	577.9	578.3	100.0	100.0
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0

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							
2011	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	57.5	31.6	10.5	42.1
	7	11	100	N/AV	N/AV	N/AV	27.3
2012	3	22	100	47.6	38.1	14.3	52.4
	4	20	100	N/AV	N/AV	N/AV	21.1
	5	20	100	55	40	5	45
	6	22	100	45	45	10	55
	7	25	100	58.3	25	16.7	41.7
Mathematics							
2011	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
2012	3	22	100	N/AV	N/AV	N/AV	23.8
	4	20	100	N/AV	N/AV	N/AV	10.5
	5	20	100	N/AV	N/AV	N/AV	40
	6	22	100	N/AV	N/AV	N/AV	45
	7	25	100	N/AV	N/AV	N/AV	37.5
Science							
2011	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
2012	3	11	100	N/AV	N/AV	N/AV	27.3
	4	20	100	N/AV	N/AV	N/AV	10.5
	5	9	I/S	I/S	I/S	I/S	I/S
	6	11	100	N/AV	N/AV	N/AV	45.5
	7	25	100	N/AV	N/AV	N/AV	29.2

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							
2011	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
2012	3	11	100	I/S	I/S	I/S	I/S
	4	20	100	N/AV	N/AV	N/AV	26.3
	5	11	100	54.5	36.4	9.1	45.5
	6	11	100	I/S	I/S	I/S	I/S
	7	25	100	N/AV	N/AV	N/AV	25
	8	7	I/S	I/S	I/S	I/S	I/S
Writing							
2011	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
2012	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	21	100	52.4	19	28.6	47.6
	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	13	100	N/AV	N/AV	N/AV	41.7

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Lake City College Prep Academy

1009 E. Main Street
Lake City, SC 29560

Grades K-11 Elementary School
Enrollment 191 Students
Principal Dr. Deloris Brown 843 374-0128
Superintendent Wayne Brazell, Ph. D. 803-734-8322
Board Chair Don McLaurin 803-603-1441

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Below Average	Excellent
2012	At-Risk	At-Risk
2011	At-Risk	Below Average
2010	N/A	N/A
2009	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
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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://www.ecc.sc.gov>

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

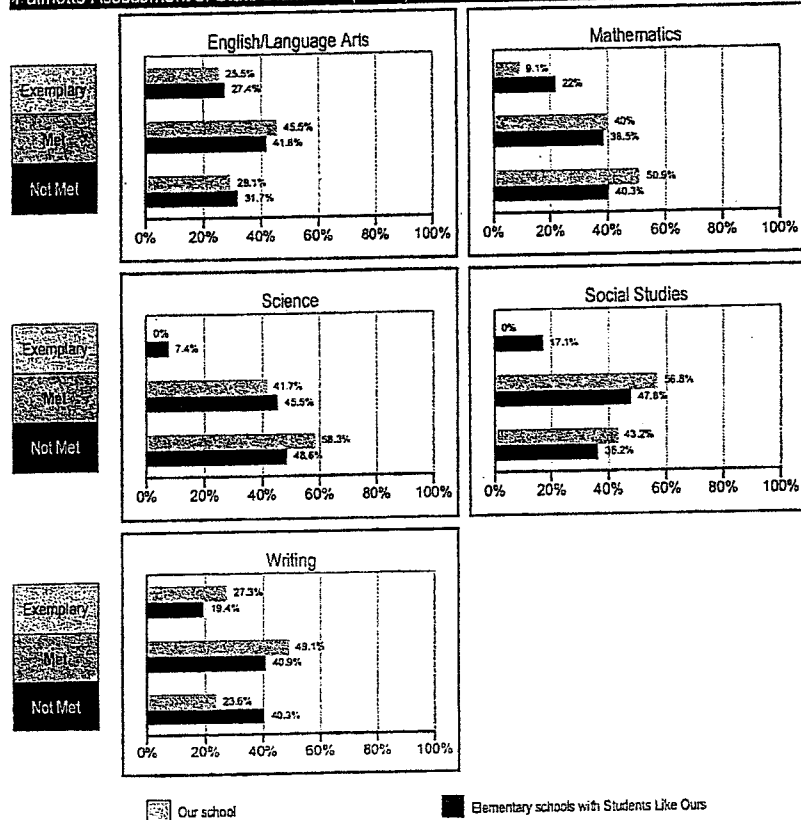
Percent of students tested in 2012-13 whose 2011-12 test scores were located 97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	10	89	43	5

* Ratings are calculated with data available by 12/14/2013.

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.
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School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=191)				
First graders who attended full-day kindergarten	88.2%	Down from 100.0%	100.0%	100.0%
Retention rate	1.1%	Up from 0.0%	1.1%	0.9%
Attendance rate	94.1%	Down from 94.2%	95.9%	96.3%
Served by gifted and talented program	0.0%	N/A	2.6%	7.2%
With disabilities	22.9%	N/A	13.3%	12.4%
Older than usual for grade	7.8%	N/A	5.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 1.0%	0.0%	0.0%
Teachers (n=18)				
Teachers with advanced degrees	27.8%	Down from 35.0%	60.0%	62.5%
Continuing contract teachers	84.4%	Down from 50.0%	75.0%	89.3%
Teachers returning from previous year	N/A	N/A	84.7%	88.3%
Teacher attendance rate	99.2%	No Change	94.9%	95.0%
Average teacher salary*	\$32,400	Up 2.4%	\$46,095	\$48,193
Professional development days/teacher	1.3 days	Up from 1.1 days	10.4 days	11.0 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	15.4 to 1	Up from 14.3 to 1	17.8 to 1	20.1 to 1
Prime instructional time	93.2%	Up from 93.1%	89.6%	90.0%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$13,607	Up 32.0%	\$8,950	\$7,364
Percent of expenditures for instruction*	46.0%	Down from 60.0%	66.5%	68.0%
Percent of expenditures for teacher salaries**	40.0%	Down from 45.8%	64.0%	66.0%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

LCCPA utilizes a research-based artistic model in conjunction with the academic 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 Northeastern and 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- Advancement Via Individual Determination (A.V.I.D.) Program)
- Opportunities to participate in all sports
- Computer Repair Classes
- Band, Chorus, Dance, Theatre, and Visual Arts Classes Performances
- 2013 National History Day State Champions
- 2nd Place Sandhills Regional Science Fair Winners

At LCCPA we realize 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 McCrea, Family University Coordinator

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	6	43	15
Percent satisfied with learning environment	100%	69.7%	100%
Percent satisfied with social and physical environment	100%	62.8%	93.3%
Percent satisfied with school-home relations	83.3%	81.4%	81.3%

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

Abbreviations for Missing Data

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	80.0
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Lake City College Prep Academy school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress - one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School - one of the schools with the highest average performance gap between subgroups.
- ☒ Title I Priority School - one of the 5% lowest performing Title I schools.
- ☐ Title I School - does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School - therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	11.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	14.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	28.4%	0.0%	No
Student attendance rate	94.1%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	639.9	616.2	592.9	599.8	100.0	100.0
Male	N/A	N/A	N/A	N/A	100.0	100.0
Female	N/A	N/A	N/A	N/A	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	636.8	615.5	592.6	599.6	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	635.8	614.6	590.2	598.3	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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							
2012	3	22	100	47.6	38.1	14.3	52.4
	4	20	100	N/AV	N/AV	N/AV	21.1
	5	20	100	55	40	5	45
	6	22	100	45	45	10	55
	7	25	100	58.3	25	16.7	41.7
	8	13	100	N/AV	N/AV	N/AV	4.3
2013	3	20	100	21.1	26.3	52.6	78.9
	4	19	100	36.9	55.6	5.6	61.1
	5	18	100	27.8	55.6	16.7	72.2
	6	19	100	56	33.3	10.7	50
	7	17	100	12.5	81.3	6.3	87.5
	8	21	100	60	25	15	40
Mathematics							
2012	3	22	100	N/AV	N/AV	N/AV	23.8
	4	20	100	N/AV	N/AV	N/AV	10.5
	5	20	100	N/AV	N/AV	N/AV	40
	6	22	100	N/AV	N/AV	N/AV	45
	7	25	100	N/AV	N/AV	N/AV	37.5
	8	13	100	N/AV	N/AV	N/AV	16.7
2013	3	20	100	57.9	36.8	5.3	42.1
	4	19	100	55.6	38.9	5.6	44.4
	5	18	100	38.9	44.4	16.7	61.1
	6	19	100	55.6	38.9	5.6	44.4
	7	17	100	N/AV	N/AV	N/AV	37.5
	8	21	100	N/AV	N/AV	N/AV	40
Science							
2012	3	11	100	N/AV	N/AV	N/AV	27.3
	4	20	100	N/AV	N/AV	N/AV	10.5
	5	9	I/S	I/S	I/S	I/S	I/S
	6	11	100	N/AV	N/AV	N/AV	45.5
	7	25	100	N/AV	N/AV	N/AV	29.2
	8	6	I/S	I/S	I/S	I/S	I/S
2013	3	10	I/S	I/S	I/S	I/S	I/S
	4	19	100	N/AV	N/AV	N/AV	33.3
	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	17	100	N/AV	N/AV	N/AV	43.8
	8	11	100	N/AV	N/AV	N/AV	18.2

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
Social Studies							
2012	3	11	100	I/S	I/S	I/S	I/S
	4	20	100	N/AV	N/AV	N/AV	26.3
	5	11	100	54.5	36.4	9.1	45.5
	6	11	100	I/S	I/S	I/S	I/S
	7	25	100	N/AV	N/AV	N/AV	25
2013	3	10	I/S	I/S	I/S	I/S	I/S
	4	19	100	N/AV	N/AV	N/AV	50
	5	9	I/S	I/S	I/S	I/S	I/S
	6	9	I/S	I/S	I/S	I/S	I/S
	7	17	100	N/AV	N/AV	N/AV	37.5
Writing							
2012	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	21	100	52.4	19	28.6	47.6
	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
2013	3	20	100	31.6	35.8	31.6	68.4
	4	19	94.7	17.6	54.7	17.6	82.4
	5	18	100	16.7	50	33.3	83.3
	6	18	100	44.4	38.9	16.7	55.6
	7	18	100	23.5	58.8	17.6	76.5

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Lake City College Prep Academy

1009 E. Main Street
Lake City, SC 29560

Grades	K-11 Middle School	
Enrollment	191 Students	
Principal	Dr. Deloris Brown	843 374-0128
Superintendent	Wayne Brazell, Ph. D.	803-734-8322
Board Chair	Don McLaurin	803-603-1441

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	At-Risk	Average
2012	At-Risk	At-Risk
2011	At-Risk	At-Risk
2010	N/A	N/A
2009	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
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Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

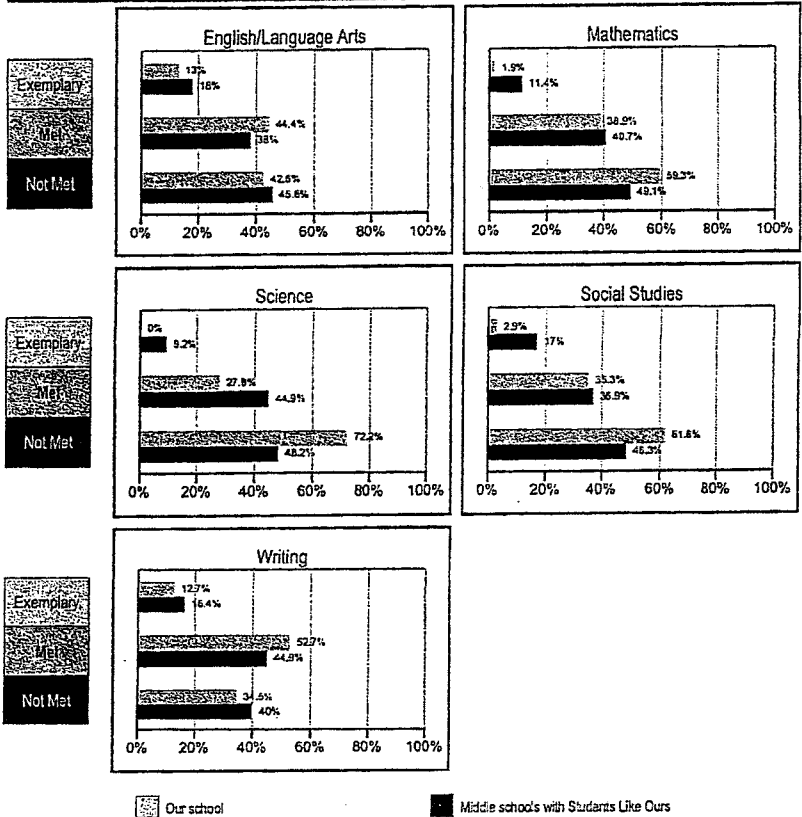
Percent of students tested in 2012-13 whose 2011-12 test scores were located 97.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	23	21	15

* Ratings are calculated with data available by 03/14/2014.

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.
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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 Life Technologies 2	45.5%	81.5%
English 1	81.8%	85.0%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	65.2%	88.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=191)				
Students enrolled in high school credit courses (grades 7 & 8)	12.5%	Up from 4.9%	14.3%	24.6%
Retention rate	1.1%	Up from 0.0%	0.9%	0.6%
Attendance rate	94.1%	Down from 94.2%	95.5%	95.9%
Served by gifted and talented program	0.0%	N/A	7.0%	18.5%
With disabilities	22.9%	N/A	16.1%	13.0%
Older than usual for grade	7.8%	N/A	7.5%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 1.0%	0.6%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=18)				
Teachers with advanced degrees	27.8%	Down from 35.0%	60.0%	61.5%
Continuing contract teachers	44.4%	Down from 50.0%	66.8%	77.2%
Teachers returning from previous year	N/A	N/A	79.0%	85.9%
Teacher attendance rate	99.2%	No Change	95.3%	94.9%
Average teacher salary*	\$32,400	Up 2.4%	\$44,380	\$47,313
Professional development days/teacher	13 days	Up from 11.1 days	9.2 days	10.1 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student teacher ratio in core subjects	15.4 to 1	Up from 14.3 to 1	18.4 to 1	22.1 to 1
Prime instructional time	93.2%	Up from 93.1%	89.5%	89.6%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.4%	98.5%	99.0%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$11,607	Up 32.0%	\$9,665	\$7,239
Percent of expenditures for instruction**	46.0%	Down from 60.0%	60.0%	63.0%
Percent of expenditures for teacher salaries**	40.0%	Down from 45.8%	55.0%	61.0%

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

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Percent satisfied with school-home relations	83.3%	81.4%	81.3%

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

Abbreviations for Missing Data

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

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	80.0
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Lake City College Prep Academy school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress - one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School - one of the schools with the highest average performance gap between subgroups.
- ☒ Title I Priority School - one of the 5% lowest performing Title I schools.
- ☐ Title I School - does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School - therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.5%
Classes in high poverty schools not taught by highly qualified teachers	14.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	28.4%	0.0%	No
Student attendance rate	94.1%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 6-8						
All Students	620.6	608.1	579.8	595.3	100.0	100.0
Male	N/A	N/A	N/A	N/A	100.0	100.0
Female	623.5	612.3	582.0	592.5	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	621.0	608.5	579.8	596.1	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	617.3	606.7	579.0	593.4	100.0	100.0
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

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							
2012	3	22	100	47.6	38.1	14.3	52.4
	4	20	100	N/A	N/A	N/A	21.1
	5	20	100	55	40	5	45
	6	22	100	45.1	45	10	55
	7	25	100	58.3	25	16.7	41.7
2013	3	13	100	N/A	N/A	N/A	8.3
	4	20	100	21.1	26.3	52.6	78.9
	5	19	100	38.9	55.6	5.6	61.1
	6	18	100	27.8	55.6	16.7	72.2
	7	17	100	50	33.3	16.7	50
Mathematics							
2012	3	22	100	N/A	N/A	N/A	23.8
	4	20	100	N/A	N/A	N/A	10.5
	5	20	100	N/A	N/A	N/A	40
	6	22	100	N/A	N/A	N/A	45
	7	25	100	N/A	N/A	N/A	37.5
2013	3	13	100	N/A	N/A	N/A	16.7
	4	20	100	57.9	36.8	5.3	42.1
	5	19	100	55.6	38.9	5.6	44.4
	6	18	100	38.9	44.4	16.7	61.1
	7	17	100	55.6	38.9	5.6	44.4
Science							
2012	3	11	100	N/A	N/A	N/A	27.3
	4	20	100	N/A	N/A	N/A	10.5
	5	9	I/S	I/S	I/S	I/S	I/S
	6	11	100	N/A	N/A	N/A	45.5
	7	25	100	N/A	N/A	N/A	29.2
2013	3	6	I/S	I/S	I/S	I/S	I/S
	4	10	I/S	I/S	I/S	I/S	I/S
	5	19	100	N/A	N/A	N/A	33.3
	6	9	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
2013	7	17	100	N/A	N/A	N/A	43.8
	8	11	100	N/A	N/A	N/A	18.2

Abbreviations for Missing Data

N/A-Not Applicable N/AV-Not Available N/G-Not Collected N/R-Not Reported I/S-Insufficient Sample

PASS Performance By Grade Level

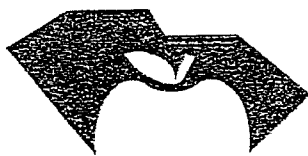
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	11	100	I/S	I/S	I/S	I/S
	4	20	100	N/AV	N/AV	N/AV	25.3
	5	11	100	54.5	36.4	9.1	45.5
	6	11	100	I/S	I/S	I/S	I/S
	7	25	100	N/AV	N/AV	N/AV	25
	8	7	I/S	I/S	I/S	I/S	I/S
2013	3	10	I/S	I/S	I/S	I/S	I/S
	4	19	100	N/AV	N/AV	N/AV	50
	5	9	I/S	I/S	I/S	I/S	I/S
	6	9	I/S	I/S	I/S	I/S	I/S
	7	17	100	N/AV	N/AV	N/AV	37.5
	8	10	I/S	I/S	I/S	I/S	I/S
Writing							
2012	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	21	100	52.4	19	28.6	47.6
	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	13	100	N/AV	N/AV	N/AV	41.7
2013	3	20	100	31.6	35.8	31.6	68.4
	4	19	94.7	17.6	54.7	17.6	82.4
	5	18	100	16.7	50	33.3	83.3
	6	18	100	44.4	38.9	16.7	55.6
	7	18	100	23.5	58.8	17.6	76.5
	8	21	100	35	50	5	65

Abbreviations for Missing Data

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

2013

Revisions to 2012-13 Accountability Manual — Affecting Palmetto Gold and Silver Award and Growth Ratings



**SC EDUCATION
OVERSIGHT COMMITTEE**

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Background

On April 9, 2012 the Education Oversight Committee (EOC) approved a revised value table to be used in calculating Growth ratings for elementary and middle schools beginning with the release of the 2013 annual school and district report cards. In the following report, the staff of the EOC analyzed the impact of the Revised Growth Value Table on: (1) the Palmetto Gold and Silver Awards program, including the General Performance and Closing the Achievement Gap awards; and (2) the calculation of the Growth rating for elementary and middle schools that increase meet or exceed a criterion for closing the gap between historically underachieving groups on the Reading and Research assessment portion of Palmetto Assessment of State Standards (PASS).

Palmetto Gold and Silver Awards

The EOC amended the criteria in October of 2012 to exclude schools having an Average or better Growth index for three years from being eligible to receive a Silver award. Regarding schools with steady Growth, only schools that had a Growth rating of Good or better for two consecutive years could receive a Palmetto Silver Award (Table 1). As a result of the change, approximately 277 elementary, middle and high schools did not receive a Silver Award for having three years of an Average or better Growth rating based upon academic achievement in school year 2011-12.

Table 1.
Gold and Silver Awards Criteria for General Performance
Beginning with the 2011-12 Academic Year

Absolute Rating	Growth Rating	Award Designation	Steady Growth
Excellent	Excellent	Gold	
Excellent	Good	Gold	
Excellent	Average	Gold	
Good	Excellent	Gold	
Good	Good	Silver	
Average	Excellent	Gold	
Average	Good	Silver	
Below Average	Excellent	Gold	
Below Average	Good	Silver	
		Silver	Good or better Growth for 2 Years

Impact of New Growth Index

In April 2012, the EOC reviewed and approved a change in the Growth Value Table which is used to determine the indices for the Growth rating for elementary and middle schools. The EOC reviewed alternative value tables and adopted a revised Growth Value Table (Table 2) to be used in the calculations for elementary and middle schools **beginning with the release of the 2013 annual report cards, which is based upon data the 2012-13 academic year.** In the new value table, students receive 100 points for maintaining their previous level of achievement, 10 points less for each decrease in achievement of one level, and an additional 10 points for each increase in achievement of one level – with one exception. The exception is that students

scoring Not Met 1 or Not Met 2 receive 20 additional points for increasing their achievement by one level, and 10 points for subsequent increases of one level.

Table 2
Revised Growth Value Table for Elementary & Middle Schools
Beginning with 2012-13 Academic Year

Year One (Pre-test)	Year Two (Post-test)				
	Not Met 1	Not Met 2	Met	Exemplary 4	Exemplary 5
Exemplary 3	60	70	80	90	100
Exemplary 4	70	80	90	100	110
Met	80	90	100	110	120
Not Met 2	90	100	120	130	140
Not Met 1	100	120	130	140	150

Source: 2012-2013 Accountability Manual, p. 34.

Table 3
Growth Rating Criteria Based on Growth Indices
Elementary and Middle School Growth Ratings

Growth Rating	Range of Indices
Excellent	103.05 and higher
Good	102.10 to 103.04
Average	99.89 to 102.09
Below Average	98.84 to 99.88
At Risk	99.83 and lower

Source: 2012-2013 Accountability Manual, p. 36.

The Growth Value Table is only used to create the Growth ratings for elementary and middle schools. To determine the effect of the changes in the Growth Value Table on the Palmetto Gold and Silver Awards Program for the general performance awards, the EOC asked staff to use the new Growth indices to answer the following question regarding the Palmetto Gold and Silver:

If the revised Growth Value Table and Growth indices had been used in the determination of awards for the Palmetto Gold and Silver Award Program for the 2011-12 academic year, how many elementary and middle schools would have qualified for the award under the general performance criteria?

Staff reviewed data from the 2011 and 2012 school report cards to determine the impact of the new value table on the number (and percent) of schools that would receive Palmetto Gold and Silver awards. Table 4 presents the number and percent of Elementary and Middle schools that received Palmetto Gold and Silver awards for the 2011-12 academic year, and the number that

would have received awards had the new value table been used for each of the past two years. Because the Growth Indices and ratings were recomputed for each of the past two years using the revised value table, the percentages of schools receiving Palmetto Gold and Silver awards accurately represents the awards that would have presented for 2012, and should provide insight into the percentage of schools receiving future awards.

Using the new value table, the percentage of schools receiving a Palmetto Gold award would have decreased by seven percent (65 schools), with no change to the percentage of schools receiving Palmetto Silver awards (although six fewer schools would have received a Palmetto Silver award). A total of 438 elementary and middle schools would have received a Palmetto Gold and Silver Award using the new value table (268 Gold and 170 Silver). Of the 170 schools that would have received a Silver award, nine would have received the award for having a Growth rating of Good or better for two years.

Table 4
Current and Projected Palmetto Gold & Silver Awards
in Elementary and Middle Schools for the 2011-12 Academic Year

General Performance	Current Value Table		New Value Table	
	Number of Schools	Percent	Number of Schools	Percent
Gold	333	35%	268	28%
Silver	176	18%	170	18%
No Award	449	47%	520	54%
TOTAL	958		958	

*These awards were announced by the SCDE on March 25, 2013.

The number of schools receiving Palmetto Gold and Silver awards based on each combination of Absolute and Growth rating is presented in Table 5. Using the current value table, schools with Absolute ratings of Excellent were much more likely to also receive a Growth rating of Excellent. Indeed, 233 schools received Palmetto Gold awards with Excellent Absolute and Growth ratings. Using the new value table, it is less likely that schools with Excellent Absolute ratings will also receive Excellent Growth ratings. The most frequently occurring combination of Absolute and Growth ratings eligible for an award is Excellent (Absolute) / Average (Growth) (112 schools).

Table 5
Combinations of Ratings for
Current and Projected Palmetto Gold & Silver Awards
in Elementary and Middle Schools for the 2011-12 Academic Year
for General Performance ONLY.

Absolute Rating	Growth Rating	Award	Current Value Table	New Value Table
Excellent	Excellent	Gold	233	12
Excellent	Good	Gold	32	63
Excellent	Average	Gold	10	112
Good	Excellent	Gold	39	18
Good	Good	Silver	92	42
Average	Excellent	Gold	17	48
Average	Good	Silver	84	97
Below Average	Excellent	Gold	2	15
Below Average	Good	Silver	0	22
Good or better Growth for 2 Years		Silver	0	9
TOTAL			509	438

*These awards were announced by the SCDE on March 25, 2013.

Table 6 presents a history of the number of Palmetto Gold and Silver awards. From 2001-02 through 2007-08, the number of Palmetto Gold awards ranged from 114 to 285, and the number of Palmetto Silver Awards ranged from 77 to 149. In 2008-09, several changes were made: the Palmetto Assessment of State Standards (PASS) replaced the Palmetto Achievement Challenge Test (PACT), the value table methodology was adopted to create Growth indices and ratings, and the Palmetto Gold and Silver program was amended to include schools that closed the achievement gap. Closing the achievement gap awards were given when one or more of the historically underachieving student groups (African-American, Hispanic, students receiving subsidized meals, and students with disabilities) either (1) obtains a mean score on PASS Reading and Writing or PASS Mathematics that is as high or higher than that of the average of white and full-pay meals students, or (2) the Growth index (computed using scores from ELA, mathematics, science, and social studies) for one or more the historically underachieving student groups is as high or higher than the average Growth index of white and full-pay meal students. For the 2012 report cards, the EOC amended the criteria to discontinue Palmetto Silver awards for schools having three years of Average or better Growth. By eliminating this award, the number of Palmetto Silver awards in 2011-2012 declined to 189 schools because 277 schools did not receive a Palmetto Silver award for having three years of Average Growth or better.

Table 6
Schools Receiving Palmetto Gold or Silver Award / EOC Closing the Gap Award *

Academic Year	Award Category	Number of Schools Receiving Gold Award	Number of Schools Receiving Silver Award	Total Number of Schools Receiving General Performance Award	Total Number of Schools Being Recognized for General Performance and for Closing the Achievement Gap	Number of Elementary and Middle Schools Receiving EOC Award for Closing the Achievement Gap
2000-01	General Performance	198	100	298	NA	NA
2001-02	General Performance	198	92	290	NA	87
2002-03	General Performance	229	77	306	NA	107
2003-04	General Performance	285	135	418	NA	132
2004-05	General Performance	187	125	312	NA	138
2005-06	General Performance	163	147	310	NA	135
2006-07	General Performance	114	126	240	NA	141
2007-08	General Performance	162	149	311	403	NA
	Closing Achievement Gap	79	163	242		NA
2008-09	General Performance	211	129	340	403	NA
	Closing Achievement Gap	66	150	216		NA
2009-10	General Performance	297	200	497	551	NA
	Closing Achievement Gap	55	243	298		NA
2010-11	General Performance	339	476	815	852	NA
	Achievement Gap	76	165	241		NA
2011-12**	General Performance	449	189	638	677	NA
	Achievement Gap	91	140	231		NA

* Totals reflect school report cards; based on grade configurations some schools receive more than one report card.

** Eliminated Silver awards for Average or better Growth for three consecutive years

Also awarded as a part of the Palmetto Gold and Silver awards program are awards for closing the achievement gap. A review of the current process when applied to data using the new value table indicated that the number of schools that would receive awards for closing the achievement gap will increase dramatically. An examination of the process of deriving closing the achievement gap awards is warranted.

The current process for making awards for closing the achievement gap is:

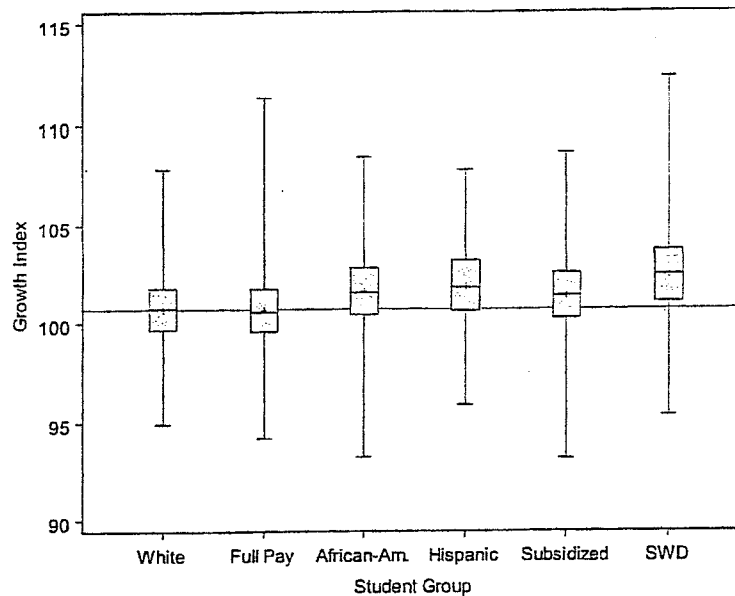
- 1) Determine the average school-level Growth indices for white students and for full-pay lunch students statewide. Average the Growth indices for white and full-pay lunch students to obtain a single statewide Growth index criterion.
- 2) Determine the average school-level Growth indices for each historically underachieving group (HUG: Hispanic, African-American, subsidized meal, students with disabilities) for each school.
- 3) Compare the Growth index for each HUG group to the criterion obtained in step 1. If at least one HUG group exceeds the Growth index criterion, the school receives an award for closing the achievement gap.

Given the changes that will occur in the Growth ratings due to the new value table, an investigation of the potential consequences for awards made for closing the achievement gap was conducted. Changing the value table has changed the ranges of Growth indices obtained for schools overall, and for each student group (white, African-American, Hispanic, full-pay meal, subsidized meal, and students with disabilities).

Figure 1 displays the distributions of Growth indices obtained in 2012 for each student group used in computing closing the achievement gap awards using box and whisker plots. Each box has four elements to it that indicate different summary statistics of the Growth indices for each group; the bottom of the box is the 25th percentile, the top of the box is the 75th percentile, the horizontal line inside the box is the median (50th percentile), and the "x" inside the box is the mean (average) Growth index. Recall the correct interpretation of a percentile; 25 percent of schools have Growth indices below the 25th percentile. The whiskers extend to the lowest and the highest Growth indices within each group.

The average Growth index for white and full-pay lunch students, which is the current Growth reference criterion from step (1) above is 100.66, and is presented as a horizontal line in Figure 1. Notice that for students with disabilities (SWD) the entire box is above the mean Absolute index for white and full-pay lunch students, which means that more than 75 percent of schools with 30 or more students with disabilities would be identified as closing the achievement gap. Similarly, very near to 75 percent of schools with 30 or more African-American students, Hispanic students, and subsidized meal students would also be identified as closing the achievement gap. For an individual school to be recognized for closing the achievement gap, it needs to have only one group with 30 or more students and a Growth index that exceeds the average Growth index of white and full-pay lunch students. It is projected that 87 percent of schools would receive awards for closing the achievement gap by the current process.

Figure 1. Distributions of Growth Indices by Student Group



An alternative strategy is proposed here. Because the distributions of Growth indices for white and full-pay lunch students are substantially lower than those of the four historically under-achieving groups, it was not possible to use white and full-pay lunch students as a reference point for defining closing the achievement gap awards. To provide consistency with the award rate with previous years, the number and percentage of schools that received awards for closing the achievement gap in 2013 was used as reference points. In 2013, 145 elementary and middle schools received awards for closing the achievement (approximately 15% of schools).

To consistently identify comparable percentage of schools, the new methodology is referenced to a distribution of Growth indices for each school. The Growth index for each school that is used is the highest Growth index of the historically underachieving groups that is based on 30 or more students. Any school that meets a Growth index criteria by comparing each group to a Growth index criteria will also meet the Growth index criteria by comparing the highest Growth index to the Growth index criteria. Therefore, rather than consider the Growth indices for all historically underachieving groups when deriving a Growth index criteria, it is sufficient to consider only the highest Growth index for each school.

The process of identifying schools, then, is as follows:

- 1) For each school, find the Growth index computed for each of the four historically under-achieving groups (African-Americans, Hispanic, subsidized meal, students with disabilities).
- 2) For each school, find the maximum Growth index among the Growth indices based on 30 or more students for the four historically underachieving groups.
- 3) Create a distribution of the maximum Growth indices obtained from step (2). Let the 85th percentile of this distribution be the Growth index criterion.
- 4) Compare the Growth index for each HUG group to the Growth index criterion obtained in step (3). If at least one HUG group exceeds the Growth index criterion, the school receives an award for closing the achievement gap.

To clarify step (2) above by example, consider Table 7 below, which presents the number of students and the Growth indices for each of the four historically underachieving groups in two schools. In both of these schools the number of African-American students, subsidized meal students, and students with disabilities is greater than 30, and the number of Hispanic students is less than 30. For both schools the maximum Growth index among all four groups is the Growth index for Hispanic students. However, because there are fewer than 30 Hispanic students, their Growth index is not considered when obtaining the maximum Growth index for determining the Growth index criterion. For school 1, the maximum Growth index for determining the Growth index criterion (103.429) is the Growth index for students with disabilities, and for school 2, the maximum Growth index for determining the Growth index criterion (102.061) is the Growth index for African-American students.

Table 7
Identifying the maximum Growth index used in finding the Growth index criterion.

School	African-American		Hispanic		Subsidized		Students with Disabilities		Maximum Growth Index	
	N	Growth Index	N	Growth Index	N	Growth Index	N	Growth Index	All Groups	For Criterion
1	349	102.748	21	111.000	517	102.730	63	103.429	111.000	103.429
2	509	102.061	22	106.136	749	101.311	150	100.468	106.136	102.061

To verify that the proposed methodology would consistently identify approximately 85 percent of schools, the proposed methodology was applied to data from the 2010, 2011, and 2012 academic years. Results of this analysis are provided in Table 8. By choosing the 85th percentile, the number of schools that would receive closing the achievement gap awards in 2012 is 131, which is 14% of schools. In 2010 and 2011 15% of schools are identified. In all three years, the targeted percentage of schools identified is matched.

Table 8
Percent of schools that would have received closing the achievement gap awards with various Growth index criteria.

Academic Year	80 th percentile		85 th percentile		90 th percentile	
	N	Percent	N	Percent	N	Percent
2010	182	20	137	15	92	10
2011	181	19	138	15	91	10
2012	178	19	131	14	84	9

Recommendation 1: The Academic Standards and Assessment Subcommittee recommends that the calculation of the Closing the Achievement Award for elementary and middle schools be amended beginning with the results of the 2013 state district and school report cards accordingly.

- 1) For each school, find the Growth index computed for each of the four historically under-achieving groups (African-Americans, Hispanic, subsidized meal, students with disabilities).
- 2) For each school, find the maximum Growth index among the Growth indices based on 30 or more students for the four historically underachieving groups.
- 3)...Create a distribution of the maximum Growth indices obtained from step (2). Let the 85th percentile of this distribution be the Growth index criterion.
- 4) Compare the Growth index for each HUG group to the Growth index criterion obtained in step (3). If at least one HUG group exceeds the Growth index criterion, the school receives an award for closing the achievement gap.

Growth Ratings Calculations for Historically Underachieving Groups (HUG)

Also affected by the change in the value table will be changes to Growth ratings made because the achievement of one or more historically underachieving groups has been higher than expected. The process as presented in the current accountability manual is as follows:

A school's Growth rating may be increased by one level if the Growth in performance on the Reading & Research assessment of historically underachieving demographic groups of students meets or exceeds a criterion. Historically underachieving groups consist of African- American, Hispanic, and Native American students, those eligible for the free or reduced-price federal lunch program, Limited English Proficient (LEP) students, migrant students, and students with non-speech disabilities. The school's eligibility for the increased Growth rating is determined as follows:

- a. Calculate the reading & research Growth index for the group of eligible students. The group must consist of 40 or more students to be considered for analysis.
- b. Compare the reading & research Growth index for the group to the state two-year average reading & research Growth index for all students in the state. The state two-year average Growth index is the average of the Growth indices for all students for the current and prior years. If the Growth index for the historically underachieving group in the school exceeds the state two-year average Growth index by at least one standard deviation, the school's Growth rating may be increased by one level. If the school is rated Excellent for Growth on the basis of all students, the performance for groups also should be calculated and reported even though the school's rating cannot be increased. (2012-13 Accountability Manual, page 36)

As indicated in (b) above, the HUG criterion, the point each historically underachieving group is compared to, is one standard deviation above the state two-year average Growth index for all students. Using the new value table, the HUG criterion point is 101.044, computed as follows:

2-year Reading Index	+	Standard Deviation	=	HUG Criterion
99.47	+	1.57	=	101.04

The projected number and percent of schools that would receive HUG awards using the new value table in 2012 is presented in Table 9, and the number and percent of schools that received HUG awards in 2009 through 2012 is presented in Table 10.

In 2012, 8.9% of schools received HUG awards, and using the new value table and the current HUG calculation, 33.3% of schools are projected to receive a HUG award, nearly four times the current percentage of schools that would receive an award.

Table 9. Projected Number and Percent of Elementary and Middle Schools Receiving HUG Awards in 2012 using New Value Table

Award	HUG Awards	HUG Awards by Group			
		African-Am.	Hispanic	Subsidized	SWD
Eligible - Award	313 (33.3)	185 (19.9)	42 (5.1)	210 (22.4)	127 (13.9)
Eligible - No Award	626 (66.7)	461 (49.5)	55 (6.6)	622 (66.4)	77 (8.4)
Not Eligible (n<40)		286 (30.7)	735 (88.3)	104 (11.1)	712 (77.7)
Total	939	932	832	936	916

Table 10. Number and Percent of Schools that Received HUG Awards: 2009-2012.

Year	Number of Schools	Percent Receiving HUG	Number receiving HUG
2009-2012.	3788	8.3	315
2009	940	5.2	49
2010	939	15.3	144
2011	951	3.9	37
2012	958	8.9	85

Conclusion:

In essence, the HUG awards, which incentivize schools for making progress in improving the performance of historically underachieving groups and the revised Growth Value Table accomplish the same objective; maintaining both would inflate the percentage of schools receiving a HUG. In 2012, 8.9% of schools received HUG awards, and using the new value table and the current HUG calculation, 33.3% of schools are projected to receive a HUG award, nearly four times the current percentage of schools that would receive an award.

Recommendation 2: Based on the analysis of HUG award projections using the Revised Growth Value Table, the Academic Standards and Assessment Subcommittee recommends that the HUG award be deleted from the Growth ratings beginning with the release of the 2013 annual report cards. School districts will be notified of the change immediately. As in the past, the EOC will review, monitor, and adjust as needed.

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Thursday, April 10, 2014

Dr. Zais Announces 2013-14 Palmetto Gold and Silver Award Winners

COLUMBIA – Today Dr. Nick Zais, State Superintendent of Education, announced the Palmetto Gold and Silver Award recipients for the 2013-14 school year. The South Carolina Department of Education recognized 592 schools and career centers for general performance, closing the achievement gap, or qualifying in both categories.

"Congratulations are in order for these Palmetto Gold and Silver Award winners that were selected by South Carolina's Education Oversight Committee," said Zais. "At the same time, I'm concerned about an award system that identifies 53 percent of our schools as the top performers. That is why I support a single accountability system recognizing student growth and performance that is clear and transparent to parents, teachers, and the public."

The Palmetto Gold and Silver Awards program, founded in 1998, recognizes schools for general performance and closing the achievement gap. Within those two categories, a school may be awarded either the gold or silver designation. This is the sixth year that closing the achievement gap has been included as part of the program.

Of the award recipients, only 68 schools were awarded the gold designation for both general performance and closing the achievement gap. "These top 6 percent truly are our superstars," said Zais. Approximately 19 percent of this year's recipient schools are also classified as high poverty, meaning that over 90 percent of their students receive Medicaid and/or Free or Reduced Meals.

Please see this list for specific winners. Award criteria was based upon the EOC's 2012-13 Accountability Manual and Addendum.

Follow Dr. Zais and the agency on Twitter and "like" our Facebook page to get the latest news and information from the agency and personal updates from Dr. Zais. Dr. Zais also writes a weekly blog.

Last Updated: 04/16/2014

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THE STATE OF SOUTH CAROLINA
IN THE ADMINISTRATIVE LAW COURT

APPEAL FROM SOUTH CAROLINA PUBLIC CHARTER SCHOOL DISTRICT

Don McLaurin, Chairperson

Case No. 14-ALJ-30-0256-AP

Lake City College Preparatory Academy, ... Appellant,

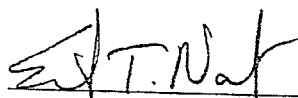
v.

South Carolina Public Charter School District, ... Respondent.

CERTIFICATE OF SERVICE

I certify that I have served the Record on Appeal by depositing a copy of it in the United States Mail, postage prepaid, on June 30, 2014, addressed to the Appellant's attorney, Johnny E. Watson Sr., 2715 Edgewood Avenue, Columbia, South Carolina 29204.

June 30, 2014



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