



Lakeside Middle

315 Pearman Dairy Road
Anderson, South Carolina

Grades	6-8 Middle School	
Enrollment	1,005 Students	
Principal	Martha L. Hanwell	864-260-5135
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	At-Risk
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

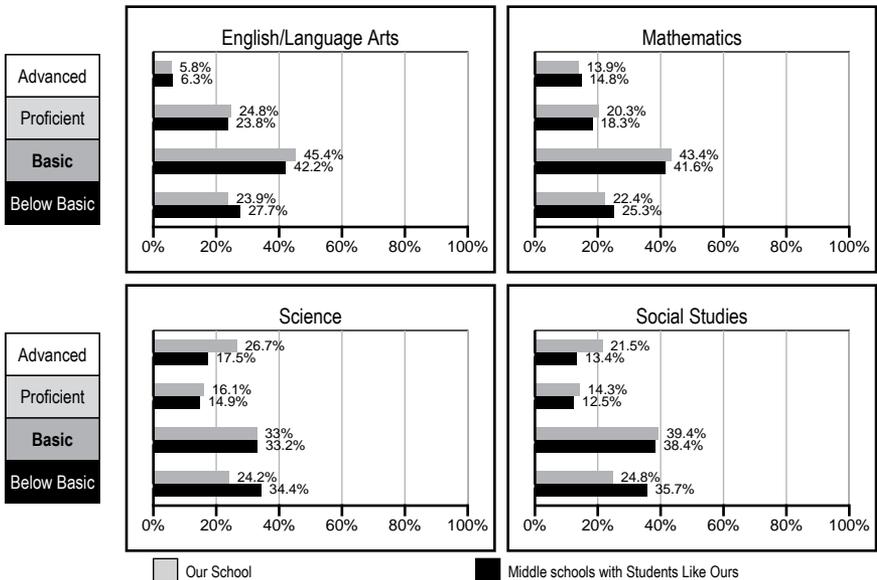
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	17	18	4

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	100.0	97.9
English 1	100.0	96.9
Physical Science	0	49.8
All Subjects	100.0	97.2

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,005)				
Students enrolled in high school credit courses (grades 7 & 8)	10.3%	Down from 14.4%	24.9%	19.4%
Retention rate	0.9%	Down from 1.6%	1.6%	1.8%
Attendance rate	94.5%	Down from 95.2%	95.8%	95.8%
Eligible for gifted and talented	16.9%	Down from 19.4%	17.9%	15.3%
With disabilities other than speech	17.4%	Down from 17.5%	13.9%	12.9%
Older than usual for grade	2.6%	Up from 1.7%	2.8%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Up from 0.5%	0.8%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=71)				
Teachers with advanced degrees	56.3%	Down from 59.7%	55.8%	55.0%
Continuing contract teachers	64.8%	Down from 67.2%	75.8%	70.6%
Teachers with emergency or provisional certificates	1.9%	Down from 3.8%	4.3%	5.4%
Teachers returning from previous year	83.8%	Down from 85.0%	86.4%	83.4%
Teacher attendance rate	95.1%	Down from 95.2%	95.0%	94.9%
Average teacher salary	\$43,207	Up 1.8%	\$44,624	\$44,706
Professional development days/teacher	8.0 days	Down from 15.9 days	11.4 days	11.8 days
School				
Principal's years at school	8.0	Up from 7.0	3.0	3.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 21.6 to 1	21.2 to 1	20.1 to 1
Prime instructional time	87.8%	Down from 89.1%	89.2%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.4%	98.0%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$6,258	Down 20.8%	\$6,795	\$7,097
Percent of expenditures for instruction*	68.9%	Up from 59.2%	62.3%	64.4%
Percent of expenditures for teacher salaries*	67.6%	Up from 55.9%	58.9%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Since its 1963 inception, Lakeside Middle School has been dedicated to providing a quality education for the children of our community. This dedication is evident in the many outstanding opportunities offered to our students. Students can choose Band, Strings, Chorus, Art, Drama, or Creative Writing courses during their related arts. These classes give students opportunities to explore interests outside of the academic areas. They also have the opportunity to take accelerated classes, earn high school credit, and participate in the district's gifted and talented program. Eligible students are also provided the opportunity to take the SAT or PSAT in seventh and eighth grade to be identified as Duke TIP Scholars or as Junior Scholars. This year, sixty-one students qualified to take the PSAT, and thirty-nine students qualified to take the SAT. Seventh and eighth grade students may also earn high school credit in Technology.

Additionally, students are provided with many opportunities during after school hours. These include Robotics, Math Counts, Vikings with Vision, and the Stock Market Club. Student Council and Lakeside Ambassadors partner with local service organizations to teach our students the value of volunteering and community service. Additional learning opportunities are offered through the afterschool program in which students are able to have extended learning time that is directly linked to standards being taught during the school day.

This year, we are pleased to be able to offer AVID to all grade levels. This program targets students who have shown academic potential but need additional support in order to become candidates for Advanced Placement coursework in high school. A long term goal for this program is to provide the opportunity for academic success in high school and post secondary education.

Lakeside has an active PTO, School Improvement Council, and a CBS Booster Club. These groups provide the foundation and support for the many activities that take place at our school. The PTA and CBS Clubs are instrumental in providing monetary support and volunteer hours for our faculty and students.

Lakeside teachers were the recipients of 15 state EIA grants resulting in a total of \$37,042. Lakeside is fortunate to have dedicated teachers who apply for these grants that directly affect student learning. We also were award-designated by the state as a Red Carpet School. This is recognition for our family-friendly atmosphere. We also received recognition as a Flagship School of Promise. This year, we were designated by the state as an Exemplary Writing Winner. Lakeside was the only middle school in the state to earn this award. We are proud to offer our students a safe environment, a healthy start, an ongoing relationship with a caring adult, an opportunity for service, and a marketable skill through an effective education. The united mission and promise to our students and community will continue to guide our way into the future. We hope you will join us as we continue to provide quality educational experiences for our children.

Martha Hanwell, Principal
Catherine Phillips, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	67	259	142
Percent satisfied with learning environment	83.3%	73.3%	80.1%
Percent satisfied with social and physical environment	83.3%	72.3%	68.6%
Percent satisfied with school-home relations	53.0%	80.2%	70.5%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 out of 21 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. Sanction: Implement the restructuring plan.
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	1.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.6%	0.0%	No
Student attendance rate	94.5%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	1005	99.9	24.8	46.7	24.3	4.2	40.9	55	48.2	Yes	Yes
Gender											
Male	538	99.8	31.2	47.3	18.9	2.6	34	48.5	41.7	N/A	N/A
Female	467	100	17.5	46.1	30.4	6	48.8	61.8	55	N/A	N/A
Racial/Ethnic Group											
White	626	99.8	19.6	46.5	28.4	5.5	48.9	66.4	60	Yes	Yes
African American	339	100	34.2	47.3	17.3	1.3	27.5	36.8	31.7	No	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	71.4	70.4	I/S	I/S
Hispanic	27	100	38.5	42.3	15.4	3.8	19.2	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	165	99.4	70.9	27.8	1.3	0	4.6	13.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	32	100	25	50	21.4	3.6	25	43.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	534	100	31.3	48.9	18.8	1	31.3	39.3	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	1005	99.8	23	44.6	20	12.4	44.8	54	45.8	Yes	Yes
Gender											
Male	538	99.6	26.4	41.1	20.4	12.1	43.5	53.2	45.6	N/A	N/A
Female	467	100	19.1	48.6	19.6	12.7	46.3	54.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	626	99.8	17.6	43	22.7	16.7	52.5	66.3	59	Yes	Yes
African American	339	99.7	34	46.2	15.7	4.2	29.5	33.4	26.9	No	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	80.5	71.3	I/S	I/S
Hispanic	27	100	23.1	61.5	7.7	7.7	42.3	46.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	46.2	I/S	I/S						
Disability Status											
Disabled	165	99.4	63.6	29.8	6	0.7	10.6	16.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	32	100	10.7	71.4	7.1	10.7	53.6	54.6	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	534	99.8	30.9	48.2	14.1	6.8	32.4	37.6	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	685	100	24.2	33	16.1	26.7	42.8	51.9	35.7	94.5	95.6
Gender											
Male	374	100	27.3	30.2	14.8	27.6	42.4	53.7	37.4	94	95.5
Female	311	100	20.4	36.3	17.6	25.6	43.3	50.1	33.8	95	95.8
Racial/Ethnic Group											
White	417	100	15.9	30.3	18.3	35.5	53.7	65.4	49.2	94.2	95.5
African American	241	100	39.3	37.9	12.8	10	22.8	30.6	17	94.8	95.7
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	70.4	58	96.8	96.8
Hispanic	16	100	25	31.3	12.5	31.3	43.8	53.1	24.9	94.8	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	98.5
Disability Status											
Disabled	117	100	64.5	27.1	4.7	3.7	8.4	15.8	14	93	94.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	98.3
English Proficiency											
Limited English Proficient	22	100	15.8	36.8	5.3	42.1	47.4	55.9	24.4	96	96.5
Socio-Economic Status											
Subsided meals	363	100	32.5	38.6	14.2	14.8	28.9	35.9	21.1	93.5	94.9
Social Studies											
All Students	685	100	24.8	39.4	14.3	21.5	35.8	46.8	34	94.5	95.6
Gender											
Male	371	100	24.9	37.4	11.7	26	37.7	48.6	36.6	94	95.5
Female	314	100	24.7	41.8	17.4	16	33.4	44.8	31.3	95	95.8
Racial/Ethnic Group											
White	437	100	20.7	38.4	15.2	25.7	40.9	56.8	44.5	94.2	95.5
African American	219	100	33.3	41.8	11.9	12.9	24.9	28.7	19.1	94.8	95.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	73.1	58.9	96.8	96.8
Hispanic	20	100	31.6	31.6	15.8	21.1	36.8	50	27.5	94.8	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	98.5
Disability Status											
Disabled	110	100	67	24	5	4	9	15.4	14.4	93	94.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	98.3
English Proficiency											
Limited English Proficient	23	100	20	30	20	30	50	54.5	27.3	96	96.5
Socio-Economic Status											
Subsided meals	360	100	30.4	40.2	13.8	15.6	29.4	31.4	21	93.5	94.9

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	340	100	32.4	43.5	18.7	5.4	24.1
	7	286	100	24.4	49.8	25.1	0.7	25.8
	8	296	100	29.2	49.3	19.3	2.2	21.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	344	99.7	23.8	44.1	26.2	5.9	32.1
	7	366	100	25.7	48	23.9	2.4	26.3
	8	295	100	25	48.2	22.5	4.3	26.8
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	340	100	22.5	45.4	19	13	32.1
	7	286	100	24.4	46.9	16.6	12.2	28.8
	8	296	100	27.7	51.1	14.2	6.9	21.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	344	99.7	24.4	37.7	21.6	16.4	38
	7	366	100	22.4	48.3	17.5	11.8	29.3
	8	295	99.7	22.2	48.4	21.1	8.4	29.5
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	173	100	38	30.4	12.7	19	31.6
	7	286	99.7	25.1	31	23.6	20.3	43.9
	8	145	100	24.4	36.3	19.3	20	39.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	170	100	33.3	18.5	11.7	36.4	48.1
	7	366	100	19.6	41.4	16	23	39
	8	149	100	24.3	30	21.4	24.3	45.7
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	167	100	19.1	33.8	22.3	24.8	47.1
	7	285	99.7	30.7	35.6	14.1	19.6	33.7
	8	150	100	36	48.9	10.1	5	15.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	173	100	19.8	34.6	17.9	27.8	45.7
	7	366	100	28.1	35	13.3	23.6	36.9
	8	146	100	22.8	55.9	12.5	8.8	21.3

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