

Lockhart Schools

212 Lockhart Drive
Lockhart, South Carolina

Grades	K-8 Middle School	
Enrollment	236 Students	
Principal	Eugene Palmer	864-545-6501
Superintendent	Dr. David L. Eubanks	864-429-1740
Board Chair	Mrs. Betty J. McMorris	864-427-4149

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

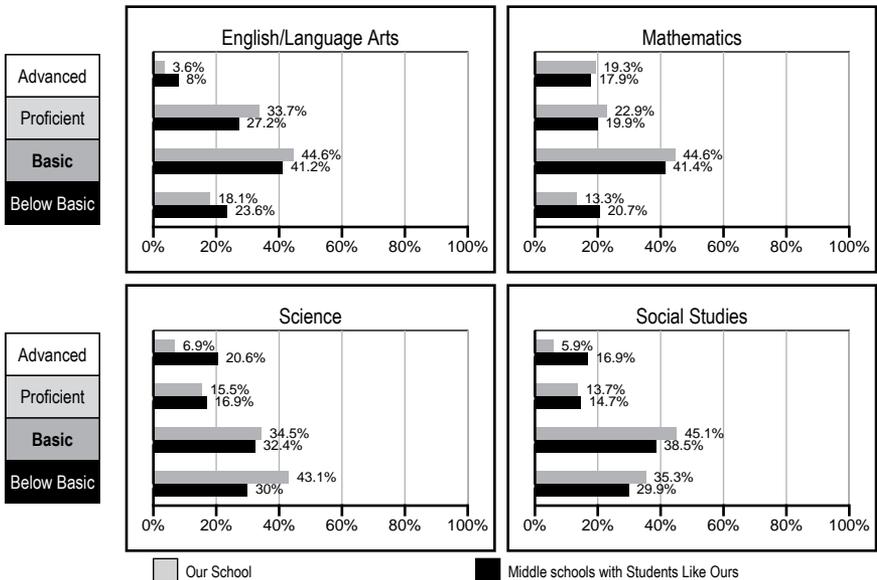
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	27	13	1

* 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	98.3
English 1	100.0	97.3
Physical Science	87.5	65.5
All Subjects	95.8	97.7

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=236)				
Students enrolled in high school credit courses (grades 7 & 8)	14.3%	Up from 0.0%	28.4%	19.4%
Retention rate	1.3%	Up from 1.1%	1.6%	1.8%
Attendance rate	96.4%	Up from 95.3%	95.7%	95.8%
Eligible for gifted and talented	13.9%	Up from 13.2%	18.9%	15.3%
With disabilities other than speech	17.7%	Up from 15.1%	13.1%	12.9%
Older than usual for grade	2.5%	Up from 2.2%	2.5%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.5%	0.8%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=21)				
Teachers with advanced degrees	76.2%	Up from 69.2%	57.6%	55.0%
Continuing contract teachers	90.5%	Up from 88.5%	75.3%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	4.7%	5.4%
Teachers returning from previous year	80.0%	Down from 81.7%	87.0%	83.4%
Teacher attendance rate	87.6%	Up from 87.2%	95.1%	94.9%
Average teacher salary	\$48,728	Up 2.4%	\$45,370	\$44,706
Professional development days/teacher	17.8 days	Up from 14.0 days	12.8 days	11.8 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	3.0
Student-teacher ratio in core subjects	16.5 to 1	Down from 18.7 to 1	22.5 to 1	20.1 to 1
Prime instructional time	81.5%	Up from 78.2%	89.1%	89.3%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.7%	Up from 92.1%	98.8%	98.0%
Character development program	Average	Up from Below Average	Good	Good
Dollars spent per pupil*	\$5,572	Up 2.5%	\$6,560	\$7,097
Percent of expenditures for instruction*	64.3%	Up from 61.3%	64.4%	64.4%
Percent of expenditures for teacher salaries*	63.9%	Up from 62.6%	60.2%	59.4%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2007-2008 school year marked Lockhart School's first year as a K-8 school. Prior to this year, Lockhart School had housed grades K through 12. However, a consolidation of the county's high schools changed the complexion of Lockhart School. Although the year was marked by change, it was also a year of growth and achievement.

Lockhart School received the Palmetto Gold Award based on the performance of the 2006-2007 school year. The faculty and staff rededicated their efforts to the academic, social, emotional and physical needs of our students. Writing Across the Curriculum became a school-wide initiative aimed at improving academic achievement in all content areas. Publishing teacher and parent writings along with student work, hosting a family slogan writing night, and enjoying student readers during morning announcements were among the writing activities introduced this year. A student from Lockhart School wrote the district's winning essay for the Lieutenant Governor's Essay Contest.

Utilizing district benchmark tests and MAP testing, teachers were able to analyze data to determine students' academic strengths and weaknesses and address those through instruction. Strategies used to meet individual academic needs included differentiated instruction, Compass Odyssey, small group settings, and brain-based research strategies. Character education and conflict resolution programs have been implemented to nurture the social and emotional growth and development of the students.

Improvements have been made in the physical plant as well. New playground equipment has been organized within the boundaries of a state of the art impact floor. Several areas of the building have been painted and repairs have been made to ceilings. Planned improvements include new flooring and painting with consideration in replacing existing windows.

In conclusion, expectations are high that Lockhart School will continue to hold itself to the high standards of the past. When everyone works together, all things are possible. We remain committed to our motto, "Lockhart School, Education for a Lifetime."

James Sloan, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	25	41
Percent satisfied with learning environment	95.5%	84.0%	92.7%
Percent satisfied with social and physical environment	100.0%	96.0%	90.2%
Percent satisfied with school-home relations	90.5%	96.0%	85.4%

* 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

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. 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	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%	Yes

* Or greater than last year

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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	164	100	16.5	44.3	36.7	2.5	53.8	38	48.2	Yes	Yes
Gender											
Male	72	100	21.7	46.4	29	2.9	42	31.7	41.7	N/A	N/A
Female	92	100	12.4	42.7	42.7	2.2	62.9	44.4	55	N/A	N/A
Racial/Ethnic Group											
White	148	100	16.7	43.8	36.8	2.8	54.2	46.9	60	Yes	Yes
African American	14	100	16.7	50	33.3	0	50	22.8	31.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	90.9	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	33	100	36.4	60.6	3	0	12.1	14.9	16	I/S	I/S
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	80	100	19.7	48.7	27.6	3.9	40.8	30.3	34	Yes	Yes

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

All Students	164	100	17.7	38.6	24.1	19.6	57.6	39.7	45.8	Yes	Yes
Gender											
Male	72	100	17.4	40.6	20.3	21.7	58	40.6	45.6	N/A	N/A
Female	92	100	18	37.1	27	18	57.3	38.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	148	100	17.4	37.5	25.7	19.4	59	48.2	59	Yes	Yes
African American	14	100	25	50	8.3	16.7	41.7	25.4	26.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	90.9	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	33	100	60.6	30.3	6.1	3	15.2	13.8	17.1	I/S	I/S
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41.7	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	80	100	22.4	40.8	19.7	17.1	48.7	31.5	31.4	Yes	Yes

* Adj - 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

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	109	100	36.8	34	15.1	14.2	29.2	24.4	35.7	96.4	95.4
Gender											
Male	49	100	31.9	36.2	14.9	17	31.9	26.9	37.4	96.4	95.2
Female	60	100	40.7	32.2	15.3	11.9	27.1	21.9	33.8	96.4	95.6
Racial/Ethnic Group											
White	101	100	34.3	34.3	16.2	15.2	31.3	32.2	49.2	96.4	95
African American	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	12.5	17	96.5
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	96.8	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	N/A	95.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	94.5	90.5
Disability Status											
Disabled	23	100	65.2	30.4	4.3	0	4.3	7.7	14	95.8	94
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	N/A	96.3
Socio-Economic Status											
Subsided meals	53	100	37.3	39.2	11.8	11.8	23.5	16.8	21.1	95.7	95
Social Studies											
All Students	108	100	31.7	47.1	9.6	11.5	21.2	28.2	34	96.4	95.4
Gender											
Male	48	100	37	34.8	13	15.2	28.3	31.2	36.6	96.4	95.2
Female	60	100	27.6	56.9	6.9	8.6	15.5	25.1	31.3	96.4	95.6
Racial/Ethnic Group											
White	96	100	30.9	46.8	10.6	11.7	22.3	34.1	44.5	96.4	95
African American	11	100	44.4	44.4	0	11.1	11.1	18.2	19.1	96.5	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	96.8	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	N/A	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	94.5	90.5
Disability Status											
Disabled	20	100	55	35	0	10	10	12.8	14.4	95.8	94
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	N/A	96.3
Socio-Economic Status											
Subsided meals	52	100	42.9	44.9	2	10.2	12.2	21.4	21	95.7	95

* 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	32	100	13.3	40	43.3	3.3	46.7
	4	26	100	20.8	41.7	37.5	0	37.5
	5	25	100	20	64	16	0	16
	6	30	100	17.9	64.3	17.9	0	17.9
	7	31	100	46.7	26.7	20	6.7	26.7
	8	32	100	37.5	50	12.5	0	12.5
2008	3	34	100	3.1	34.4	53.1	9.4	62.5
	4	26	100	19.2	38.5	42.3	0	42.3
	5	25	100	20	56	24	0	24
	6	23	100	18.2	50	31.8	0	31.8
	7	27	100	15.4	53.8	30.8	0	30.8
	8	29	100	25.9	37	33.3	3.7	37
Mathematics								
2007	3	32	100	16.7	50	30	3.3	33.3
	4	26	100	25	29.2	37.5	8.3	45.8
	5	25	100	16	64	16	4	20
	6	30	100	21.4	46.4	25	7.1	32.1
	7	31	100	33.3	40	16.7	10	26.7
	8	32	100	21.9	62.5	9.4	6.3	15.6
2008	3	34	100	3.1	37.5	21.9	37.5	59.4
	4	26	100	23.1	23.1	34.6	19.2	53.8
	5	25	100	40	24	20	16	36
	6	23	100	13.6	45.5	22.7	18.2	40.9
	7	27	100	7.7	53.8	23.1	15.4	38.5
	8	29	100	22.2	48.1	22.2	7.4	29.6
Science								
2007	3	16	100	46.7	26.7	6.7	20	26.7
	4	26	100	45.8	29.2	16.7	8.3	25
	5	12	100	66.7	25	0	8.3	8.3
	6	16	100	46.7	40	13.3	0	13.3
	7	31	100	43.3	43.3	10	3.3	13.3
	8	17	100	41.2	35.3	17.6	5.9	23.5
2008	3	17	100	23.5	47.1	11.8	17.6	29.4
	4	26	100	38.5	26.9	19.2	15.4	34.6
	5	13	100	30.8	30.8	7.7	30.8	38.5
	6	12	100	54.5	18.2	9.1	18.2	27.3
	7	27	100	30.8	46.2	19.2	3.8	23.1
	8	14	100	53.8	23.1	15.4	7.7	23.1
Social Studies								
2007	3	16	100	13.3	46.7	33.3	6.7	40
	4	26	100	37.5	54.2	8.3	0	8.3
	5	13	100	46.2	23.1	7.7	23.1	30.8
	6	14	100	23.1	61.5	7.7	7.7	15.4
	7	31	100	70	26.7	3.3	0	3.3
	8	15	100	46.7	53.3	0	0	0
2008	3	17	100	6.7	60	6.7	26.7	33.3
	4	26	100	30.8	42.3	7.7	19.2	26.9
	5	12	100	50	50	0	0	0
	6	11	100	18.2	27.3	27.3	27.3	54.5
	7	27	100	53.8	42.3	3.8	0	3.8
	8	15	100	14.3	64.3	21.4	0	21.4

Abbreviations for Missing Data

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