



## Main Street Elementary

318 East Main Street  
Lake City, SC 29560

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	466 Students	
<b>Principal</b>	Angelia Scott	843-374-2221
<b>Superintendent</b>	Mrs. Beth M. Wright	843-374-8652
<b>Board Chair</b>	Mr. David Eaddy	843-394-8043

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

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

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

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

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

**Percent of Student PASS Records Matched for Purpose of Computing Growth Rating**

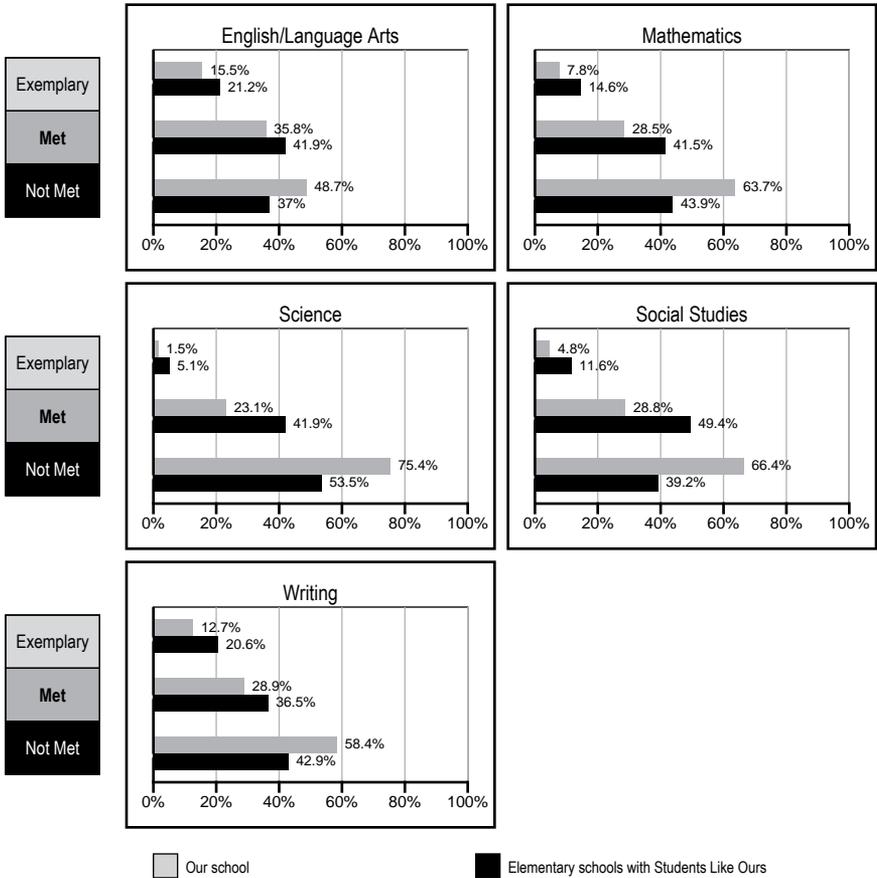
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.1%

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

Excellent	Good	Average	Below Average	At-Risk
1	2	48	48	28

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

**Palmetto Assessment of State Standards (PASS)**



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

**Definition of Critical Terms**

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

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

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=466)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 76.5%	100.0%	100.0%
Retention rate	0.7%	Down from 4.0%	2.5%	1.9%
Attendance rate	96.4%	Up from 96.1%	96.0%	96.3%
Eligible for gifted and talented	8.5%	Up from 5.2%	2.8%	10.0%
With disabilities other than speech	12.6%	Up from 9.8%	7.4%	7.7%
Older than usual for grade	2.2%	Down from 2.8%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=34)</b>				
Teachers with advanced degrees	23.5%	Down from 34.5%	57.1%	59.4%
Continuing contract teachers	47.1%	Up from 37.9%	70.6%	80.0%
Teachers with emergency or provisional certificates	8.3%	Up from 5.9%	0.0%	0.0%
Teachers returning from previous year	57.1%	Down from 60.4%	81.1%	85.9%
Teacher attendance rate	93.7%	Up from 91.8%	95.2%	95.1%
Average teacher salary*	\$39,222	Down 0.5%	\$45,558	\$47,149
Professional development days/teacher	27.0 days	Up from 13.4 days	11.0 days	11.1 days
<b>School</b>				
Principal's years at school	1.0	Down from 2.0	2.0	4.0
Student-teacher ratio in core subjects	15.2 to 1	Down from 19.1 to 1	16.4 to 1	18.8 to 1
Prime instructional time	88.9%	Up from 85.9%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Good	Excellent
Dollars spent per pupil**	\$7,350	Up 13.0%	\$8,732	\$7,458
Percent of expenditures for instruction**	64.7%	Down from 66.8%	68.1%	68.8%
Percent of expenditures for teacher salaries**	55.4%	Down from 61.0%	61.7%	63.2%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

At Main Street Elementary, our goals continue to be striving for academic excellence and cultural enrichment for all students, improving home/school relations, strengthening our volunteer program, and maintaining a safe, positive learning environment for all. We continue to reach for success for our students by ensuring best teaching practices through the Teacher Advancement Program, which includes extensive professional development geared toward advancing student achievement. Academics, attendance, attitude (improving behavior), and the Arts are integral parts of MSE.

Students are recognized for reaching individual and school goals during monthly student incentive days, Awards Day, and celebrations, such as the PASS Water Inflatable Day. Our highly recognized chorus, the Main Street Singers, continue to put on show-stopping events, including a Christmas play, Babes in Toyland, and a Black History Dinner Theater Extravaganza. Both our Main Street Singers and our Master Art students are showcased each year in the District Arts Show.

We have also established support systems for our students to ensure that every student has the best possible chance to succeed through our character education programs. Each month, during a ceremony and parent luncheon, we recognize students who consistently display essential life skills. Programs to encourage and empower girls and boys were established this year, including a Ladies Club and Gentlemen's Club. Members of the clubs are involved with community service, cultural experiences, and self-improvement. A major focus also includes learning about different career opportunities. Each week, women from the community come in to our LC breakfast meetings to talk about their careers.

At MSE, children first means families first. From the first day of school until the end, our doors are open to our parents and community members. We began this year with a Back to School Bash that set the open door policy. Events such as Goodies for Grands, Fall Festival, Field Day, Doughnuts for Dads, Muffins for Moms, and movie nights were held. We strive to give parents the tools they need to help their students to be successful by hosting daytime and nighttime events to meet the scheduling demands of parents, including Curriculum/Family Nights, Car Club meetings, and some weekend events. Volunteer opportunities are readily available through our A.P.P.L.E.s program (Aiding and Promoting Positive Learning Experiences), and the D.A.D.S. program (Dedicated, Active and Devoted in Schools).

All stakeholders play an active role within our school. The Minister's Dinner sent an open invitation to local churches to get involved. Business partnerships have been established, including a Wal-Mart grant which will allow us to begin a Bike Safety program. We regularly have community leaders come to speak with members of our Ladies and Gentlemen's Clubs, as well as serve as mentors. Annual events, including the Hero's Luncheon and Women in Careers Honorary Luncheon, were held. Local daycare centers and further MSE students are invited to Panther Tales, our monthly story hour.

We embrace the motto "Together We Can..." as it takes students, parents, school staff, and the community to educate the whole child.

Angelia Scott, Principal  
Derrick Cattenhead, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	63	42
Percent satisfied with learning environment	76.5%	88.5%	84.2%
Percent satisfied with social and physical environment	88.2%	81.0%	69.2%
Percent satisfied with school-home relations	62.5%	83.9%	79.5%

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

## Abbreviations for Missing Data

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## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 12 out of 17 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

RP

## 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	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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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	202	100	48.5	35.7	15.8	67.9	73.2	82.8	Yes	Yes
<b>Gender</b>										
Male	110	100	57.5	29.2	13.2	61.3	66.8	79.3	N/A	N/A
Female	92	100	37.8	43.3	18.9	75.6	79.9	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	26	100	23.1	34.6	42.3	84.6	85.8	89.5	I/S	I/S
African American	171	100	51.8	36.3	11.9	66.1	67.2	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	66.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	43	100	69	23.8	7.1	50	48.8	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	63.4	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	193	100	49.2	35.8	15	67.9	70.8	75.5	Yes	Yes

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

All Students	202	100	63.3	28.6	8.2	49	67.3	78.9	No	Yes
<b>Gender</b>										
Male	110	100	69.8	22.6	7.5	42.5	63.4	77	N/A	N/A
Female	92	100	55.6	35.6	8.9	56.7	71.4	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	26	100	42.3	19.2	38.5	65.4	83.4	87.2	I/S	I/S
African American	171	100	66.1	30.4	3.6	47	59	66.7	No	Yes
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	66.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	43	100	81	14.3	4.8	26.2	41.4	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	68.3	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	193	100	63.6	28.9	7.5	48.7	64.4	70.2	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
<b>Science</b>								
All Students	135	100	74.4	23.3	2.3	25.6	49.4	67.5
<b>Gender</b>								
Male	74	100	80.6	15.3	4.2	19.4	46.6	67
Female	61	100	N/AV	N/AV	N/AV	32.8	52.3	68
<b>Racial/Ethnic Group</b>								
White	20	100	45	50	5	55	71.8	79.5
African American	112	100	79.3	18.9	1.8	20.7	37.4	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	50	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	29	100	82.8	13.8	3.4	17.2	26.7	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	40.7	59.6
<b>Socio-Economic Status</b>								
Subsided meals	127	100	76.8	20.8	2.4	23.2	46.1	55.1
<b>Social Studies</b>								
All Students	131	99.2	64.6	29.1	6.3	35.4	61.2	72.3
<b>Gender</b>								
Male	72	98.6	69.6	24.6	5.8	30.4	58.7	71.5
Female	59	100	58.6	34.5	6.9	41.4	63.8	73.2
<b>Racial/Ethnic Group</b>								
White	12	100	25	50	25	75	74.7	80.7
African American	116	99.1	69.6	26.8	3.6	30.4	54.1	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	68.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	27	96.3	76	16	8	24	40.1	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	70	67.9
<b>Socio-Economic Status</b>								
Subsided meals	125	99.2	65.3	28.1	6.6	34.7	58.1	62.1

Abbreviations for Missing Data

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## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	207	98.1	58.4	28.9	12.7	41.6	52	70.2	96.4	95.6
<b>Gender</b>										
Male	114	96.5	74.5	17.9	7.5	25.5	42.7	63.2	96.2	95.6
Female	93	100	39.6	41.8	18.7	60.4	61.6	77.5	96.6	95.7
<b>Racial/Ethnic Group</b>										
White	27	100	26.9	34.6	38.5	73.1	66.4	79.1	95.5	94.8
African American	174	98.3	62.5	28.6	8.9	37.5	45.2	57.6	96.5	96.1
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	I/S	86.2	99.2	98.6
Hispanic	4	I/S	I/S	I/S	I/S	I/S	38	62.6	93.8	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	84.8
<b>Disability Status</b>										
Disabled	45	93.3	92.7	2.4	4.9	7.3	14.9	26.1	95.8	95.3
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	38.1	61.2	99.2	96.7
<b>Socio-Economic Status</b>										
Subsided meals	197	98.5	58.5	29.3	12.2	41.5	48.8	58.9	96.5	95.6

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	72	100	47.8	36.2	15.9	52.2
	4	63	100	66.1	24.2	9.7	33.9
	5	67	100	32.3	46.2	21.5	67.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	72	100	71	23.2	5.8	29
	4	63	100	67.7	27.4	4.8	32.3
	5	67	100	50.8	35.4	13.8	49.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	36	100	82.9	8.6	8.6	17.1
	4	63	100	N/AV	N/AV	N/AV	17.7
	5	36	100	N/AV	N/AV	N/AV	47.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Social Studies</b>							
<b>2009</b>	3	37	100	52.8	38.9	8.3	47.2
	4	63	100	N/AV	N/AV	N/AV	27.4
	5	31	96.8	62.1	20.7	17.2	37.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	75	96	66.7	23.2	10.1	33.3
	4	64	100	68.3	27	4.8	31.7
	5	68	98.5	40	36.9	23.1	60
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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