



## LAKE CITY ELEMENTARY

906 Matthews Rd.  
Lake City, SC 29560

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	501 Students	
<b>Principal</b>	Renee M. Kirby	843-374-2353
<b>Superintendent</b>	Beth M. Wright	843-374-8652
<b>Board Chair</b>	Mr. Richard Cook	843-394-8043

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>Average</b>
2009	At-Risk	Average
2008	At-Risk	Below Average
2007	At-Risk	Below Average
2006	At-Risk	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

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

## SOUTH CAROLINA PERFORMANCE GOAL

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

## SOUTH CAROLINA PERFORMANCE VISION

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

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

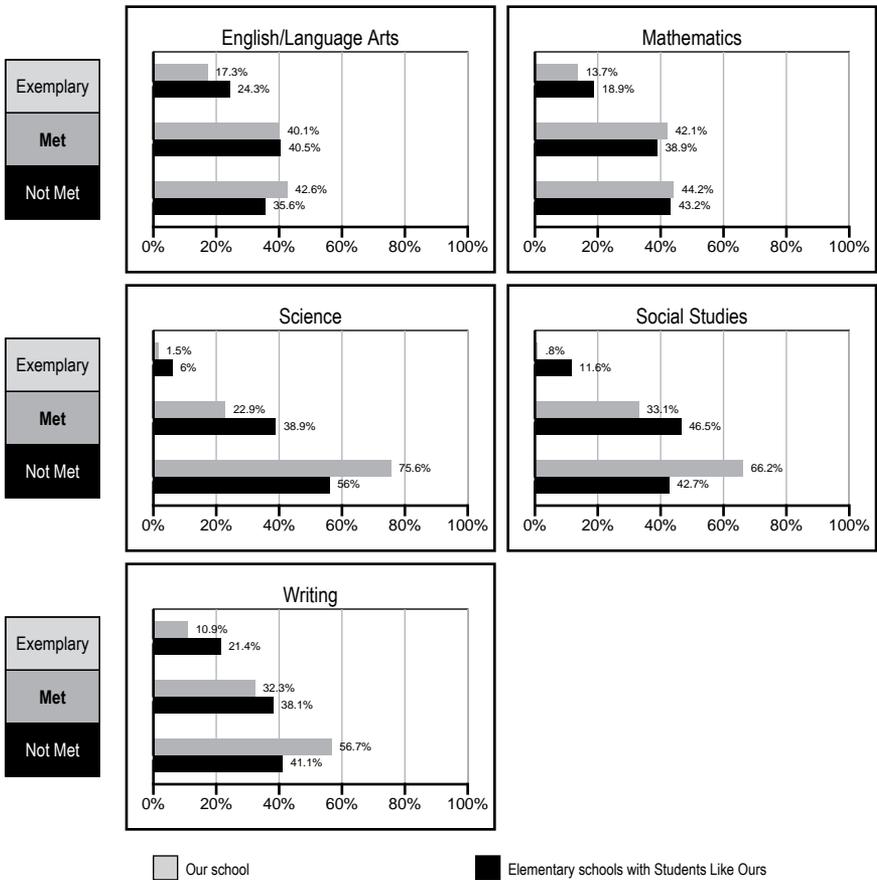
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	3	67	50	22

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

Palmetto Assessment of State Standards (PASS)



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

Definition of Critical Terms

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

Abbreviations for Missing Data

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

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=501)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Down from 0.9%	1.5%	1.2%
Attendance rate	99.8%	Up from 96.9%	95.9%	96.1%
Eligible for gifted and talented	1.9%	Up from 1.4%	4.1%	11.7%
With disabilities other than speech	17.1%	Up from 16.7%	8.4%	8.0%
Older than usual for grade	1.3%	Up from 1.1%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=30)</b>				
Teachers with advanced degrees	46.7%	Down from 55.9%	59.0%	60.5%
Continuing contract teachers	60.0%	Down from 73.5%	78.4%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	75.9%	Up from 74.5%	82.4%	87.0%
Teacher attendance rate	95.8%	Up from 89.0%	95.4%	95.4%
Average teacher salary*	\$42,237	Down 3.1%	\$45,256	\$47,288
Professional development days/teacher	24.4 days	Up from 23.8 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	Up from 13.3 to 1	17.1 to 1	19.2 to 1
Prime instructional time	94.8%	Up from 84.4%	90.7%	90.8%
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	Excellent	Excellent
Dollars spent per pupil**	\$8,044	Down 4.1%	\$8,766	\$7,548
Percent of expenditures for instruction**	63.6%	Down from 68.4%	68.1%	68.7%
Percent of expenditures for teacher salaries**	57.3%	Up from 55.3%	62.4%	65.1%

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

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

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Lake City Elementary's mission is Building Excellence; Every Child, Every Chance, Every Day. During the 2009-2010 school year, the Lake City community of staff, students, and parents worked together to do just that. LCE houses 492 students 4K to 5th grade. While we did not make AYP, the school met 17 of the 21 objectives and received an improvement rating of Average. These two accomplishments were a first for our school.

Other accomplishments this year included receiving a "Save the Children" and an "ABC Arts" grant. Again, this year, the ABC grant enabled us to bring in three artists-in-residence. Students learned to express themselves through dance and African drumming. Our performing arts groups were invited to entertain at several community events. Parents and students enjoyed Sweet-grass weaving. Finally, our staff and students learned South Carolina's official dance, the Shag. Our Save the Children grant helped us to focus on literacy and fitness. We provided our students with nutrition and fitness education through the CHANGE program. Combining our morning program with an early exercise opportunity started everyone's day with energy.

The LCE Gentleman and Ladies' groups expanded the character education program using their service learning projects to provide examples for our younger students. We continue to provide for the needy with our canned good drive. This year with the tragedy in Haiti, these groups worked to raise pennies to send for relief. Monthly family nights provide parents with an opportunity to see our groups perform, as well as participate in workshops centered on topics of need from our parent survey. Our parents and community have worked very hard to make two fundraisers very successful for LCE's goal to purchase a marquee to improve communication with the community. LCE's School Improvement Council is also an important part of our team for continuous improvement.

LCE uses standards based curriculum that incorporates technology and the arts to engage our children. Our plan is to begin the AIMS program to strengthen our math and science curriculum. The continuation of TAP ensured that our staff had site-based staff development centered on authentic student work. As a staff, we have used all sources of data to help us implement instruction to meet the needs of each student.

At LCE, we will continue to soar to new heights because of our strong partnership between home and school. We will continue to provide our students with quality instruction as we all strive for excellence.

Renee Kirby, Principal  
Anna Washington and Renota Washington, SIC co-chairpersons

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	67	38
Percent satisfied with learning environment	96.8%	81.8%	94.6%
Percent satisfied with social and physical environment	96.9%	83.3%	91.9%
Percent satisfied with school-home relations	84.4%	80.6%	94.7%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 16 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

R

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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.3%	0.0%	No
Student attendance rate	99.8%	94.0%*	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	214	99.5	41.3	39.3	19.4	73.6	72.3	83.5	Yes	Yes
<b>Gender</b>										
Male	115	99.1	49.5	36.4	14	64.5	65.5	80.1	N/A	N/A
Female	99	100	31.9	42.6	25.5	84	79.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	4	I/S	I/S	I/S	I/S	I/S	85.6	89.6	I/S	I/S
African American	208	99.5	40.5	39.5	20	73.8	66.1	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	73.3	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	57	98.3	78.4	11.8	9.8	39.2	44.1	51.7	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	74.1	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	208	99.5	42.6	39.5	17.9	72.8	70	76.9	Yes	Yes

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

All Students	214	99.5	42.8	41.8	15.4	71.6	70	80.4	Yes	Yes
<b>Gender</b>										
Male	115	99.1	53.3	34.6	12.1	59.8	63.1	78.4	N/A	N/A
Female	99	100	30.9	50	19.1	85.1	77.1	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	4	I/S	I/S	I/S	I/S	I/S	80.3	87.8	I/S	I/S
African American	208	99.5	42.1	42.1	15.9	72.3	65.3	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	68.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	57	98.3	72.5	19.6	7.8	43.1	40.8	46.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	70.4	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	208	99.5	44.1	42.1	13.8	70.8	68.3	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	143	99.3	73.7	22.6	3.8	26.3	46.6	67.3
<b>Gender</b>								
Male	78	98.7	73.6	20.8	5.6	26.4	43.8	66.9
Female	65	100	73.8	24.6	1.6	26.2	49.6	67.7
<b>Racial/Ethnic Group</b>								
White	2	I/S	I/S	I/S	I/S	I/S	63.7	79.6
African American	139	99.3	73.6	22.5	3.9	26.4	39.4	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	41	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
<b>Disability Status</b>								
Disabled	42	97.6	N/A	N/A	N/A	7.9	25.8	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	42.9	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	138	99.3	76.6	20.3	3.1	23.4	43.2	55.4
<b>Social Studies</b>								
All Students	140	99.3	64.4	33.3	2.3	35.6	58.1	70.9
<b>Gender</b>								
Male	72	100	66.7	30.4	2.9	33.3	55	70.1
Female	68	98.5	61.9	36.5	1.6	38.1	61.1	71.7
<b>Racial/Ethnic Group</b>								
White	3	I/S	I/S	I/S	I/S	I/S	73.4	79.2
African American	136	99.3	64.1	33.6	2.3	35.9	51	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	60	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	38	97.4	73.5	20.6	5.9	26.5	35.5	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	65.7	68
<b>Socio-Economic Status</b>								
Subsidized meals	138	99.3	64.6	33.1	2.3	35.4	55.4	60.8

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	215	97.2	56.5	32.5	11	43.5	55.3	72.1	99.8	96.1
<b>Gender</b>										
Male	114	94.7	72.8	18.4	8.7	27.2	44	65.2	99.8	96
Female	101	100	39.2	47.4	13.4	60.8	66.7	79.2	99.9	96.2
<b>Racial/Ethnic Group</b>										
White	4	I/S	I/S	I/S	I/S	I/S	70.5	80.8	99.7	94.5
African American	209	97.1	56.2	32.5	11.3	43.8	48.3	59.7	99.8	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	97
Hispanic	2	I/S	I/S	I/S	I/S	I/S	50.9	64.6	99.9	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	85.6
<b>Disability Status</b>										
Disabled	54	88.9	N/AV	N/AV	N/AV	4.3	17	27.7	99.5	95.3
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	99	90.9
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	54.9	63.7	99.9	96.6
<b>Socio-Economic Status</b>										
Subsidized meals	209	97.1	58.2	33	8.8	41.8	52.1	61.9	99.8	96.1

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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	75	100	60.3	28.8	11	39.7
	4	77	100	51.4	37.8	10.8	48.6
	5	65	100	48.4	37.1	14.5	51.6
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	70	98.6	36.9	43.1	20	63.1
	4	72	100	55.9	33.8	10.3	44.1
	5	72	100	30.9	41.2	27.9	69.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	75	100	64.4	31.5	4.1	35.6
	4	77	100	56.8	32.4	10.8	43.2
	5	65	100	48.4	38.7	12.9	51.6
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	70	98.6	49.2	32.3	18.5	50.8
	4	72	100	36.8	52.9	10.3	63.2
	5	72	100	42.6	39.7	17.6	57.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	36	100	N/AV	N/AV	N/AV	20.6
	4	77	100	54.1	37.8	8.1	45.9
	5	32	100	N/AV	N/AV	N/AV	24.1
	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>2010</b>	3	36	100	75.8	21.2	3	24.2
	4	71	100	77.6	17.9	4.5	22.4
	5	36	97.2	63.6	33.3	3	36.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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
<b>Social Studies</b>							
<b>2009</b>	3	39	100	41	56.4	2.6	59
	4	77	100	40.5	55.4	4.1	59.5
	5	33	100	54.5	39.4	6.1	45.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	33	100	N/A	N/A	N/A	28.1
	4	71	98.6	54.5	42.4	3	45.5
	5	36	100	76.5	20.6	2.9	23.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	77	98.7	62.7	26.7	10.7	37.3
	4	77	98.7	49.3	38.4	12.3	50.7
	5	63	98.4	55.7	31.1	13.1	44.3
	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>2010</b>	3	70	98.6	62.1	28.8	9.1	37.9
	4	73	94.5	60	35.4	4.6	40
	5	72	98.6	47.8	33.3	18.8	52.2
	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

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