



## LAKWOOD HIGH

350 Old Manning Road  
Sumter, SC 29150

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,155 Students	
<b>Principal</b>	Sherril P. Ray	803-506-2700
<b>Superintendent</b>	Randolph D. Bynum, Sr.	803-469-6900
<b>Board Chair</b>	Mr. Larry Addison	803-499-1181

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>At-Risk</b>
2010	Average	At-Risk
2009	Good	Good
2008	Average	Excellent
2007	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 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>

## ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
3	3	19	4	3

\* Ratings are calculated with data available by 11/09/2011.

## High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	67.3%	69.5%	62.0%	65.1%	70.3%	66.8%
Passed 1 subtest (%)	19.4%	18.1%	25.1%	17.5%	15.9%	18.9%
Passed no subtests (%)	13.3%	12.4%	12.9%	17.4%	13.7%	14.3%

## HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	90.0%	86.5%

## Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	321	318	203	192
Number of Graduates in Cohort	242	252	141	138
Rate	75.4%	79.2%	70.5%	71.3%

\*Used to calculate current AYP.

## Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	322	N/A	206
Number of Graduates in Cohort	N/A	245	N/A	144
Rate	N/A	76.1%	N/A	70.6%

## End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	58.9%	67.6%
English 1	52.0%	53.3%
Biology 1/Applied Biology 2	43.9%	50.1%
Physical Science	43.5%	43.9%
US History and the Constitution	43.4%	31.7%
All Tests	48.1%	48.7%

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

## 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	High Schools with Students Like Ours	Median High School
<b>Students (n=1,155)</b>				
Retention rate	0.6%	Down from 0.7%	5.0%	3.4%
Attendance rate	94.8%	Down from 95.1%	95.0%	95.0%
Served by gifted and talented program	12.5%	Up from 12.0%	8.1%	12.4%
With disabilities other than speech	12.2%	Down from 13.2%	12.1%	9.9%
Older than usual for grade	7.1%	Down from 9.5%	9.8%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.2%	0.7%	0.9%
Enrolled in AP/IB programs	0.0%	Down from 2.4%	6.6%	13.0%
Successful on AP/IB exams	N/A	N/A	18.7%	51.7%
Eligible for LIFE Scholarship	31.7%	Up from 27.4%	27.7%	30.1%
Annual dropout rate	3.5%	Up from 2.2%	2.5%	2.5%
Career/technology students in co-curricular organizations	7.3%	Down from 9.3%	5.4%	2.9%
Enrollment in career/technology courses	782	Down from 859	373	419
Students participating in work-based experiences	20.9%	Down from 32.9%	1.1%	7.2%
Career/technology students attaining technical skills	76.7%	Down from 87.0%	77.0%	83.0%
Career/technology completers placed	100.0%	No Change	99.4%	98.4%
<b>Teachers (n=57)</b>				
Teachers with advanced degrees	59.6%	Down from 60.3%	59.1%	61.1%
Continuing contract teachers	59.6%	Down from 62.1%	73.4%	80.6%
Teachers returning from previous year	72.8%	Down from 74.3%	82.6%	86.5%
Teacher attendance rate	96.1%	Up from 95.0%	95.2%	95.5%
Average teacher salary*	\$43,871	Down 2.9%	\$45,233	\$46,884
Professional development days/teacher	8.5 days	Down from 11.0 days	9.9 days	10.0 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	38.1 to 1	N/R	24.2 to 1	26.5 to 1
Prime instructional time	90.6%	Up from 89.4%	90.3%	89.3%
Dollars spent per pupil**	\$5,795	Down 11.8%	\$8,451	\$7,804
Percent of expenditures for teacher salaries**	50.0%	Up from 46.8%	55.9%	58.0%
Percent of expenditures for instruction**	52.4%	Down from 57.7%	59.6%	60.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	88.3%	Down from 92.8%	96.5%	97.3%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Good
Classical language program assessment	N/A	N/A	N/A	Good

\* 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

## Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		Met AYP Objective
	n	%	t	%	n	%	
All Students	281	90.0%	1328	48.1%	321	75.4%	No
<b>Gender</b>							
Male	141	90.1%	631	44.1%	154	72.7%	N/A
Female	140	90.0%	674	52.1%	167	77.8%	N/A
<b>Racial/Ethnic Group</b>							
White	114	94.7%	562	54.4%	144	69.4%	N/A
African American	149	85.2%	707	42.4%	165	79.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	11	100.0%	29	72.4%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	31	51.6%	130	30.0%	30	50.0%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	196	87.8%	943	45.0%	226	76.1%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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## Report of Principal and School Improvement Council

Lakewood High School, a recipient of Palmetto Gold and Silver awards, has completed another exemplary year with students, faculty, and school organizations receiving recognition for superior achievements. The State Department of Education awarded Lakewood the Magna Cum Laude award of achievement for improved ACT scores in 2010. Lakewood's theme for the year was "Don't Stop Believing". Students have been encouraged to believe in themselves and in their ability to achieve.

Rigor and relevance in the curriculum continue to be foremost, and we are committed to providing each and every student with the highest quality education to challenge them to prepare for the future. Lakewood is affiliated with High Schools That Work and uses the program's key practices to guide initiatives, such as the Gator 411 program which provides in-school time for tutoring, credit recovery, and test preparation. In addition, this time is used to enhance reading skills with the Self-Selected Reading program and to improve writing skills by using a variety of pre-selected and impromptu prompts.

Because students perform better when positive relationships with adults exist, developing good relationships with others within the school and outside in the community remains an important priority. The Gator Advisory Program (GAP), which gives each student another opportunity to interact with an adult staff member, has been enhanced. Using the homeroom setting for GAP gives students and staff a chance to get to know each other in an informal setting since students are not necessarily taught by their homeroom teachers. These monthly meetings continue to build strong and productive relationships.

Lakewood continues to strive for academic excellence while offering a comprehensive extracurricular program to provide opportunities for students to develop and enhance special talents and abilities. The school continues to provide a comfortable transition and support for ninth grade students as they enter their first year of high school. Students are provided with many of the latest technological advances with the use of Promethean boards and laptops.

Lakewood High School is an educational environment where students are given high expectations and provided with support to achieve success academically and socially. Lakewood depends on the total involvement of the students, staff, parents, and the community.

Sherril Ray, Principal  
Gerlies McCrea, School Improvement Council Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	0	155	56
Percent satisfied with learning environment	N/R	66.2%	79.6%
Percent satisfied with social and physical environment	N/R	76.0%	73.6%
Percent satisfied with school-home relations	N/R	80.4%	68.5%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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## School Adequate Yearly Progress

No

This school met 11 out of 19 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

N/A

## School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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 Data

	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	4.2%	4.4%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	13.5%	0.0%	No

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## HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>											
All Students	291	99.0	15.8	42.6	27.2	14.3	51.3	57.0	68.0	No	Yes
Male	139	98.6	21.0	44.4	22.6	12.1	44.4	52.3	63.1	N/A	N/A
Female	152	99.3	11.3	41.1	31.2	16.3	57.4	60.9	73.1	N/A	N/A
White	122	100.0	14.9	34.2	31.6	19.3	59.6	68.9	79.4	No	Yes
African American	157	98.1	16.4	50.7	23.6	9.3	44.3	50.0	51.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	66.7	62.8	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	66.4	I/S	I/S
Disabled	42	97.6	60.0	28.6	11.4	N/A	14.3	13.6	22.8	I/S	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	45.1	I/S	I/S
Subsidized meals	202	99.5	15.6	47.8	27.4	9.1	46.8	50.8	54.7	No	Yes

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	291	99.0	29.8	40.8	20.8	8.7	38.1	44.8	62.3	No	Yes
Male	139	98.6	29.8	38.7	22.6	8.9	42.7	45.8	61.4	N/A	N/A
Female	152	99.3	29.8	42.6	19.1	8.5	34.0	43.9	63.2	N/A	N/A
White	122	100.0	18.4	38.6	28.1	14.9	50.9	61.0	75.3	No	Yes
African American	157	98.1	37.9	43.6	15.0	3.6	28.6	36.6	42.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	84.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	46.7	59.4	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	64.1	I/S	I/S
Disabled	42	97.6	57.1	34.3	8.6	N/A	14.3	11.9	21.5	I/S	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.1	I/S	I/S
Subsidized meals	202	99.5	32.8	41.4	19.9	5.9	33.3	38.8	48.5	No	Yes

**Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)**

All Students	291	94.2	74.8	13.5	8.4	3.3	11.7	N/A	N/A	N/A	N/A
Male	139	92.8	71.3	15.5	9.3	3.9	13.2	N/A	N/A	N/A	N/A
Female	152	95.4	77.9	11.7	7.6	2.8	10.3	N/A	N/A	N/A	N/A
White	122	95.1	62.9	20.7	10.3	6.0	16.4	N/A	N/A	N/A	N/A
African American	157	93.0	84.9	8.2	6.2	0.7	6.8	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	42	69.0	79.3	13.8	6.9	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	202	92.6	77.5	11.8	9.1	1.6	10.7	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**Two-Year HSAP Trend Data**

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>										
All Students	2010	285	99.6	15.9	40.4	29.3	14.4	57.4	58.6	65.9
	2011	291	99.0	15.8	42.6	27.2	14.3	51.3	57.0	68.0
<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>										
All Students	2010	285	100.0	25.5	41.7	26.6	6.3	44.6	46.1	62.3
	2011	291	99.0	29.8	40.8	20.8	8.7	38.1	44.8	62.3

\* Adjusted to account for natural variation in performance.

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