



## Lake City Elementary

906 Matthews Rd.  
Lake City, SC 29560

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	494 Students	
<b>Principal</b>	Renee Kirby	843-374-2353
<b>Superintendent</b>	Beth M. Wright	843-374-8652
<b>Board Chair</b>	Mr. Richard Cook	843-394-8205

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>Below Average</b>
2007	At-Risk	Below Average
2006	At-Risk	Below Average
2005	At-Risk	Below Average
2004	Below Average	At-Risk

## 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**

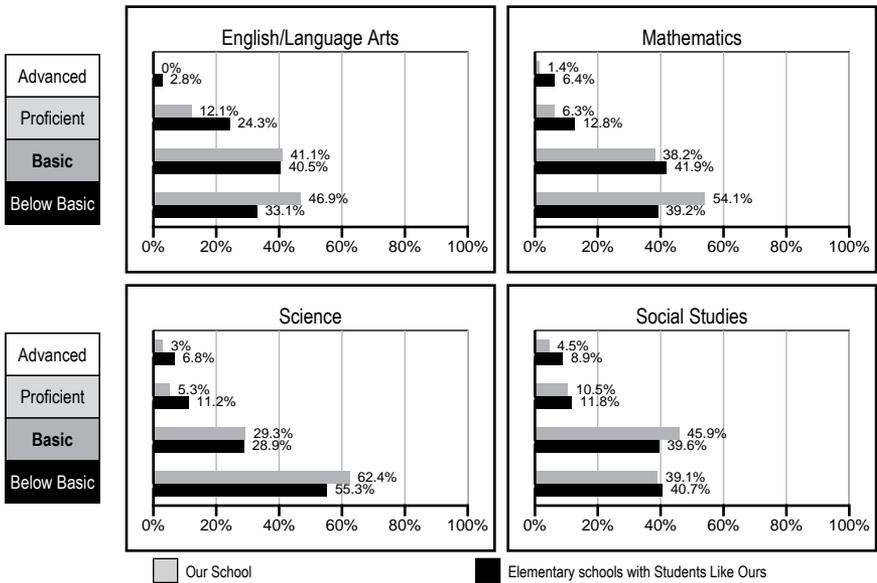
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.6%

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

Excellent	Good	Average	Below Average	At-Risk
0	4	3	22	38

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



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

**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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=494)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 83.3%	100.0%	100.0%
Retention rate	2.4%	Up from 2.3%	3.1%	2.3%
Attendance rate	95.8%	Up from 95.7%	96.0%	96.3%
Eligible for gifted and talented	0.9%	Down from 2.6%	2.7%	10.4%
With disabilities other than speech	15.0%	Down from 15.3%	7.6%	7.5%
Older than usual for grade	1.8%	Up from 1.4%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=32)</b>				
Teachers with advanced degrees	50.0%	Down from 51.6%	52.9%	56.7%
Continuing contract teachers	71.9%	Down from 83.9%	66.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	75.8%	Down from 78.0%	81.6%	86.4%
Teacher attendance rate	93.7%	Down from 94.0%	94.8%	94.9%
Average teacher salary	\$42,935	Up 0.8%	\$43,674	\$45,345
Professional development days/teacher	16.9 days	Down from 28.7 days	13.5 days	12.6 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	20.6 to 1	Up from 19.0 to 1	16.1 to 1	18.5 to 1
Prime instructional time	88.3%	Up from 88.2%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,848	Up 11.3%	\$8,417	\$7,052
Percent of expenditures for instruction*	63.5%	Down from 69.2%	68.2%	69.1%
Percent of expenditures for teacher salaries*	50.7%	Down from 57.3%	60.5%	64.2%

\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

Keeping our motto of "Attitude is Everything," Lake City Elementary School (LCE) saw additional changes in 2007-2008. Besides adding three teaching positions for small group instruction and four paraprofessional positions, six new classroom teachers, new music and physical education teachers, and a new assistant principal were hired.

LCE continued with the Teacher Advancement Program (TAP) and was a value-added three school, which meant financial incentives for all staff. We had visits from our state representative, Lester Branham, and many visits from other schools looking at the TAP program. We began implementation of our five year Arts Strategic Plan. Patz and Mike Fowle, two visual artists, worked with our second graders on creating clay animals. Kinex Dance Studio sent two dancers to work with third through fifth graders on math-based choreography. Two actors from Stageworks Theater Company came to work with first graders on writing fairy tales and learning basic acting skills.

Our School Improvement Council has been involved in many activities throughout the year. The bylaws were changed to have elections held in the spring rather than the fall. Our new council is in place ready to begin the new school year. We targeted 115 students in ELA and math for our External Review Focus Goals. We received Satisfactory Implementation for the 2007-2008 school year. Our MAP scores continued to increase. We implemented academic clubs for our students. Five new Promethean Boards were added to the classrooms, along with a second computer lab. We began the Scholastic Reading Counts program. Our school Teacher of the Year, Ms. Gerry Jenkins, was also selected as our district Teacher of the Year.

Service projects consisted of raising money for St. Jude's Children's Hospital by participating in their Mathathon and raising money for the March of Dimes. Students collected mittens for the local disabilities foundation and performed for one of the local nursing homes. As our mission states, "At LCE, we believe that our mission is to educate the whole child by providing artistically enriched opportunities to Explore, Create, and Succeed."

Barbara Woodbury, Principal  
Mary McNair, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	71	36
Percent satisfied with learning environment	100.0%	91.5%	82.9%
Percent satisfied with social and physical environment	100.0%	90.0%	82.9%
Percent satisfied with school-home relations	68.6%	87.3%	91.7%

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

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School Adequate Yearly Progress

NO

This school met 9 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

Restructure

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	<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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	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	218	100	46.2	40.5	12.4	1	18.6	30.3	48.2	No	Yes	
<b>Gender</b>												
Male	125	100	55.7	34.4	9	0.8	11.5	23.7	41.7	N/A	N/A	
Female	93	100	33	48.9	17	1.1	28.4	37	55	N/A	N/A	
<b>Racial/Ethnic Group</b>												
White	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	60	I/S	I/S
African American	208	100	46.5	40	12.5	1	19	21.6	31.7	No	Yes	
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S	
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	29.7	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	
<b>Disability Status</b>												
Disabled	45	100	75	15.9	4.5	4.5	2.3	11	16	No	Yes	
<b>Migrant Status</b>												
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A	
<b>English Proficiency</b>												
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	31.4	36.9	I/S	I/S
<b>Socio-Economic Status</b>												
Subsided meals	209	100	47.8	39.8	11.4	1	17.4	26.4	34	No	Yes	

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

All Students	218	100	53.3	37.6	7.6	1.4	17.6	27.8	45.8	No	Yes	
<b>Gender</b>												
Male	125	100	59	35.2	4.9	0.8	13.1	25.4	45.6	N/A	N/A	
Female	93	100	45.5	40.9	11.4	2.3	23.9	30.2	45.9	N/A	N/A	
<b>Racial/Ethnic Group</b>												
White	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.6	59	I/S	I/S
African American	208	100	54.5	37	7.5	1	16	17.3	26.9	No	Yes	
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S	
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	29.7	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S	
<b>Disability Status</b>												
Disabled	45	100	86.4	4.5	6.8	2.3	11.4	12.7	17.1	No	Yes	
<b>Migrant Status</b>												
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A	
<b>English Proficiency</b>												
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	31.4	38.7	I/S	I/S
<b>Socio-Economic Status</b>												
Subsided meals	209	100	54.2	37.3	7	1.5	16.9	24.3	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
<b>Science</b>											
All Students	139	100	61.5	28.9	5.9	3.7	9.6	18.6	35.7	95.8	95.5
<b>Gender</b>											
Male	84	100	69.5	20.7	7.3	2.4	9.8	21.8	37.4	95.8	95.4
Female	55	100	49.1	41.5	3.8	5.7	9.4	15.4	33.8	95.9	95.6
<b>Racial/Ethnic Group</b>											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	38.1	49.2	95.9	94.6
African American	132	100	63.3	28.9	4.7	3.1	7.8	8.2	17	95.9	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	98.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	7.4	24.9	94.7	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	82.6
<b>Disability Status</b>											
Disabled	29	100	89.3	0	7.1	3.6	10.7	14.3	14	96.2	94.8
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	87.6
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	7.7	24.4	94.7	96.4
<b>Socio-Economic Status</b>											
Subsided meals	134	100	63.1	27.7	5.4	3.8	9.2	15.3	21.1	95.8	95.4
<b>Social Studies</b>											
All Students	139	100	38.8	45.5	11.2	4.5	15.7	22.8	34	95.8	95.5
<b>Gender</b>											
Male	81	100	41.8	44.3	11.4	2.5	13.9	23.8	36.6	95.8	95.4
Female	58	100	34.5	47.3	10.9	7.3	18.2	21.8	31.3	95.9	95.6
<b>Racial/Ethnic Group</b>											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	35.8	44.5	95.9	94.6
African American	132	100	39.4	45.7	11	3.9	15	15	19.1	95.9	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	98.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	24.1	27.5	94.7	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	82.6
<b>Disability Status</b>											
Disabled	32	100	56.3	37.5	6.3	0	6.3	15.3	14.4	96.2	94.8
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	87.6
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	26.9	27.3	94.7	96.4
<b>Socio-Economic Status</b>											
Subsided meals	134	100	39.5	45	10.9	4.7	15.5	19.3	21	95.8	95.4

\* 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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	63	100	35	46.7	16.7	1.7	18.3	
	4	72	100	49.2	33.8	16.9	0	16.9	
	5	55	98.2	42.9	46.9	10.2	0	10.2	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	77	100	38.4	45.2	16.4	0	16.4	
	4	62	100	49.2	32.8	14.8	3.3	18	
	5	79	100	51.3	42.1	6.6	0	6.6	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>									
<b>2007</b>	3	63	98.4	55.9	35.6	5.1	3.4	8.5	
	4	72	100	58.5	33.8	6.2	1.5	7.7	
	5	55	98.2	71.4	24.5	2	2	4.1	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	77	100	65.8	28.8	5.5	0	5.5	
	4	62	100	44.3	37.7	14.8	3.3	18	
	5	79	100	48.7	46.1	3.9	1.3	5.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>									
<b>2007</b>	3	33	97	56.7	36.7	6.7	0	6.7	
	4	72	100	69.2	24.6	4.6	1.5	6.2	
	5	28	100	72	28	0	0	0	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	38	100	52.8	36.1	8.3	2.8	11.1	
	4	61	100	60	26.7	6.7	6.7	13.3	
	5	40	100	71.8	25.6	2.6	0	2.6	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>									
<b>2007</b>	3	31	96.8	18.5	44.4	33.3	3.7	37	
	4	72	100	40	47.7	12.3	0	12.3	
	5	27	100	43.5	34.8	13	8.7	21.7	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	39	100	40.5	45.9	10.8	2.7	13.5	
	4	61	100	26.7	53.3	18.3	1.7	20	
	5	39	100	56.8	32.4	0	10.8	10.8	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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