



Lakewood High

350 Old Manning Road
Sumter, SC 29150

Grades	9-12 High School	
Enrollment	1,261 Students	
Principal	Sherril P. Ray	803-506-2700
Superintendent	Dr. J. Frank Baker	803-469-6900
Board Chair	Mr. Larry Addison	803-499-1181

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Good
2008	Average	Excellent
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	3	9	5	5

* Ratings are calculated with data available by 03/25/2010.

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

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	69.1	73.5	67.3	69.7	73.4	65.1
Passed 1 subtest (%)	19.4	16.5	19.4	17.4	14.0	17.5
Passed no subtests (%)	11.5	10.1	13.3	13.6	12.6	17.4

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	93.3%	90.1%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	338	202
Number of Diplomas	273	139
Rate	80.8%	68.4%

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	50.4	58.7
English 1	47.0	52.4
Physical Science	44.8	39.9
US History and the Constitution	40.3	25.8
All Tests	45.6	43.6

* 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
Students (n=1,261)				
Retention rate	0.6%	Up from 0.4%	6.0%	4.8%
Attendance rate	95.1%	Up from 94.7%	95.0%	95.5%
Eligible for gifted and talented	0.2%	Down from 5.4%	5.7%	9.2%
With disabilities other than speech	13.2%	Up from 13.1%	14.1%	12.6%
Older than usual for grade	8.6%	No Change	11.0%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Up from 0.3%	1.6%	1.2%
Enrolled in AP/IB programs	1.3%	Down from 2.9%	6.3%	13.2%
Successful on AP/IB exams	N/A	N/A	25.9%	55.6%
Eligible for LIFE Scholarship	30.9%	Up from 29.7%	27.7%	29.8%
Annual dropout rate	4.6%	Down from 4.8%	4.1%	3.5%
Career/technology students in co-curricular organizations	13.1%	Up from 12.7%	4.4%	3.0%
Enrollment in career/technology courses	886	Down from 979	497	523
Students participating in work-based experiences	14.1%	Up from 9.4%	8.0%	12.9%
Career/technology students attaining technical skills	85.3%	Up from 82.3%	76.1%	79.3%
Career/technology completers placed	100.0%	No Change	99.3%	98.8%
Teachers (n=62)				
Teachers with advanced degrees	51.6%	Up from 48.3%	55.3%	58.6%
Continuing contract teachers	46.8%	Down from 50.0%	66.7%	71.6%
Teachers with emergency or provisional certificates	33.3%	Down from 34.0%	11.1%	8.1%
Teachers returning from previous year	77.4%	Up from 71.4%	82.3%	85.0%
Teacher attendance rate	95.9%	Up from 95.0%	95.2%	95.5%
Average teacher salary*	\$42,842	Up 2.7%	\$47,737	\$47,761
Professional development days/teacher	12.2 days	Down from 13.2 days	11.4 days	10.8 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	3.0
Student-teacher ratio in core subjects	37.8 to 1	Down from 38.4 to 1	23.2 to 1	26.1 to 1
Prime instructional time	90.2%	Up from 88.9%	89.2%	89.8%
Dollars spent per pupil**	\$6,072	Up 4.3%	\$9,388	\$7,883
Percent of expenditures for teacher salaries**	36.2%	Down from 49.1%	53.2%	54.1%
Percent of expenditures for instruction**	59.5%	Up from 57.5%	59.5%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	85.5%	Up from 79.7%	89.4%	95.8%
Character development program	Excellent	Up from Good	Good	Good
Modern language program assessment	N/A	N/A	Excellent	Average
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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	269	93.3%	1108	45.6%	338	80.8%	No
Gender							
Male	137	92.7%	513	47.4%	172	77.9%	N/A
Female	132	93.9%	595	44.0%	166	83.7%	N/A
Racial/Ethnic Group							
White	109	94.5%	461	53.4%	138	82.6%	N/A
African American	156	92.3%	609	39.7%	195	79.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	27	40.7%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	28	64.3%	106	21.7%	37	54.1%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	12	16.7%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	188	91.5%	803	42.7%	221	78.7%	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, a recipient of Palmetto Gold and Silver awards, has completed an extraordinary year, with students, faculty, and school organizations receiving recognition for superior achievements. Lakewood's theme for the year was "Navi-Gators: Following the Path to Excellence." As a result of the dedication and hard work of the students and staff, along with support of parents and community, we have had a very successful year.

We continue to emphasize rigor and relevance in the curriculum and are committed to providing each and every student with the highest-quality education as we challenge them to prepare themselves for the future. One of the avenues that we charted this year was the implementation of the "High Schools that Work" model. With one of its initiatives in mind, we revised the Gator 411 Program and added "mini" block to provide in-school time for tutoring, credit recovery, and test preparation. In addition, this time was used to enhance reading skills with the Self-Selected Reading program and to improve writing skills by using a variety of preselected 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 Freshman Academy continues to provide a comfortable transition and support for ninth grade students as they enter their first year of high school. We also continued our laptop initiative, which provided a laptop to all freshman and sophomore students. In addition, approximately half of the faculty has a Promethean board in the classroom. Technology for our students and staff continues to be a high priority at Lakewood.

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

Sherril Ray, Principal
Gerlies McCrea, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	70	172	59
Percent satisfied with learning environment	81.2%	73.7%	81.8%
Percent satisfied with social and physical environment	88.6%	81.3%	73.7%
Percent satisfied with school-home relations	67.6%	81.8%	81.8%

* 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 20 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

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 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	5.0%	5.8%	
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	16.8%	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
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	331	97.9	18.7	44.8	24.8	11.6	51.3	50.9	61.8	No	Yes
Male	168	97	24.7	43.7	23.4	8.2	45.6	47.8	57.4	N/A	N/A
Female	163	98.8	12.5	46.1	26.3	15.1	57.2	54.2	66.1	N/A	N/A
White	133	99.2	15	40.9	27.6	16.5	56.7	59.6	74.3	No	Yes
African American	178	97.2	23.5	46.4	22.3	7.8	45.2	44.8	44.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	13	92.3	0	63.6	27.3	9.1	72.7	80	50.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	46	89.1	67.5	32.5	0	0	5	8.2	19.4	No	No
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	234	97.9	20.8	46.2	23.1	10	46.2	44.8	45.6	No	Yes

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

All Students	330	98.2	26.5	42.7	20.4	10.4	43.7	46.8	62.7	No	Yes
Male	167	97.6	25.5	43.3	21	10.2	45.9	48.7	61.8	N/A	N/A
Female	163	98.8	27.6	42.1	19.7	10.5	41.4	44.9	63.6	N/A	N/A
White	133	99.2	18.9	48	18.9	14.2	52	56.6	75.1	Yes	Yes
African American	177	97.7	32.7	42.4	20.6	4.2	34.5	40.4	45.1	No	Yes
Asian/Pacific Islander	3	I/S	83.8	I/S	I/S						
Hispanic	13	92.3	36.4	0	27.3	36.4	63.6	60	58.5	I/S	I/S
American Indian/Alaskan	3	I/S	59.2	I/S	I/S						
Disabled	45	91.1	61.5	38.5	0	0	10.3	16.4	21.8	I/S	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	2	I/S	52.3	I/S	I/S						
Subsized meals	233	98.3	31.4	43.2	20	5.5	37.3	39.8	47.9	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	330	88.2	67.6	12.7	3.9	3.9	7.9	N/A	N/A	N/A	N/A
Male	168	83.9	63.7	13.1	4.2	3.0	7.1	N/A	N/A	N/A	N/A
Female	162	92.6	71.6	12.3	3.7	4.9	8.6	N/A	N/A	N/A	N/A
White	132	90.2	67.4	7.6	8.3	6.8	15.2	N/A	N/A	N/A	N/A
African American	178	87.6	69.1	15.2	1.1	2.2	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	13	84.6	61.5	23.1	N/A	N/A	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	45	60.0	60.0	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	234	88.5	71.4	12.8	2.6	1.7	4.3	N/A	N/A	N/A	N/A

* 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

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*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2008	332	98.8	11.6	34.4	38.9	15.1	65.6	63.3	69.7
	2009	331	97.9	18.7	44.8	24.8	11.6	51.3	50.9	61.8

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

All Students	2008	332	98.5	22.9	39	31.6	6.5	52.6	52.6	67.2
	2009	330	98.2	26.5	42.7	20.4	10.4	43.7	46.8	62.7

* Adjusted to account for natural variation in performance.

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