

Main Street Elementary

318 East Main Street

Lake City, SC 20560

Grades	PK-5 Elementary School	
Enrollment	454 Students	
Principal	Angelia Scott	843-374-2221
Superintendent	Beth M. Wright	843-374-8652
Board Chair	Mr. Richard Cook	843-394-8205

THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2008 REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Average
2007	At-Risk	Average
2006	At-Risk	At-Risk
2005	Below Average	At-Risk
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.

<http://ed.sc.gov>

<http://www.sceoc.org>

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

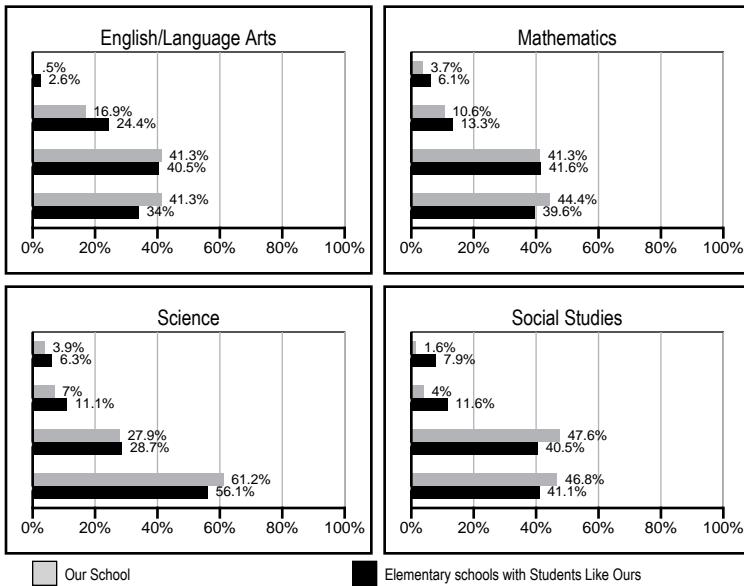
95.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	44	60

* 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
Students (n=454)				
First graders who attended full-day kindergarten	76.5%	Up from 74.4%	100.0%	100.0%
Retention rate	4.0%	Up from 2.4%	3.1%	2.3%
Attendance rate	96.1%	Down from 97.9%	96.0%	96.3%
Eligible for gifted and talented	5.2%	Up from 2.8%	2.9%	10.4%
With disabilities other than speech	9.8%	Up from 8.2%	7.8%	7.5%
Older than usual for grade	2.8%	Up from 2.0%	1.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	34.5%	Down from 34.6%	54.5%	56.7%
Continuing contract teachers	37.9%	Down from 61.5%	69.0%	77.3%
Teachers with emergency or provisional certificates	5.9%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	60.4%	Down from 65.2%	82.6%	86.4%
Teacher attendance rate	91.8%	Down from 94.0%	95.0%	94.9%
Average teacher salary	\$39,409	Down 1.2%	\$43,876	\$45,345
Professional development days/teacher	13.4 days	Up from 9.6 days	13.8 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 19.6 to 1	16.6 to 1	18.5 to 1
Prime instructional time	85.9%	Down from 90.8%	89.4%	89.8%
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*	\$6,503	Up 8.5%	\$8,172	\$7,052
Percent of expenditures for instruction*	66.8%	Up from 66.6%	68.5%	69.1%
Percent of expenditures for teacher salaries*	61.0%	Up from 60.4%	61.0%	64.2%

* 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

Report of Principal and School Improvement Council

The students and staff of Main Street Elementary have spent the 2007-2008 school year working to "Be What We Want to Be". Our students and staff have worked diligently to improve student achievement. Our emphasis throughout the year has been intertwined with the Teacher Advancement Program to teach teachers strategies that we believe will make a difference in student learning. We used data to promote learning at all student levels. To do this, we used many different methods, such as Early Learning Interventionists, after school programs for grades 1-5, Early Bird morning program, and computer-assisted instruction.

We are proud of the accomplishments of our students and staff this year. One of our fourth grade students participated in the Duke summer program for academic excellence. Amanda James was named Main Street Elementary's Teacher of the Year. Harley Marlow participated in the Roper Mountain Science Institute. The students and staff of Main Street Elementary also participated in Jump Rope for Heart and adopted a family at Christmas.

Our teachers of the Arts, Mrs. Betty Frances Stone and Mr. Acie Barbour, have been busy advancing the love of the arts in our students. The Main Street Singers and the Main Street Minis, our two choral groups, performed in the community during the year. We used music in several presentations during the year, such as our Dr. Martin Luther King, Jr. Celebrations, our Black History Celebration, and our final Arts at MSE Celebration. We participated in the Artist-in-Residence program this year, thanks to the generosity of the community arts program.

Our continued focus will be on improving student achievement and parental involvement. We will accomplish this through individualized instruction, improving student and teacher attendance, and increasing the rigor of instruction.

Melesia Walden, Principal
Keisha Singletary, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	57	44
Percent satisfied with learning environment	92.3%	76.4%	63.6%
Percent satisfied with social and physical environment	85.7%	77.2%	67.4%
Percent satisfied with school-home relations	59.3%	87.7%	72.7%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 7 out of 13 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

Corrective Action

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	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	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	6.8%

Our School	State Objective	Met State Objective
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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
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	208	100	40.6	40.6	17.7	1	28.6	30.3	48.2	No	Yes
Gender											
Male	106	100	52.6	34.7	10.5	2.1	16.8	23.7	41.7	N/A	N/A
Female	102	100	28.9	46.4	24.7	0	40.2	37	55	N/A	N/A
Racial/Ethnic Group											
White	34	100	17.6	35.3	44.1	2.9	58.8	46.2	60	I/S	I/S
African American	171	100	44.9	42.3	12.2	0.6	22.4	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	3	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
Disability Status											
Disabled	39	100	74.3	14.3	8.6	2.9	5.7	11	16	I/S	I/S
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	31.4	36.9	I/S	I/S
Socio-Economic Status											
Subsized meals	194	100	42.7	41	15.7	0.6	25.8	26.4	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	208	100	43.8	40.6	11.5	4.2	24	27.8	45.8	No	Yes
Gender											
Male	106	100	45.3	37.9	12.6	4.2	21.1	25.4	45.6	N/A	N/A
Female	102	100	42.3	43.3	10.3	4.1	26.8	30.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	34	100	23.5	35.3	23.5	17.6	44.1	46.6	59	I/S	I/S
African American	171	100	47.4	42.3	9	1.3	19.9	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	3	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
Disability Status											
Disabled	39	100	68.6	17.1	11.4	2.9	17.1	12.7	17.1	I/S	I/S
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	31.4	38.7	I/S	I/S
Socio-Economic Status											
Subsized meals	194	100	44.9	42.7	9.6	2.8	21.3	24.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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N/R-Not Reported

I/S-Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	Sate % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	138	100	60.3	27.5	6.9	5.3	12.2	18.6	35.7	96.1	95.5
Gender											
Male	69	100	68.8	17.2	6.3	7.8	14.1	21.8	37.4	95.7	95.4
Female	69	100	52.2	37.3	7.5	3	10.4	15.4	33.8	96.5	95.6
Racial/Ethnic Group											
White	24	100	16.7	50	20.8	12.5	33.3	38.1	49.2	94.7	94.6
African American	112	100	69.5	22.9	3.8	3.8	7.6	8.2	17	96.3	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	92.1	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
Disability Status											
Disabled	24	100	82.6	8.7	0	8.7	8.7	14.3	14	95	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	85.3	87.6
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	7.7	24.4	96.7	96.4
Socio-Economic Status											
Subsized meals	130	100	63.4	26	5.7	4.9	10.6	15.3	21.1	96	95.4
Social Studies											
All Students	142	99.3	46.1	47.7	4.7	1.6	6.3	22.8	34	96.1	95.5
Gender											
Male	71	100	51.6	45.2	1.6	1.6	3.2	23.8	36.6	95.7	95.4
Female	71	98.6	40.9	50	7.6	1.5	9.1	21.8	31.3	96.5	95.6
Racial/Ethnic Group											
White	29	100	17.2	69	10.3	3.4	13.8	35.8	44.5	94.7	94.6
African American	111	99.1	54.1	41.8	3.1	1	4.1	15	19.1	96.3	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	92.1	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
Disability Status											
Disabled	28	100	68	24	8	0	8	15.3	14.4	95	94.8
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	85.3	87.6
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	26.9	27.3	96.7	96.4
Socio-Economic Status											
Subsized meals	131	99.2	48.7	47	4.3	0	4.3	19.3	21	96	95.4

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	74	96	22.7	31.8	40.9	4.5	45.5
	4	71	100	39.4	43.9	15.2	1.5	16.7
	5	62	98.4	43.1	50	6.9	0	6.9
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	71	100	40	43.1	15.4	1.5	16.9
	4	72	100	35.8	35.8	28.4	0	28.4
2008	5	65	100	46.7	43.3	8.3	1.7	10
	6	N/A	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
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	3	71	100	52.3	41.5	3.1	3.1	6.2
	4	72	100	46.3	29.9	17.9	6	23.9
	5	65	100	31.7	51.7	13.3	3.3	16.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2007	7	N/A	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
Mathematics								
2007	3	74	98.7	46.3	40.3	10.4	3	13.4
	4	71	100	40.9	42.4	12.1	4.5	16.7
	5	62	98.4	29.3	51.7	15.5	3.4	19
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	71	100	52.3	41.5	3.1	3.1	6.2
	4	72	100	46.3	29.9	17.9	6	23.9
2008	5	65	100	31.7	51.7	13.3	3.3	16.7
	6	N/A	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
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	3	35	97.1	57.1	39.3	3.6	0	3.6
	4	71	100	75.4	18.5	0	6.2	6.2
	5	31	100	72.4	24.1	3.4	0	3.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2007	7	N/A	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
	3	35	100	79.4	11.8	5.9	2.9	8.8
	4	72	100	56.7	29.9	7.5	6	13.4
	5	31	100	46.7	40	6.7	6.7	13.3
	6	N/A	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
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	35	97.1	57.1	39.3	3.6	0	3.6
	4	71	100	75.4	18.5	0	6.2	6.2
	5	31	100	72.4	24.1	3.4	0	3.4
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	35	100	79.4	11.8	5.9	2.9	8.8
	4	72	100	56.7	29.9	7.5	6	13.4
2008	5	31	100	46.7	40	6.7	6.7	13.3
	6	N/A	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
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	3	35	100	79.4	11.8	5.9	2.9	8.8
	4	72	100	56.7	29.9	7.5	6	13.4
	5	31	100	46.7	40	6.7	6.7	13.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	39	100	48.7	51.3	0	0	0
	4	71	100	61.5	30.8	6.2	1.5	7.7
	5	30	100	58.6	34.5	6.9	0	6.9
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	36	100	61.3	38.7	0	0	0
	4	72	100	41.8	49.3	9	0	9
2008	5	34	97.1	40	53.3	0	6.7	6.7
	6	N/A	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
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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