



Lakewood Elementary

1675 Hwy. 396
Myrtle Beach, SC 29575

Grades	PK-5 Elementary School	
Enrollment	751 Students	
Principal	Tom Rex	843-650-6768
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Excellent	Excellent
2007	Excellent	Good
2006	Excellent	Excellent
2005	Excellent	Excellent
2004	Excellent	Good

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

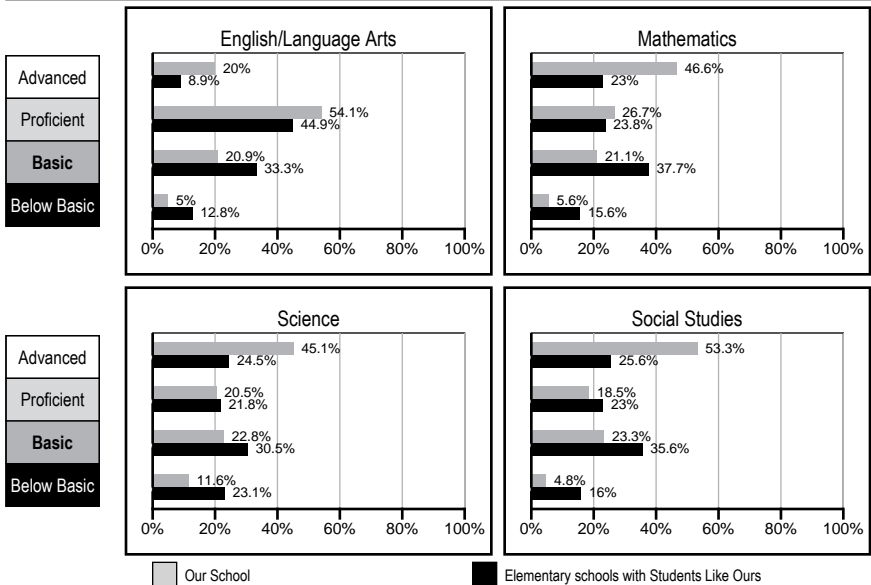
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	24	39	1	0

* 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=751)				
First graders who attended full-day kindergarten	100.0%	Up from 99.2%	100.0%	100.0%
Retention rate	1.5%	Down from 1.9%	1.8%	2.3%
Attendance rate	96.7%	Up from 96.1%	96.5%	96.3%
Eligible for gifted and talented	28.9%	Up from 28.0%	17.9%	10.4%
With disabilities other than speech	7.4%	Up from 7.3%	6.6%	7.5%
Older than usual for grade	0.5%	Down from 1.1%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	49.0%	Down from 56.5%	60.6%	56.7%
Continuing contract teachers	81.6%	Up from 80.4%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 2.6%	0.0%	0.0%
Teachers returning from previous year	93.3%	Up from 92.8%	87.8%	86.4%
Teacher attendance rate	94.3%	Down from 95.1%	94.9%	94.9%
Average teacher salary	\$48,502	Up 1.7%	\$46,755	\$45,345
Professional development days/teacher	15.4 days	Up from 14.1 days	12.7 days	12.6 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Down from 20.8 to 1	19.6 to 1	18.5 to 1
Prime instructional time	89.8%	Down from 90.3%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Up from 98.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,853	Up 20.0%	\$6,479	\$7,052
Percent of expenditures for instruction*	69.8%	Down from 73.2%	70.1%	69.1%
Percent of expenditures for teacher salaries*	65.1%	Down from 70.5%	66.7%	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

2007-08 was a year of outstanding achievement and successes for Lakewood Elementary School. Instructional strategies that were instrumental in reaching these goals included focus lessons, Common Planning time across all grade levels, MAP testing with diagnostic study, instructional monitoring with regular administrative classroom visits, and positive interventions by mentors from Coastal Carolina University's baseball team members paired with identified at-risk students.

Our PTA and volunteer organizations continue to provide dedicated personal assistance to our students, as well as funding support for instructional resources. Lakewood Elementary School has a very active volunteer program whose members work one-on-one or in small groups with students in the areas of literacy and numeracy. The School Improvement Council remains an integral part of ensuring that the school meets its mission and goals.

We are especially proud of many programs, initiatives, and achievements earned this past year. Lakewood was recognized again by the state's Education Oversight Committee as a school that is Closing the Gap for historically underachieving student groups. We were a repeat recipient of the Gold Award for Academic Performance sponsored by the State Department of Education. Our school remains accredited by The Southern Association of Colleges and Schools, and remains a recognized Red Carpet School. Our school is especially proud of Barbara Ramsbottom, Lakewood's Nationally Board certified school nurse, who received the honor of being chosen as The South Carolina School Nurse of the Year! Lakewood also was a featured school in the state sponsored Palmetto Gold and Silver Awards Showcase.

Lakewood Elementary School is committed to academic excellence and continues to involve parents and community members in the decision-making process of the school through an active PTA and School Improvement Council. Data analysis, diagnostic testing, and strategic instructional best practices will provide the necessary ingredients to keep Lakewood growing academically. The Lakewood Family enthusiastically celebrates each child's progress on the continuum of learning!

Tom Rex, Principal
Ann Marie Gore, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	53	119	119
Percent satisfied with learning environment	98.1%	95.8%	96.6%
Percent satisfied with social and physical environment	96.2%	94.9%	94.9%
Percent satisfied with school-home relations	100.0%	99.2%	95.8%

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

Abbreviations for Missing Data

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

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

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	3.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.4%	0.0%	No
Student attendance rate	96.7%	94.0%	Yes

* Or greater than last year

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 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	367	100	5	20.6	54.3	20.1	82	57.2	48.2	Yes	Yes
Gender											
Male	191	100	7.3	23.2	52	17.5	76.8	50.3	41.7	N/A	N/A
Female	176	100	2.5	17.9	56.8	22.8	87.7	64.4	55	N/A	N/A
Racial/Ethnic Group											
White	313	100	4.4	19.7	54.9	21	83.4	65.4	60	Yes	Yes
African American	17	100	N/AV	N/AV	N/AV	N/AV	N/AV	34.7	31.7	I/S	I/S
Asian/Pacific Islander	14	100	0	28.6	35.7	35.7	78.6	73	70.4	I/S	I/S
Hispanic	15	100	23.1	15.4	53.8	7.7	61.5	43.1	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	47	47	I/S	I/S
Disability Status											
Disabled	43	100	32.5	42.5	17.5	7.5	37.5	21.7	16	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	26	100	13	26.1	52.2	8.7	65.2	39.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	136	100	8.7	25.2	49.6	16.5	76.5	44.9	34	Yes	Yes

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

All Students	367	100	5.3	21.2	26.5	46.9	81.4	56.4	45.8	Yes	Yes
Gender											
Male	191	100	6.8	15.3	28.8	49.2	81.9	55.9	45.6	N/A	N/A
Female	176	100	3.7	27.8	24.1	44.4	80.9	57	45.9	N/A	N/A
Racial/Ethnic Group											
White	313	100	5.4	19.3	27.5	47.8	82.7	65.2	59	Yes	Yes
African American	17	100	0	40	50	10	70	31.6	26.9	I/S	I/S
Asian/Pacific Islander	14	100	7.1	21.4	0	71.4	78.6	75	71.3	I/S	I/S
Hispanic	15	100	0	46.2	15.4	38.5	69.2	42.6	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	48.5	46.2	I/S	I/S
Disability Status											
Disabled	43	100	35	42.5	10	12.5	32.5	20.8	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	26	100	4.3	43.5	8.7	43.5	65.2	41	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	136	100	7	33	27.8	32.2	69.6	43.9	31.4	Yes	Yes

* 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 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
Science											
All Students	241	100	11.2	22.9	20.6	45.3	65.9	41.4	35.7	96.7	96.3
Gender											
Male	123	100	10.4	20.9	18.3	50.4	68.7	43.8	37.4	96.7	96.2
Female	118	100	12	25	23.1	39.8	63	39	33.8	96.7	96.4
Racial/Ethnic Group											
White	201	100	10.5	21.1	21.6	46.8	68.4	50.4	49.2	96.6	96.1
African American	14	100	22.2	44.4	11.1	22.2	33.3	16.7	17	96.6	96.7
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	97.8	97.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	26.2	24.9	97.1	96.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	93.6	95.5
Disability Status											
Disabled	30	100	39.3	42.9	10.7	7.1	17.9	15.2	14	97	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	99.4
English Proficiency											
Limited English Proficient	19	100	11.8	35.3	23.5	29.4	52.9	22.7	24.4	97.5	97
Socio-Economic Status											
Subsidized meals	89	100	19.7	32.9	15.8	31.6	47.4	28.8	21.1	96.2	96
Social Studies											
All Students	242	100	4.9	23	18.6	53.5	72.1	41.6	34	96.7	96.3
Gender											
Male	125	100	6	19.8	17.2	56.9	74.1	45.3	36.6	96.7	96.2
Female	117	100	3.6	26.4	20	50	70	37.8	31.3	96.7	96.4
Racial/Ethnic Group											
White	210	100	5	23.1	17.6	54.3	71.9	48.6	44.5	96.6	96.1
African American	8	I/S	I/S	I/S	I/S	I/S	I/S	20.7	19.1	96.6	96.7
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	97.8	97.4
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	33.9	27.5	97.1	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	93.6	95.5
Disability Status											
Disabled	29	100	26.9	38.5	15.4	19.2	34.6	17.1	14.4	97	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	99.4
English Proficiency											
Limited English Proficient	16	100	7.1	28.6	28.6	35.7	64.3	30.8	27.3	97.5	97
Socio-Economic Status											
Subsidized meals	94	100	8.6	23.5	21	46.9	67.9	29.8	21	96.2	96

* 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*	
English/Language Arts									
2007	3	128	100	6.3	16.1	50	27.7	77.7	
	4	131	100	7.6	18.6	55.1	18.6	73.7	
	5	126	100	9.5	39.7	42.2	8.6	50.9	
	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
2008	3	129	100	4.3	12.8	55.6	27.4	82.9	
	4	116	100	7.3	14.5	56.4	21.8	78.2	
	5	122	100	3.6	34.8	50.9	10.7	61.6	
	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	
Mathematics									
2007	3	128	100	8	33.9	24.1	33.9	58	
	4	131	100	8.5	19.5	22.9	49.2	72	
	5	126	100	6	20.7	27.6	45.7	73.3	
	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
2008	3	129	100	6.8	27.4	31.6	34.2	65.8	
	4	116	100	5.5	23.6	20.9	50	70.9	
	5	122	100	3.6	12.5	26.8	57.1	83.9	
	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	64	100	13.2	24.5	30.2	32.1	62.3	
	4	131	100	12.7	21.2	28.8	37.3	66.1	
	5	65	98.5	18.6	23.7	15.3	42.4	57.6	
	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
2008	3	64	100	10.9	16.4	30.9	41.8	72.7	
	4	116	100	12.7	25.5	19.1	42.7	61.8	
	5	61	100	8.6	24.1	13.8	53.4	67.2	
	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	
Social Studies									
2007	3	64	100	3.4	20.3	32.2	44.1	76.3	
	4	131	100	11	33.9	28	27.1	55.1	
	5	61	100	17.9	23.2	17.9	41.1	58.9	
	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
2008	3	65	100	0	16.1	25.8	58.1	83.9	
	4	116	100	7.3	20.9	13.6	58.2	71.8	
	5	61	100	5.6	35.2	20.4	38.9	59.3	
	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	

Abbreviations for Missing Data

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