



Lugoff Elementary

994 Ridgeway Road
Lugoff, South Carolina

Grades	K-5 Elementary School	
Enrollment	611 Students	
Principal	Melissa C. Lloyd	803-438-8000
Superintendent	Dr. Frank E. Morgan	803-432-8416
Board Chair	Joseph Dorton, Jr.	803-408-2433



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

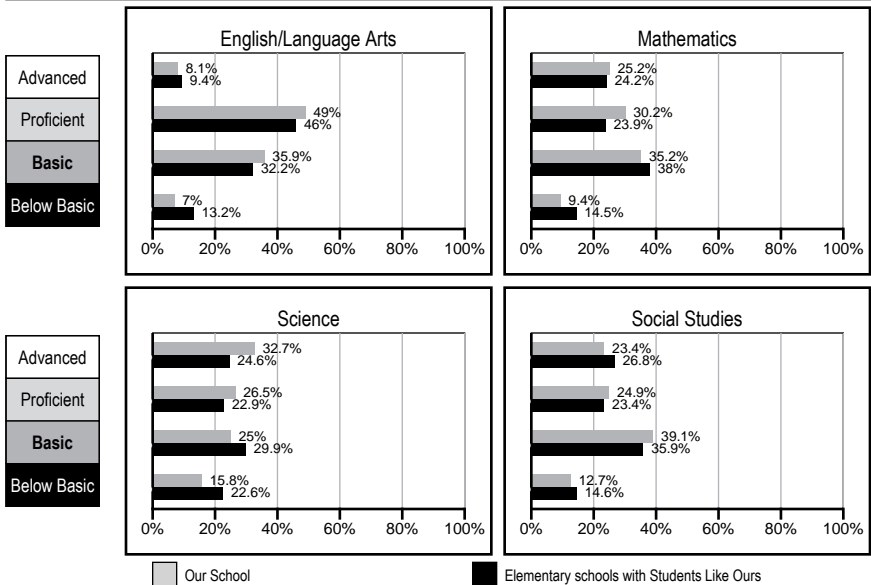
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	19	18	2	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=611)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Up from 2.0%	1.7%	2.3%
Attendance rate	96.0%	Down from 96.2%	96.7%	96.3%
Eligible for gifted and talented	27.2%	Up from 26.6%	18.8%	10.4%
With disabilities other than speech	6.9%	Up from 4.8%	6.9%	7.5%
Older than usual for grade	0.2%	Down from 0.6%	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=36)				
Teachers with advanced degrees	63.9%	Up from 58.3%	60.0%	56.7%
Continuing contract teachers	91.7%	Up from 88.9%	79.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.4%	Up from 90.0%	88.2%	86.4%
Teacher attendance rate	94.2%	Down from 95.0%	95.3%	94.9%
Average teacher salary	\$46,799	Up 6.8%	\$46,664	\$45,345
Professional development days/teacher	10.2 days	Down from 11.5 days	12.0 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Up from 20.2 to 1	20.4 to 1	18.5 to 1
Prime instructional time	87.6%	Down from 89.0%	90.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 100.0%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,816	Up 3.8%	\$6,572	\$7,052
Percent of expenditures for instruction*	73.0%	Up from 72.8%	70.8%	69.1%
Percent of expenditures for teacher salaries*	71.0%	Up from 70.8%	66.8%	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

When you enter the halls of Lugoff Elementary, you enter a world for children. Driven by our school's motto, "A, B, C – All Because of Children," every decision that we make has children's best interest at its core. This motto is what continues to drive us to excel academically because of our belief that each and every student can be successful with the aid of individualized and differentiated instruction.

Lugoff Elementary is an award winning school that serves a growing population of 602+ students. We have received recognition for five years from the Education Oversight Committee for reducing the achievement gap for at least one historically underachieving student group. Annually our fifth graders participate in the Lieutenant Governor's Writing Awards Program. This year, our school's winner competed against other Kershaw County fifth graders and was chosen as the district's winner. In addition to these recognitions, Lugoff Elementary was recently selected as one of 110 K-12 public schools nationwide to receive the 2008 HP Technology for Teaching grant, which is designed to transform and improve learning in the classroom through innovative uses of technology. The school will receive an award package of HP products and a cash award for the five teachers that wrote the grant with a total value of more than \$38,000.

With a legacy of excellence and a history of high performance on state mandated tests, Lugoff Elementary's mission is to develop competent, confident, lifelong learners by creating a safe, child-centered environment. Our school and community work collaboratively to help students reach their maximum potential by providing a positive and nurturing learning environment. Opportunities are provided daily through a variety of learning strategies and integrated technology that engage our students in exciting and challenging activities. At Lugoff Elementary, learning never ends!

Melissa C. Lloyd, Principal

Angela Hough, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	87	37
Percent satisfied with learning environment	88.6%	81.2%	100.0%
Percent satisfied with social and physical environment	85.7%	86.0%	100.0%
Percent satisfied with school-home relations	94.3%	93.1%	100.0%

* 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

YES

This school met 19 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

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	3.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	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	311	100	7	35.4	48.3	9.3	69.9	53	48.2	Yes	Yes
Gender											
Male	159	100	8.4	37	46.1	8.4	65.6	46.4	41.7	N/A	N/A
Female	152	100	5.4	33.8	50.7	10.1	74.3	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	235	100	3.9	31.5	54.3	10.3	76.3	61	60	Yes	Yes
African American	66	100	18.3	50	26.7	5	45	35.3	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.9	70.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	40.3	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	40	100	20.5	51.3	17.9	10.3	33.3	19.4	16	I/S	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	8	I/S	I/S	I/S	I/S	I/S	I/S	29.8	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	103	100	14.4	43.3	35.1	7.2	52.6	37.9	34	Yes	Yes

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

All Students	311	100	9.3	34.8	30.5	25.5	70.2	50.4	45.8	Yes	Yes
Gender											
Male	159	100	9.7	35.1	25.3	29.9	72.1	50.6	45.6	N/A	N/A
Female	152	100	8.8	34.5	35.8	20.9	68.2	50.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	235	100	4.7	30.6	33.6	31	76.7	59	59	Yes	Yes
African American	66	100	23.3	55	16.7	5	46.7	31.3	26.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	66.7	71.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	39.6	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	40	100	15.4	56.4	15.4	12.8	43.6	21.2	17.1	I/S	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	8	I/S	I/S	I/S	I/S	I/S	I/S	32.7	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	103	100	18.6	54.6	16.5	10.3	44.3	35.8	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	207	99.5	15.1	24.6	26.1	34.2	60.3	41.7	35.7	96	95.8
Gender											
Male	110	100	14	22.4	24.3	39.3	63.6	45	37.4	95.8	95.6
Female	97	99	16.3	27.2	28.3	28.3	56.5	38.2	33.8	96.2	95.9
Racial/Ethnic Group											
White	163	100	9.3	23.6	26.7	40.4	67.1	50.7	49.2	95.8	95.5
African American	40	100	40	31.4	20	8.6	28.6	22.7	17	96.3	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	64.3	58	98.6	96.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	23.5	24.9	96.3	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.2	91.2
Disability Status											
Disabled	28	100	32.1	25	17.9	25	42.9	19.5	14	95.4	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	15.5	24.4	97.2	96.7
Socio-Economic Status											
Subsided meals	66	98.5	31.7	30	21.7	16.7	38.3	26.8	21.1	95.2	95.2
Social Studies											
All Students	205	99	11.7	39.1	25.4	23.9	49.2	34.5	34	96	95.8
Gender											
Male	105	99.1	10.1	32.3	29.3	28.3	57.6	38.2	36.6	95.8	95.6
Female	100	99	13.3	45.9	21.4	19.4	40.8	30.6	31.3	96.2	95.9
Racial/Ethnic Group											
White	155	100	9.2	36.6	26.1	28.1	54.2	41.4	44.5	95.8	95.5
African American	40	100	19.4	50	22.2	8.3	30.6	19.8	19.1	96.3	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	98.6	96.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.5	96.3	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.2	91.2
Disability Status											
Disabled	22	100	4.8	52.4	23.8	19	42.9	13.1	14.4	95.4	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	12.9	27.3	97.2	96.7
Socio-Economic Status											
Subsided meals	69	97.1	20.3	46.9	21.9	10.9	32.8	20.4	21	95.2	95.2

* 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	101	100	5.2	22.7	61.9	10.3	72.2	
	4	93	100	5.7	26.4	60.9	6.9	67.8	
	5	93	100	13.8	49.4	35.6	1.1	36.8	
	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	114	100	7.2	28.8	49.5	14.4	64	
	4	101	100	3.1	35.1	55.7	6.2	61.9	
	5	96	100	10.6	43.6	39.4	6.4	45.7	
	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	
Mathematics									
2007	3	101	100	4.1	53.6	27.8	14.4	42.3	
	4	93	100	8	31	27.6	33.3	60.9	
	5	93	100	14.9	44.8	19.5	20.7	40.2	
	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
2008	3	114	100	9	36.9	27	27	54.1	
	4	101	100	5.2	33	37.1	24.7	61.9	
	5	96	100	13.8	34	27.7	24.5	52.1	
	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	51	100	18	40	16	26	42	
	4	93	100	12.6	28.7	31	27.6	58.6	
	5	46	100	16.3	39.5	16.3	27.9	44.2	
	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
2008	3	57	100	16.4	25.5	40	18.2	58.2	
	4	101	99	8.3	22.9	28.1	40.6	68.8	
	5	49	100	27.1	27.1	6.3	39.6	45.8	
	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	50	100	6.7	57.8	17.8	17.8	35.6	
	4	93	100	16.1	36.8	26.4	20.7	47.1	
	5	47	97.9	52.3	29.5	11.4	6.8	18.2	
	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
2008	3	57	98.3	3.6	50.9	27.3	18.2	45.5	
	4	101	99	10.4	33.3	28.1	28.1	56.3	
	5	47	100	23.9	37	17.4	21.7	39.1	
	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