



Lockett Elementary

1349 Dorange Road
Branchville, SC 29432

Grades	PK-6 Elementary School	
Enrollment	344 Students	
Principal	Hercules Busby	803-274-8588
Superintendent	Dr. Darrell Johnson	803-534-8081
Board Chair	Mr. Aaron Rudd	803-534-8081

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Good*
2007	Average	Good
2006	Average	Below Average
2005	Average	Good
2004	Average	Below Average

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

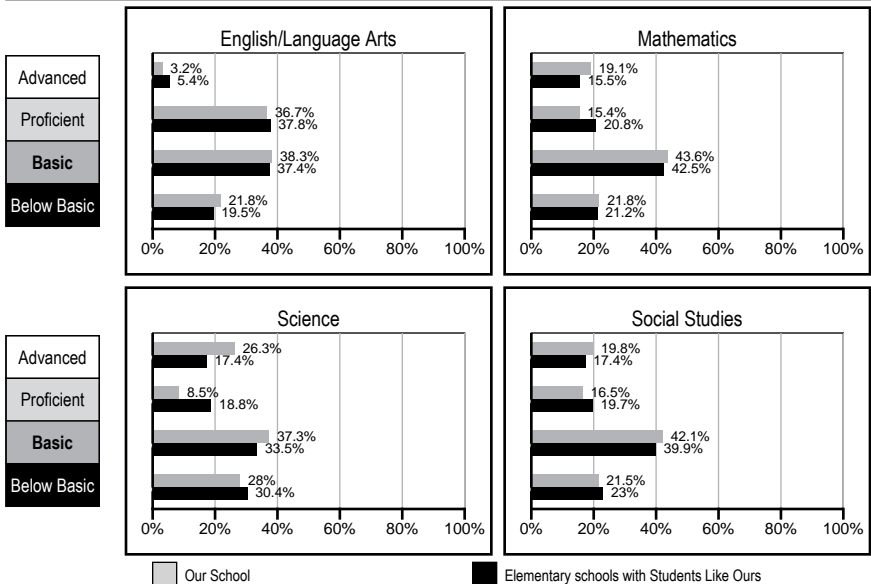
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	65	16	1

* 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=344)				
First graders who attended full-day kindergarten	100.0%	Up from 94.7%	100.0%	100.0%
Retention rate	1.3%	Down from 3.5%	2.5%	2.3%
Attendance rate	95.5%	Up from 94.9%	96.3%	96.3%
Eligible for gifted and talented	8.7%	Down from 9.8%	10.6%	10.4%
With disabilities other than speech	4.0%	Down from 4.8%	8.7%	7.5%
Older than usual for grade	0.7%	Up from 0.4%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.5%	Up from 0.3%	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	47.8%	Up from 45.8%	57.9%	56.7%
Continuing contract teachers	91.3%	Down from 100.0%	80.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.8%	Up from 93.7%	87.8%	86.4%
Teacher attendance rate	96.2%	Up from 94.7%	94.9%	94.9%
Average teacher salary	\$49,227	Up 3.1%	\$45,347	\$45,345
Professional development days/teacher	16.8 days	Up from 9.3 days	12.6 days	12.6 days
School				
Principal's years at school	10.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 18.8 to 1	18.6 to 1	18.5 to 1
Prime instructional time	89.0%	Up from 88.4%	89.7%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,461	Up 7.1%	\$6,869	\$7,052
Percent of expenditures for instruction*	66.3%	Down from 66.7%	68.9%	69.1%
Percent of expenditures for teacher salaries*	61.0%	Down from 63.4%	65.0%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Lockett Elementary is a small public school located on Highway 78, just outside of the town of Branchville, South Carolina. Lockett adjoins Branchville High School, and the two schools share a cafeteria, art and music classrooms, and three teachers. The student population of Lockett Elementary is 340 in grades pre-k4 through 6. The approximate student-teacher ratio of 1:21 has been consistent over the years.

The faculty and staff of Lockett Elementary are very nurturing and caring. Students are taught holistically, which enables them to become successful lifelong learners.

Lockett is a school where teachers, staff, students, administrators, parents, and the community work together to provide the best possible education for all students. Parental support is a plus for Lockett Elementary.

Academically, Lockett is consistently at or above the state level on PACT. Lockett's theme, "Expect the best at LES," expresses high expectations for all students as they go through the learning process.

PACT plays an import role in the achievement of our students in grades 3 through 6. Various assessments, such as benchmark tests and MAPS testing, provide data for teaching and learning strategies. PBIS (Positive Behavior Intervention Strategies) provides encouragement for the appropriate behavior of all students.

Lockett Elementary received several awards this past year. Awards presented were: Palmetto Silver Award, Summer Readers Award, and the Red Carpet Award. Lockett Elementary also made AYP for the year.

Lockett Elementary is committed to academic achievement for all students. Our students are exposed to music, art, physical education, student council, the gifted and talented program, field trips, and various activities to promote the learning experience for every child. All children are important to us, as we make every attempt to provide the best preparation for academic excellence.

Our goal is to include all stakeholders throughout the year. Newsletters, flyers, letters, invitations, and other correspondence are disseminated to the community to inform them of programs, activities, and events held at Lockett Elementary.

Parents, students, and teachers working together is important to the education of our students as they attempt to reach their fullest potential. As we continue striving for excellence in academic achievement, we invite all stakeholders to visit our school and participate in the educational process of our students.

Becky Dukes, SIC Chairperson
Hercules Busby, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	48	22
Percent satisfied with learning environment	100.0%	93.8%	95.5%
Percent satisfied with social and physical environment	100.0%	95.8%	90.5%
Percent satisfied with school-home relations	95.8%	93.8%	95.5%

* 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 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

Plan to 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	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	12.8%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	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	191	99	21	38.7	37.1	3.2	52.2	34.2	48.2	Yes	Yes
Gender											
Male	99	98	27.1	43.8	28.1	1	42.7	27	41.7	N/A	N/A
Female	92	100	14.4	33.3	46.7	5.6	62.2	42.3	55	N/A	N/A
Racial/Ethnic Group											
White	125	99.2	15.6	35.2	44.3	4.9	61.5	44.9	60	Yes	Yes
African American	65	98.5	31.3	45.3	23.4	0	34.4	23.4	31.7	Yes	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.5	38.4	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	18	94.4	50	43.8	6.3	0	12.5	11.8	16	I/S	I/S
Migrant Status											
Migrant	N/A	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	35.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	109	98.2	23.4	43	29.9	3.7	44.9	26.9	34	Yes	Yes

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

All Students	191	100	21.8	43.6	15.4	19.1	49.5	31.2	45.8	Yes	Yes
Gender											
Male	99	100	23.5	42.9	16.3	17.3	49	30.4	45.6	N/A	N/A
Female	92	100	20	44.4	14.4	21.1	50	32.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	125	100	13	39	20.3	27.6	61.8	45	59	Yes	Yes
African American	65	100	38.5	52.3	6.2	3.1	26.2	17.4	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	23.5	38.1	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	18	100	58.8	35.3	0	5.9	17.6	11	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	109	100	30.3	45	12.8	11.9	38.5	22.7	31.4	Yes	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
Science											
All Students	120	99.2	28	37.3	8.5	26.3	34.7	24.6	35.7	95.5	95.5
Gender											
Male	65	98.5	29.7	40.6	4.7	25	29.7	26	37.4	95.2	95.2
Female	55	100	25.9	33.3	13	27.8	40.7	23	33.8	95.8	95.8
Racial/Ethnic Group											
White	75	100	18.9	35.1	8.1	37.8	45.9	37.2	49.2	95.2	95
African American	44	100	43.2	40.9	9.1	6.8	15.9	11.7	17	96	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	81.6	92.2
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	16.7	24.9	93.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	99.5	95.9
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	I/S	9.4	14	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	87.4	94.8
Socio-Economic Status											
Subsidized meals	69	100	31.9	36.2	11.6	20.3	31.9	19	21.1	94.9	95.2
Social Studies											
All Students	122	100	21.5	42.1	16.5	19.8	36.4	18.9	34	95.5	95.5
Gender											
Male	65	100	21.5	44.6	13.8	20	33.8	20.2	36.6	95.2	95.2
Female	57	100	21.4	39.3	19.6	19.6	39.3	17.4	31.3	95.8	95.8
Racial/Ethnic Group											
White	82	100	18.5	38.3	17.3	25.9	43.2	26.4	44.5	95.2	95
African American	40	100	27.5	50	15	7.5	22.5	11.8	19.1	96	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	81.6	92.2
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	93.2	94.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	99.5	95.9
Disability Status											
Disabled	12	100	50	33.3	8.3	8.3	16.7	8.5	14.4	95.5	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	87.4	94.8
Socio-Economic Status											
Subsidized meals	72	100	26.4	43.1	13.9	16.7	30.6	12.1	21	94.9	95.2

* 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	49	93.9	25	34.1	38.6	2.3	40.9	
	4	36	100	22.2	36.1	38.9	2.8	41.7	
	5	55	100	28.3	56.6	15.1	0	15.1	
	6	47	100	29.5	29.5	38.6	2.3	40.9	
	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	52	100	22	40	34	4	38	
	4	51	96.1	22.4	38.8	34.7	4.1	38.8	
	5	39	100	30.8	38.5	30.8	0	30.8	
	6	49	100	10.4	37.5	47.9	4.2	52.1	
	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
Mathematics									
2007	3	49	100	44.7	48.9	6.4	0	6.4	
	4	36	100	19.4	19.4	36.1	25	61.1	
	5	55	100	17	45.3	22.6	15.1	37.7	
	6	47	100	29.5	38.6	13.6	18.2	31.8	
	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	52	100	44	40	10	6	16	
	4	51	100	13.7	54.9	15.7	15.7	31.4	
	5	39	100	12.8	35.9	25.6	25.6	51.3	
	6	49	100	14.6	41.7	12.5	31.3	43.8	
	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
Science									
2007	3	24	100	40.9	54.5	0	4.5	4.5	
	4	36	100	22.2	25	27.8	25	52.8	
	5	28	96.4	40	36	20	4	24	
	6	24	100	40.9	36.4	18.2	4.5	22.7	
	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	26	96.2	32	44	16	8	24	
	4	51	100	15.7	45.1	9.8	29.4	39.2	
	5	19	100	36.8	21.1	5.3	36.8	42.1	
	6	24	100	43.5	26.1	0	30.4	30.4	
	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
Social Studies									
2007	3	25	100	12	60	24	4	28	
	4	36	100	11.1	33.3	22.2	33.3	55.6	
	5	27	100	37	33.3	7.4	22.2	29.6	
	6	23	91.3	23.8	38.1	28.6	9.5	38.1	
	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	26	100	24	56	8	12	20	
	4	51	100	9.8	41.2	19.6	29.4	49	
	5	20	100	45	30	5	20	25	
	6	25	100	24	40	28	8	36	
	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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