



Lockhart Schools

212 Lockhart Drive
Lockhart, South Carolina

Grades	K-8 Elementary School	
Enrollment	208 Students	
Principal	Eugene F. Palmer	864-545-6501
Superintendent	Dr. David L. Eubanks	864-429-1740
Board Chair	Dr. Wanda R. All	864-429-0746

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

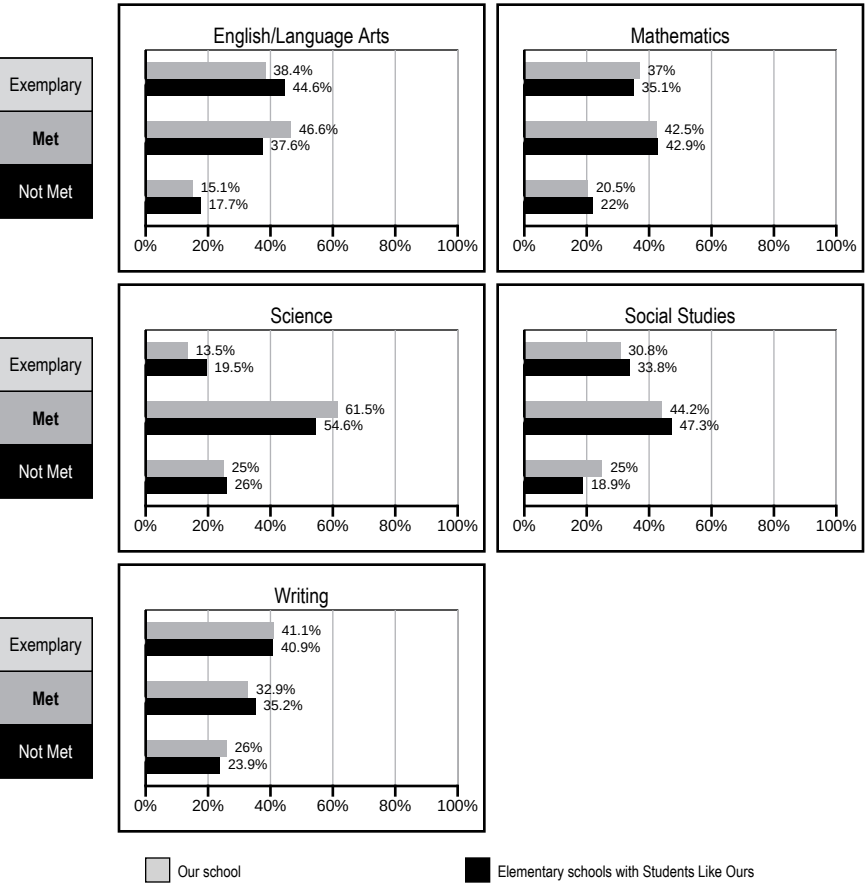
98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
20	34	41	0	0

* Ratings are calculated with data available by 03/16/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in a meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

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=208)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.9%	Up from 1.3%	1.6%	1.9%
Attendance rate	95.1%	Down from 96.4%	96.4%	96.3%
Eligible for gifted and talented	17.1%	Up from 13.9%	15.0%	10.0%
With disabilities other than speech	11.4%	Down from 17.7%	7.1%	7.7%
Older than usual for grade	1.4%	Down from 2.5%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=20)				
Teachers with advanced degrees	70.0%	Down from 76.2%	61.3%	59.4%
Continuing contract teachers	75.0%	Down from 90.5%	83.9%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.8%	Up from 80.0%	88.8%	85.9%
Teacher attendance rate	91.5%	Up from 87.6%	95.1%	95.1%
Average teacher salary*	\$50,475	Up 3.6%	\$48,186	\$47,149
Professional development days/teacher	10.6 days	Down from 17.8 days	11.3 days	11.1 days
School				
Principal's years at school	1.0	No Change	5.5	4.0
Student-teacher ratio in core subjects	15.1 to 1	Down from 16.5 to 1	19.4 to 1	18.8 to 1
Prime instructional time	86.0%	Up from 81.5%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.2%	Down from 98.7%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$4,207	Down 32.4%	\$6,963	\$7,458
Percent of expenditures for instruction**	61.2%	Down from 64.3%	69.2%	68.8%
Percent of expenditures for teacher salaries**	59.9%	Down from 63.9%	62.1%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2008-2009 school year marked Lockhart School's second year as a K-8 school. While there are still some adjustments to be made in getting used to losing our high school students, overall it was a year of growth and achievement.

Lockhart School received the Palmetto Silver Award based on the students' performance on the PACT testing during the 2007-2008 school year. The faculty and staff continued their efforts to meet the academic, social, emotional, and physical needs of our students. We continued the Writing Across the Curriculum initiative to improve academic achievement in all content areas. Also, we added Academy Time this year in grades 3-8. Academy Time was a 35-minute period where students rotated between remedial and enrichment activities. Students were grouped differently on each rotation. We had very favorable results during one rotation when the middle school students were grouped by gender. In addition, we hosted a Family Math and Science Night, published a school anthology, had several students submit entries in the District Math and Science Show-Case, had some students from each grade published in the district anthology, and had a school-wide Art Show. We were very proud that all of our 8th grade students who were in our Honors Program, except one, passed their End of the Course (EOC) testing. On the Algebra 1 EOC, every student passed, with the lowest grade being a 91, the average grade a 97, and 6 students made a perfect score of 100.

A concerned effort was made by the faculty to use test results such as MAP Testing and Bench Mark Testing to analyze students' strengths and weaknesses so they could differentiate their instruction to meet the needs of individual students. Other strategies used included Compass Odyssey, small group setting, and brain-based research strategies. Also, we are continuing to implement character education and conflict resolution programs to nurture the social and emotional growth and development of our students.

In the area of the physical plant, there are plans to replace flooring and painting in addition to replacing many of the windows whenever funding becomes available.

In conclusion, the Lockhart School family will continue to hold itself to the high standards of the past while looking forward to the future.

Mr. Eugene F. Palmer – Principal
Rev. Ben Hill – Chairman - School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

School Adequate Yearly Progress

YES

This school met 9 out of 9 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. 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 and Student Attendance

	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	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.1%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	70	100	33.3	40.9	25.8	78.8	78.2	82.8	Yes	Yes
Gender										
Male	31	100	44.4	40.7	14.8	70.4	75.5	79.3	N/A	N/A
Female	39	100	25.6	41	33.3	84.6	80.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	67	100	31.7	41.3	27	81	83.7	89.5	Yes	Yes
African American	3	I/S	I/S	I/S	I/S	I/S	69.5	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	80	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	52.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	75	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	35	100	40.6	37.5	21.9	75	73.7	75.5	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	70	100	15.2	43.9	40.9	90.9	77.2	78.9	Yes	Yes
Gender										
Male	31	100	14.8	44.4	40.7	88.9	76.8	77	N/A	N/A
Female	39	100	15.4	43.6	41	92.3	77.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	67	100	12.7	44.4	42.9	92.1	82.1	87.2	Yes	Yes
African American	3	I/S	I/S	I/S	I/S	I/S	69	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	51.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	35	100	18.8	43.8	37.5	87.5	72.1	70.2	I/S	I/S

* 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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	47	100	38.6	54.5	6.8	61.4	61.9	67.5
Gender								
Male	22	100	47.4	42.1	10.5	52.6	63.3	67
Female	25	100	32	64	4	68	60.5	68
Racial/Ethnic Group								
White	45	100	35.7	57.1	7.1	64.3	70.5	79.5
African American	2	I/S	I/S	I/S	I/S	I/S	47.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	34	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
Socio-Economic Status								
Subsided meals	21	100	38.9	50	11.1	61.1	55.4	55.1

Social Studies

All Students	46	100	34.1	52.3	13.6	65.9	67.1	72.3
Gender								
Male	19	100	35.3	35.3	29.4	64.7	68.8	71.5
Female	27	100	33.3	63	3.7	66.7	65.2	73.2
Racial/Ethnic Group								
White	44	100	33.3	52.4	14.3	66.7	72.7	80.7
African American	2	I/S	I/S	I/S	I/S	I/S	57.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	41.3	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsided meals	22	100	38.1	52.4	9.5	61.9	61.7	62.1

Abbreviations for Missing Data

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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	70	100	30.3	43.9	25.8	69.7	61.1	70.2	95.3	95.6
Gender										
Male	31	100	37	48.1	14.8	63	55.5	63.2	95.6	95.5
Female	39	100	25.6	41	33.3	74.4	67	77.5	95	95.7
Racial/Ethnic Group										
White	67	100	30.2	44.4	25.4	69.8	68.4	79.1	95.3	95
African American	3	I/S	I/S	I/S	I/S	I/S	49.4	57.6	94.9	96.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	95.6	96.2
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	62.6	N/A	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	94.3	96
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	19.1	26.1	94.8	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	75	61.2	N/A	97.3
Socio-Economic Status										
Subsidized meals	35	100	42.4	33.3	24.2	57.6	53.1	58.9	94.7	95.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	25	100	17.4	47.8	34.8	82.6
	7	23	100	36.4	40.9	22.7	63.6
	8	22	100	47.6	33.3	19	52.4
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	25	100	21.7	47.8	30.4	78.3
	7	23	100	18.2	59.1	22.7	81.8
	8	22	100	4.8	23.8	71.4	95.2
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	13	100	N/AV	N/AV	N/AV	66.7
	7	23	100	36.4	54.5	9.1	63.6
	8	11	100	I/S	I/S	I/S	I/S
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	12	100	18.2	63.6	18.2	81.8
	7	23	100	40.9	50	9.1	59.1
	8	11	100	36.4	45.5	18.2	63.6
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	25	100	17.4	39.1	43.5	82.6
	7	23	100	27.3	59.1	13.6	72.7
	8	22	100	47.6	33.3	19	52.4

Abbreviations for Missing Data

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