



LAKEVIEW ELEMENTARY

660 Center Street
Greenwood, South

Grades	K-5 Elementary School	
Enrollment	519 Students	
Principal	Virginia T. Metts	864-941-5760
Superintendent	Darrell Johnson	864-941-5400
Board Chair	Debrah Miller	864-374-3513

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Average
2008	Good	Below Average
2007	Good	At-Risk
2006	Good	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

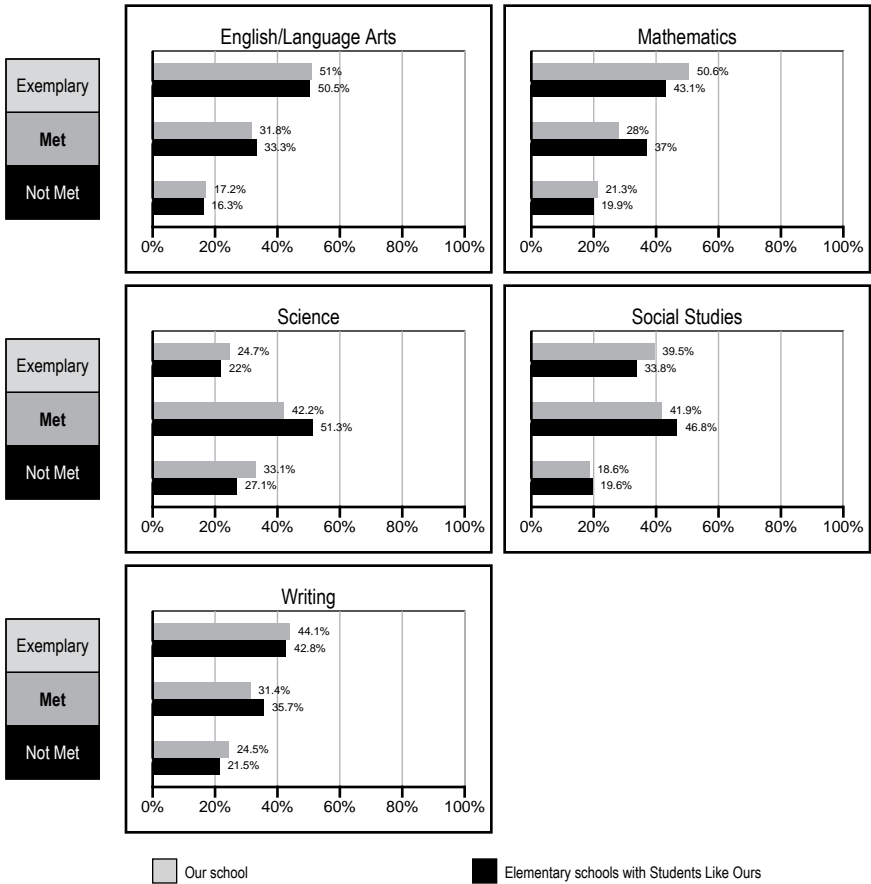
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 93.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	29	16	0	0

* Ratings are calculated with data available by 03/09/2011.

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 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=519)				
First graders who attended full-day kindergarten	72.2%	Down from 85.7%	100.0%	100.0%
Retention rate	1.9%	Down from 2.3%	0.8%	1.2%
Attendance rate	96.7%	Down from 96.8%	96.6%	96.1%
Eligible for gifted and talented	23.7%	Up from 22.3%	17.0%	11.7%
With disabilities other than speech	6.1%	Down from 6.6%	6.8%	8.0%
Older than usual for grade	0.2%	No Change	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.5%	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	65.7%	Up from 63.4%	62.4%	60.5%
Continuing contract teachers	91.4%	Up from 80.5%	86.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.5%	0.0%	0.0%
Teachers returning from previous year	92.2%	Down from 92.9%	89.4%	87.0%
Teacher attendance rate	96.3%	Up from 93.4%	95.8%	95.4%
Average teacher salary*	\$46,911	Up 1.4%	\$48,360	\$47,288
Professional development days/teacher	14.5 days	Down from 22.0 days	11.4 days	10.5 days
School				
Principal's years at school	13.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 19.3 to 1	19.9 to 1	19.2 to 1
Prime instructional time	92.4%	Up from 89.5%	91.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,129	Up 13.9%	\$7,214	\$7,548
Percent of expenditures for instruction**	67.8%	Down from 68.0%	69.4%	68.7%
Percent of expenditures for teacher salaries**	66.3%	Up from 65.6%	66.3%	65.1%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The theme for the 2009-2010 school year at Lakeview Elementary School was "A Whole New World". This theme reflected our newly renovated school as well as our diverse school community. We had a "World Week" during February where students learned about the different countries reflected in our school population. Our Reading Celebration theme was "Read Around the World" and our students read enough miles (minutes) to go around the world seven times.

We used "Responsibility Training" in our classrooms to help students become responsible for their own learning and behavior. Teachers used balanced literacy to provide a research-based reading program that focused on student reading levels and needs and taught students effective reading strategies. We continued to work on ways to "close the achievement gap" by looking at the needs of our students giving those students learning activities designed to help them achieve their best.

Our student council and service clubs raised money for community service organizations and for relief efforts for hurricane victims in Haiti. We partnered with the Lakeview PTO, and "Wellness Works for Kids" to teach effective character traits and skills.

The highlight of our year was being named a 2009-2010 Palmetto Gold Award winner based on our 2009 "Excellent" report card rating.

We had many curriculum offerings, including Reading Recovery, GATAS, RTI, a computer lab, a math lab, Art, Music, PE, a "push-in" reading teacher, and Special Education Services.

Our PTO supported many family activities.

We continue to "Reach for the Stars" at Lakeview Elementary School.

Mrs. Virginia Metts, Principal

Rev. Frank Thomas, Chairperson – Lakeview School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	64	36
Percent satisfied with learning environment	100.0%	84.4%	88.9%
Percent satisfied with social and physical environment	96.8%	85.9%	88.9%
Percent satisfied with school-home relations	100.0%	89.1%	94.1%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 17 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. 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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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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	260	100	17	31.5	51.5	90	82.5	83.5	Yes	Yes
Gender										
Male	136	100	18.1	28.3	53.5	88.2	80.1	80.1	N/A	N/A
Female	124	100	15.8	35.1	49.1	92.1	85.2	87	N/A	N/A
Racial/Ethnic Group										
White	163	100	8.9	28	63.1	93	92.1	89.6	Yes	Yes
African American	73	100	38.1	46	15.9	81	73.4	74.6	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	98.1	92.7	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	72.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	27	100	45.8	33.3	20.8	66.7	54.1	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	25	25	50	91.7	73	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	127	100	32.4	40.5	27	82	75.6	76.9	Yes	Yes

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

All Students	260	100	21.2	27.8	51	87.1	79.5	80.4	Yes	Yes
Gender										
Male	136	100	18.9	23.6	57.5	87.4	79.2	78.4	N/A	N/A
Female	124	100	23.7	32.5	43.9	86.8	79.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	163	100	9.6	27.4	63.1	94.3	90.6	87.8	Yes	Yes
African American	73	100	55.6	31.7	12.7	66.7	67.5	69.3	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	100	93.5	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	74.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	27	100	58.3	25	16.7	50	44.9	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	8.3	41.7	50	91.7	74.9	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	127	100	38.7	34.2	27	76.6	71.6	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	183	100	32.7	41.7	25.6	67.3	60.9	67.3
Gender								
Male	98	100	32.2	38.9	28.9	67.8	60.9	66.9
Female	85	100	33.3	44.9	21.8	66.7	60.8	67.7
Racial/Ethnic Group								
White	110	100	17.8	50.5	31.8	82.2	79.1	79.6
African American	57	100	68.8	29.2	2.1	31.3	44.7	49.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	91.2	84.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	42.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	20	100	77.8	5.6	16.7	22.2	27.4	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	42.9	58.6
Socio-Economic Status								
Subsidized meals	89	100	57.9	32.9	9.2	42.1	47.2	55.4
Social Studies								
All Students	182	100	18.3	41.4	40.2	81.7	68	70.9
Gender								
Male	91	100	17.6	30.6	51.8	82.4	68.7	70.1
Female	91	100	19	52.4	28.6	81	67.2	71.7
Racial/Ethnic Group								
White	122	100	15.4	38.5	46.2	84.6	80.9	79.2
African American	43	100	36.1	55.6	8.3	63.9	54.1	58.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	92.7	86.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	58	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	17	100	50	28.6	21.4	50	36.3	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	58.8	68
Socio-Economic Status								
Subsidized meals	86	100	32	52	16	68	56.4	60.8

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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	266	99.3	24.5	31.4	44.1	75.5	68	72.1	96.7	95.8
Gender										
Male	139	98.6	28.5	28.5	43.1	71.5	61.8	65.2	96.7	95.7
Female	127	100	20	34.8	45.2	80	74.7	79.2	96.6	96
Racial/Ethnic Group										
White	165	99.4	15.8	31	53.2	84.2	81.3	80.8	96.9	95.9
African American	77	100	46.3	37.3	16.4	53.7	55	59.7	96.1	95.5
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	90.2	87	97.9	97.9
Hispanic	10	I/S	I/S	I/S	I/S	I/S	56.5	64.6	95.7	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	91.1
Disability Status										
Disabled	29	93.1	66.7	20.8	12.5	33.3	24.6	27.7	96	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	95.1
English Proficiency										
Limited English Proficient	12	91.7	27.3	36.4	36.4	72.7	56.8	63.7	96.2	96.1
Socio-Economic Status										
Subsidized meals	133	99.3	42.2	34.5	23.3	57.8	57	61.9	96.2	95.1

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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	99	100	16.5	27.5	56	83.5
	4	86	100	24	22.7	53.3	76
	5	85	100	14.5	43.4	42.1	85.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	87	100	20	25.9	54.1	80
	4	104	100	11.6	40	48.4	88.4
	5	69	100	21.3	26.2	52.5	78.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	99	100	22	24.2	53.8	78
	4	86	100	21.3	26.7	52	78.7
	5	85	100	9.2	43.4	47.4	90.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	87	100	24.7	28.2	47.1	75.3
	4	104	100	16.8	27.4	55.8	83.2
	5	69	100	23	27.9	49.2	77
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	48	100	37	37	26.1	63
	4	86	100	24	41.3	34.7	76
	5	42	100	23.7	50	26.3	76.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	45	100	56.8	15.9	27.3	43.2
	4	104	100	22.1	53.7	24.2	77.9
	5	34	100	31	41.4	27.6	69
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	51	100	22.2	35.6	42.2	77.8
	4	86	100	17.3	36	46.7	82.7
	5	43	100	17.9	28.2	53.8	82.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	43	100	16.7	33.3	50	83.3
	4	104	100	14.7	44.2	41.1	85.3
	5	35	100	31.3	43.8	25	68.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	99	100	16.3	16.3	67.4	83.7
	4	89	100	24.1	26.6	49.4	75.9
	5	86	98.8	17.3	30.7	52	82.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	88	98.9	28.6	26.2	45.2	71.4
	4	106	99.1	21.1	37.9	41.1	78.9
	5	72	100	24.2	28.8	47	75.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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