



## LAKE CITY ELEMENTARY

906 North Matthews Rd.  
Lake City, SC 29560

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	479 Students	
<b>Principal</b>	Renee M. Kirby	843-374-2353
<b>Superintendent</b>	Dr. Keith Callicutt, Interim	843-374-8652
<b>Board Chair</b>	Dr. Julia Mims	843-374-2705

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>At-Risk</b>	<b>Average</b>
2010	Below Average	Average
2009	At-Risk	Average
2008	At-Risk	Below Average
2007	At-Risk	Below Average

## 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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

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

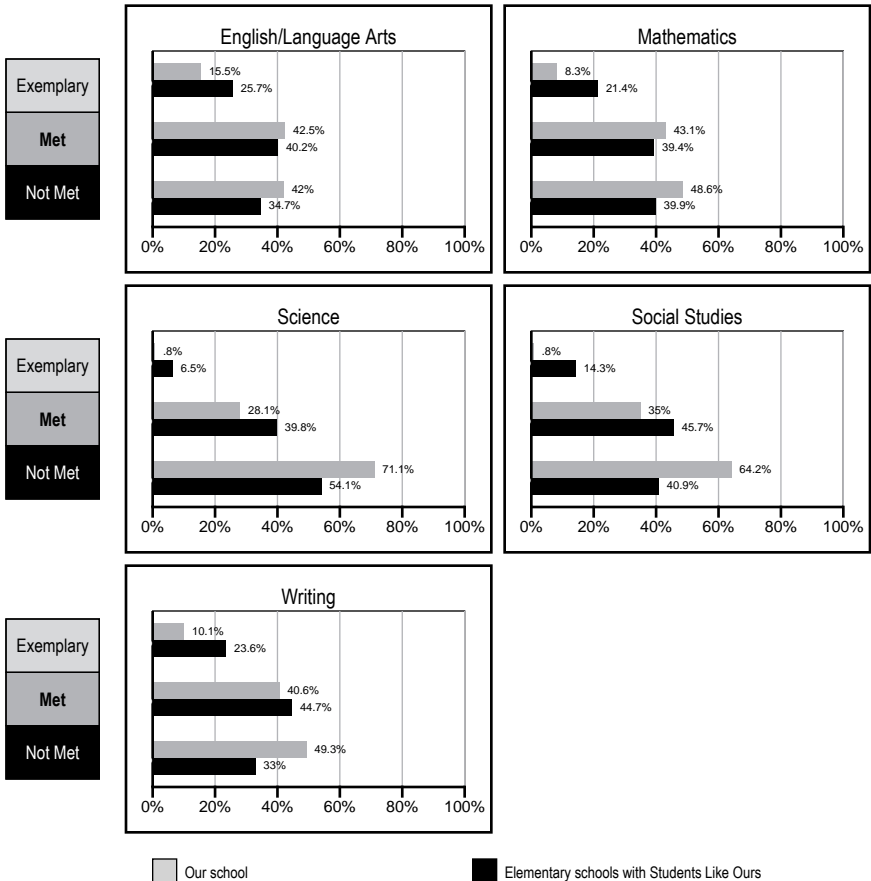
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	70	47	20

\* Ratings are calculated with data available by 11/09/2011.

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
<b>Students (n=479)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.2%	1.5%	1.1%
Attendance rate	94.5%	Down from 99.8%	96.0%	96.2%
Served by gifted and talented program	2.0%	Up from 1.9%	5.1%	13.4%
With disabilities other than speech	12.8%	Down from 17.1%	4.3%	4.1%
Older than usual for grade	0.2%	Down from 1.3%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=34)</b>				
Teachers with advanced degrees	47.1%	Up from 46.7%	61.9%	62.5%
Continuing contract teachers	64.7%	Up from 60.0%	81.8%	88.2%
Teachers returning from previous year	80.7%	Up from 75.9%	84.6%	87.8%
Teacher attendance rate	93.2%	Down from 95.8%	95.2%	95.2%
Average teacher salary*	\$44,297	Up 4.9%	\$45,188	\$46,773
Professional development days/teacher	29.1 days	Up from 24.4 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 22.1 to 1	17.5 to 1	19.9 to 1
Prime instructional time	85.8%	Down from 94.8%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,995	Down 0.6%	\$8,760	\$7,447
Percent of expenditures for instruction**	58.5%	Down from 63.6%	67.5%	68.4%
Percent of expenditures for teacher salaries**	54.1%	Down from 57.3%	63.9%	65.8%

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

\*\* 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

Lake City Elementary's mission is Building Excellence: Every Child, Every Chance, Every Day. During the 2010-2011 school year, the Lake City community of staff, students, and parents worked together to accomplish our goals. LCE houses 487 students 4K to 5th grade. While we did not make AYP, the school met 16 of the 17 objectives. This accomplishment has never been done before in our school history.

LCE moved from "At-Risk" to "Below Average" rating on our school report card and maintained our "Average" improvement rating. Other accomplishments this year included receiving a "Save the Children" and an "ABC Arts" grant. Again, this year, the ABC grant enabled us to bring in three artists-in residence. Students learned to express themselves through dance and drama. Our students were thrilled to have a Broadway performer to help choreograph our African American program. Our performing arts groups were invited to entertain at several community events. Our Save the Children grant continues to help us maintain our focus on literacy and fitness. We provided our students with nutrition and fitness education through the CHANGE program. Combining our morning program with an early exercise opportunity started everyone's day with energy. Movement has become an important part of our day.

LCE's School Improvement Council is also an important part of our team for continuous improvement. Monthly family nights provide parents with an opportunity to see our choral, dance, drama, and artist perform, as well as participate in workshops centered on topics of need from our parent survey. "Taking it to the Streets" was one of our most successful community involvement outreach programs this year.

LCE uses standards based curriculum that incorporates technology and the arts to engage our children. Using the Balanced Literacy model along with a strong emphasis on AIMS math lessons, LCE experienced incredible gains on spring MAP scores. The continuation of TAP ensured that our staff had site-based staff development centered on authentic student work. As a staff, we have used all sources of data to help us implement instruction to meet the needs of each student.

At LCE, we will continue to soar to new heights because of our strong partnership between home and school. We will continue to provide our students with quality instruction as we all strive for excellence.

Renee Kirby, Principal  
Anna Washington and Renota Washington, SIC co-chairpersons

### Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	75	35
Percent satisfied with learning environment	87.1%	87.8%	88.2%
Percent satisfied with social and physical environment	90.3%	82.7%	84.4%
Percent satisfied with school-home relations	70.0%	86.7%	87.5%

\* 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 9 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

R

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.5%	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

## 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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

## English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	202	98.5	40.2	40.7	19	69.8	70.4	82.4	No	Yes
<b>Gender</b>										
Male	112	98.2	47.1	36.5	16.3	60.6	64.6	78.7	N/A	N/A
Female	90	98.9	31.8	45.9	22.4	81.2	76.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	10	I/S	I/S	I/S	I/S	I/S	78.5	88.9	I/S	I/S
African American	189	98.4	39.2	40.9	19.9	69.3	65.3	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	79	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
<b>Disability Status</b>										
Disabled	67	97	71.9	15.6	12.5	39.1	40.9	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	78.8	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	186	98.9	40.7	41.2	18.1	68.7	68.3	75.4	No	Yes

## Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	202	99	46.8	41.1	12.1	61.6	70.8	81.9	No	Yes
<b>Gender</b>										
Male	112	99.1	47.6	40	12.4	57.1	66.9	79.9	N/A	N/A
Female	90	98.9	45.9	42.4	11.8	67.1	75.2	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	10	I/S	I/S	I/S	I/S	I/S	81	88.9	I/S	I/S
African American	189	98.9	45.8	41.2	13	62.1	64.6	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	80.6	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	67	98.5	70.8	16.9	12.3	32.3	40.8	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	78.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	186	99.5	48.1	41	10.9	60.1	68.4	74.9	No	Yes

\* 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
<b>Science</b>								
All Students	134	99.3	69	27	4	31	48.8	68.6
<b>Gender</b>								
Male	76	100	71.4	22.9	5.7	28.6	46.2	68.3
Female	58	98.3	66.1	32.1	1.8	33.9	51.5	68.9
<b>Racial/Ethnic Group</b>								
White	7	I/S	I/S	I/S	I/S	I/S	62.4	80.7
African American	126	99.2	67.8	28	4.2	32.2	41.8	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	43.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
<b>Disability Status</b>								
Disabled	43	100	88.1	2.4	9.5	11.9	26.5	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	44.4	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	122	100	70.2	26.4	3.3	29.8	45.9	57.3
<b>Social Studies</b>								
All Students	134	99.3	61.4	33.9	4.7	38.6	59	72.5
<b>Gender</b>								
Male	75	100	62.5	30.6	6.9	37.5	58.5	72
Female	59	98.3	60	38.2	1.8	40	59.6	73.1
<b>Racial/Ethnic Group</b>								
White	6	I/S	I/S	I/S	I/S	I/S	66.2	81
African American	126	99.2	58.8	36.1	5	41.2	55.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	54.5	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
<b>Disability Status</b>								
Disabled	42	100	76.2	11.9	11.9	23.8	38.6	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	47.2	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	123	100	63.6	32.2	4.1	36.4	56.4	62.9

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
<b>Writing</b>										
All Students	76	92.1	47.8	41.8	10.4	52.2	58.8	73.2	94.5	95.6
<b>Gender</b>										
Male	38	84.2	58.1	29	12.9	41.9	46.5	67.2	94.2	95.4
Female	38	100	38.9	52.8	8.3	61.1	71.5	79.4	94.7	95.9
<b>Racial/Ethnic Group</b>										
White	5	I/S	I/S	I/S	I/S	I/S	69.6	81.5	93.6	94.8
African American	70	91.4	45.9	42.6	11.5	54.1	54.3	61.3	94.5	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	98.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	46.7	66.7	93.7	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	N/A	95.3
<b>Disability Status</b>										
Disabled	26	84.6	N/AV	N/AV	N/AV	14.3	20.2	26	94.6	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	95.3
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	46.2	65.7	93.6	96.4
<b>Socio-Economic Status</b>										
Subsidized meals	72	91.7	49.2	41.5	9.2	50.8	56.8	63.2	94.5	95.5

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	3	70	98.6	36.9	43.1	20	63.1
	4	72	100	55.9	33.8	10.3	44.1
	5	72	100	30.9	41.2	27.9	69.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	59	98.3	48.1	25.9	25.9	51.9
	4	66	98.5	40.3	43.5	16.1	59.7
	5	77	98.7	34.2	49.3	16.4	65.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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
	<b>Mathematics</b>						
<b>2010</b>	3	70	98.6	49.2	32.3	18.5	50.8
	4	72	100	36.8	52.9	10.3	63.2
	5	72	100	42.6	39.7	17.6	57.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	59	100	65.5	25.5	9.1	34.5
	4	66	98.5	50	38.7	11.3	50
	5	77	98.7	30.1	54.8	15.1	69.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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
	<b>Science</b>						
<b>2010</b>	3	36	100	75.8	21.2	3	24.2
	4	71	100	77.6	17.9	4.5	22.4
	5	36	97.2	63.6	33.3	3	36.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	31	100	78.6	14.3	7.1	21.4
	4	65	98.5	63.9	34.4	1.6	36.1
	5	38	100	70.3	24.3	5.4	29.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	33	100	N/A	N/A	N/A	28.1
	4	71	98.6	54.5	42.4	3	45.5
	5	36	100	76.5	20.6	2.9	23.5
	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
<b>2011</b>	3	30	100	72.4	20.7	6.9	27.6
	4	66	98.5	50	46.8	3.2	50
	5	38	100	72.2	22.2	5.6	27.8
	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
<b>Writing</b>							
<b>2010</b>	3	70	98.6	62.1	28.8	9.1	37.9
	4	73	94.5	60	35.4	4.6	40
	5	72	98.6	47.8	33.3	18.8	52.2
	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
<b>2011</b>	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	76	92.1	47.8	41.8	10.4	52.2
	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

Abbreviations for Missing Data

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