



LUGOFF ELEMENTARY

994 Ridgeway Road
Lugoff, South Carolina

Grades	K-5 Elementary School	
Enrollment	591 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 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Average
2010	Good	Average
2009	Good	Average
2008	Good	Below Average
2007	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 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

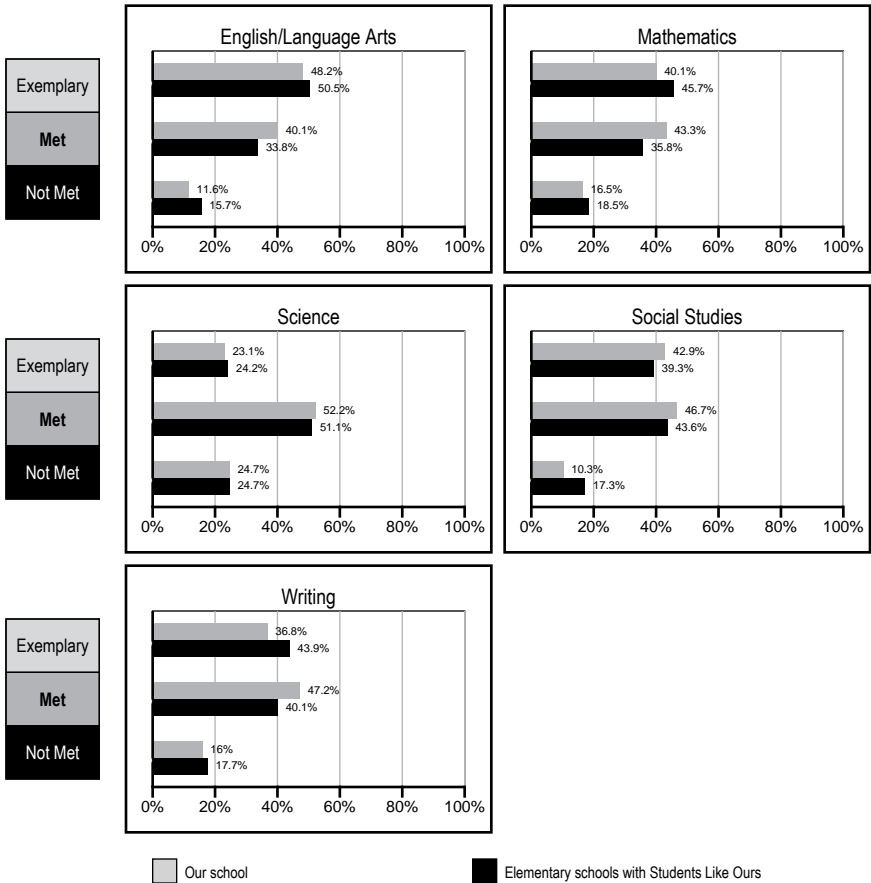
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
30	30	4	1	0

* 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
Students (n=591)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Up from 1.4%	0.8%	1.1%
Attendance rate	96.2%	Up from 95.7%	96.4%	96.2%
Served by gifted and talented program	26.0%	Down from 27.0%	20.3%	13.4%
With disabilities other than speech	2.6%	Down from 7.8%	3.7%	4.1%
Older than usual for grade	0.2%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	64.5%	Down from 67.6%	63.2%	62.5%
Continuing contract teachers	96.8%	Down from 97.1%	90.9%	88.2%
Teachers returning from previous year	91.0%	Down from 94.0%	89.3%	87.8%
Teacher attendance rate	96.6%	Up from 96.2%	95.2%	95.2%
Average teacher salary*	\$49,840	Up 1.9%	\$48,398	\$46,773
Professional development days/teacher	8.5 days	Up from 8.1 days	9.5 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	23.7 to 1	Up from 21.2 to 1	20.7 to 1	19.9 to 1
Prime instructional time	91.9%	Up from 90.9%	91.0%	90.4%
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	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,909	Down 7.7%	\$6,875	\$7,447
Percent of expenditures for instruction**	72.5%	Up from 72.0%	69.7%	68.4%
Percent of expenditures for teacher salaries**	71.6%	Up from 69.9%	68.9%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

When you enter Lugoff Elementary, you enter a world for children. Driven by our school's motto, "A, B, C – All Because of Children," the decisions that we make have children's best interest at their core. This motto is what motivates and challenges 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 590+ students. 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 engages our students in exciting and challenging activities. At Lugoff Elementary, the learning never ends!

Melissa C. Lloyd, Principal

Jeannie Waters, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	103	51
Percent satisfied with learning environment	75.0%	86.1%	78.4%
Percent satisfied with social and physical environment	87.5%	83.0%	82.0%
Percent satisfied with school-home relations	93.8%	91.1%	82.4%

* 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	1.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.6%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%**	Yes

* Or greater than last year

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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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	303	100	11.5	39.6	49	93.1	85.2	82.4	Yes	Yes
Gender										
Male	167	100	12.7	40.5	46.8	92.4	82.3	78.7	N/A	N/A
Female	136	100	10	38.5	51.5	93.8	88.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	220	100	8.1	35.1	56.9	95.7	89.1	88.9	Yes	Yes
African American	79	100	21.9	52.1	26	84.9	76.3	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	84.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	83	I/S	I/S
Disability Status										
Disabled	39	100	40	34.3	25.7	68.6	51.1	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	81.7	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	127	100	20.2	48.2	31.6	88.6	79.2	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	303	100	16.3	43.1	40.6	89.2	84.2	81.9	Yes	Yes
Gender										
Male	167	100	14.6	41.8	43.7	91.1	82.3	79.9	N/A	N/A
Female	136	100	18.5	44.6	36.9	86.9	86.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	220	100	10.9	39.3	49.8	93.8	88.9	88.9	Yes	Yes
African American	79	100	32.9	52.1	15.1	75.3	72.9	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.7	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	87.5	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	84.4	I/S	I/S
Disability Status										
Disabled	39	100	40	40	20	71.4	51.2	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	85.2	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	127	100	28.1	50	21.9	78.9	77.8	74.9	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	200	100	24.5	51.6	23.9	75.5	72.3	68.6
Gender								
Male	113	100	17	53.8	29.2	83	72.5	68.3
Female	87	100	34.1	48.8	17.1	65.9	72	68.9
Racial/Ethnic Group								
White	141	100	17	54.1	28.9	83	81.3	80.7
African American	58	100	42.3	46.2	11.5	57.7	52.9	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.3	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	65.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	24	100	38.1	42.9	19	61.9	39.5	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	59.6	60.7
Socio-Economic Status								
Subsidized meals	90	100	35	51.3	13.8	65	61.4	57.3
Social Studies								
All Students	197	100	10.2	46.8	43	89.8	72.8	72.5
Gender								
Male	110	100	8.7	46.6	44.7	91.3	72.2	72
Female	87	100	12	47	41	88	73.5	73.1
Racial/Ethnic Group								
White	148	100	7.9	45	47.1	92.1	78	81
African American	46	100	18.6	53.5	27.9	81.4	60.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	89
Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.7	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	30	100	23.1	38.5	38.5	76.9	45.5	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	71.4	69.7
Socio-Economic Status								
Subsidized meals	79	100	20.3	52.2	27.5	79.7	63.3	62.9

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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	113	96.5	16	47.2	36.8	84	77.8	73.2	96.2	95.9
Gender										
Male	60	95	23.2	41.1	35.7	76.8	73.2	67.2	96.1	95.8
Female	53	98.1	8	54	38	92	82.8	79.4	96.3	96
Racial/Ethnic Group										
White	78	97.4	5.3	52	42.7	94.7	84	81.5	96.2	95.6
African American	34	94.1	40	36.7	23.3	60	66.1	61.3	96.2	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	96.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	60.3	66.7	96.3	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	95.3	95.3
Disability Status										
Disabled	13	76.9	I/S	I/S	I/S	I/S	27.4	26	95.8	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	60.8	65.7	97.5	97
Socio-Economic Status										
Subsidized meals	45	95.6	31.7	43.9	24.4	68.3	67.1	63.2	95.5	95.5

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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							
2010	3	98	100	6.3	28.4	65.3	93.7
	4	110	99.1	18.1	41.9	40	81.9
	5	103	100	20.2	45.5	34.3	79.8
	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
2011	3	97	100	8.5	26.6	64.9	91.5
	4	94	100	7	46.5	46.5	93
	5	112	100	17.6	45.4	37	82.4
	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
Mathematics							
2010	3	98	100	9.5	35.8	54.7	90.5
	4	110	99.1	8.6	45.7	45.7	91.4
	5	103	100	28.3	40.4	31.3	71.7
	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
2011	3	97	100	19.1	34	46.8	80.9
	4	94	100	5.8	43	51.2	94.2
	5	112	100	22.2	50.9	26.9	77.8
	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
Science							
2010	3	48	100	31.9	36.2	31.9	68.1
	4	109	99.1	12.5	67.3	20.2	87.5
	5	50	100	35.4	41.7	22.9	64.6
	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
2011	3	49	100	34	31.9	34	66
	4	94	100	11.6	64	24.4	88.4
	5	57	100	36.4	49.1	14.5	63.6
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	50	100	16.7	39.6	43.8	83.3
	4	109	100	8.6	52.4	39	91.4
	5	53	100	41.2	37.3	21.6	58.8
	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
2011	3	48	100	12.8	38.3	48.9	87.2
	4	94	100	7	41.9	51.2	93
	5	55	100	13.2	62.3	24.5	86.8
	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
Writing							
2010	3	97	100	21.1	35.8	43.2	78.9
	4	109	98.2	11.5	47.1	41.3	88.5
	5	102	99	30.6	41.8	27.6	69.4
	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
2011	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	113	96.5	16	47.2	36.8	84
	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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