



## LOCKHART SCHOOL

212 Lockhart Drive  
Lockhart, South Carolina

<b>Grades</b>	K-8 Middle School	
<b>Enrollment</b>	200 Students	
<b>Principal</b>	Betsy Trakas	864-545-6501
<b>Superintendent</b>	Dr. Kristi V. Woodall	864-429-1740
<b>Board Chair</b>	Ms. Jane H. Hammett	864-427-7081

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Average
2009	Average	Average
2008	Below Average	Good
2007	Below 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 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

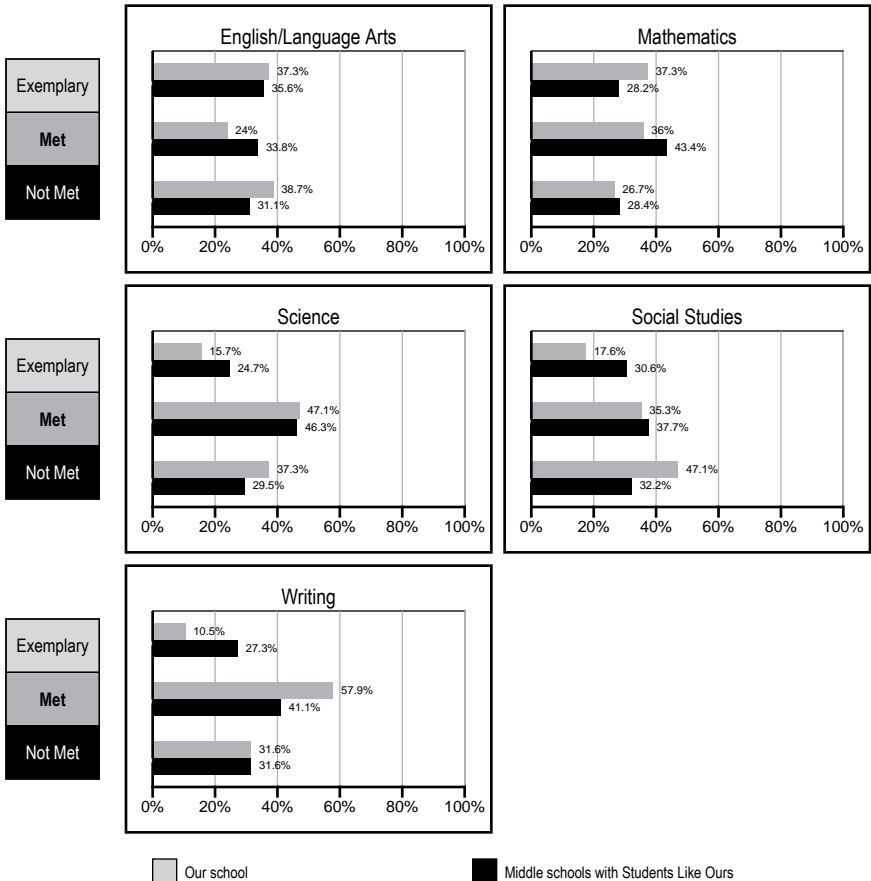
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
4	13	43	2	0

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

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	96.9%
English 1	100.0%	95.7%
Biology 1/Applied Biology 2	87.5%	86.3%
Physical Science	N/A	98.4%
US History and the Constitution	N/A	N/A
All Subjects	95.8%	96.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=200)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	16.0%	Up from 12.8%	27.4%	24.5%
Retention rate	1.5%	Down from 2.8%	0.9%	0.7%
Attendance rate	94.6%	Up from 93.0%	95.6%	95.9%
Served by gifted and talented program	26.3%	Up from 17.6%	19.0%	17.8%
With disabilities other than speech	12.5%	Down from 16.2%	10.2%	9.2%
Older than usual for grade	0.0%	Down from 2.8%	2.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.5%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=16)</b>				
Teachers with advanced degrees	62.5%	Down from 68.8%	61.0%	60.0%
Continuing contract teachers	87.5%	No Change	88.5%	82.6%
Teachers returning from previous year	85.2%	Down from 85.7%	86.6%	85.6%
Teacher attendance rate	94.8%	Up from 89.7%	94.9%	95.3%
Average teacher salary*	\$46,907	Down 5.4%	\$46,544	\$46,300
Professional development days/teacher	9.0 days	Down from 16.6 days	9.8 days	9.9 days
<b>School</b>				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Up from 16.2 to 1	21.5 to 1	21.5 to 1
Prime instructional time	89.2%	Up from 82.0%	89.7%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.4%	98.1%
Character development program	Good	Up from Average	Good	Good
Dollars spent per pupil**	\$10,101	Up 147.0%	\$7,489	\$7,634
Percent of expenditures for instruction**	67.2%	Up from 62.1%	64.4%	64.0%
Percent of expenditures for teacher salaries**	66.3%	Up from 61.3%	62.2%	61.2%

\* 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

The 2010-11 school year was a time of growth for Lockhart School. Faculty and staff redoubled their efforts to address the academic, social, emotional, and physical needs of all students. Successful initiatives from previous years continued, while new programs and activities were implemented.

Data from PASS and MAP were used to drive instruction and to determine individual student needs. The middle school bell schedule was modified to allow teachers twenty minutes each morning to work with small groups to target specific gaps in skills. A teacher assistant worked with small groups of elementary student to strengthen math skills. Lockhart School met Adequate Yearly Progress status. We are particularly proud of our eighth grade honors students. One hundred percent passed the EOCP exam in both Algebra I and English I. Fifty percent of Algebra I students earned a perfect score, while twelve percent of Biology I students scored 100. In elementary school, seventy percent of students met or exceeded their target growth on the MAP test in one or more areas, and eighty-seven percent of students in middle school met or exceeded their targets in at least one area.

Positive behavior incentives, lunchtime intramural games, and an intergenerational writing project were among the initiatives implemented this year to address the social, emotional, and physical growth of our students. In addition, the PTO and the School Improvement Council worked diligently to increase parent involvement in the school. A family Walk-at-School Day, family Red Ribbon Week activities, and Family Science Night were among events designed to provide opportunities for parent involvement in school. In the spring of 2011, parents, students, and community volunteers planted a vegetable garden to allow parents and students to work and learn together.

As the 2011 school year closes, stakeholders are planning to maintain successful programs in the coming year and to meet challenges proactively. Budget constraints, a smaller faculty, and part-time teachers shared with other schools present challenges. Nevertheless, the Lockhart School family will continue to hold itself to the high standards of the past while looking to the future.

Betsy Trakas  
Principal

Tamiann Adams  
School Improvement Council, Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	17	15
Percent satisfied with learning environment	90.9%	88.2%	93.3%
Percent satisfied with social and physical environment	90.9%	93.8%	93.3%
Percent satisfied with school-home relations	90.9%	100.0%	86.7%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 12 out of 13 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

<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	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.6%	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 = 79.4% (Met or Exemplary)**

All Students	152	100	29	31.7	39.3	80.7	79.4	82.4	Yes	Yes
<b>Gender</b>										
Male	71	100	26.9	37.3	35.8	80.6	76.8	78.7	N/A	N/A
Female	81	100	30.8	26.9	42.3	80.8	82.2	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	135	100	27.9	31.8	40.3	82.2	84.1	88.9	Yes	Yes
African American	16	100	33.3	33.3	33.3	73.3	72.1	72.9	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	84.2	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	19	100	73.7	10.5	15.8	52.6	45.8	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	92	100	34.1	33	33	78.4	75.7	75.4	No	Yes

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

All Students	152	100	26.2	41.4	32.4	84.8	83	81.9	Yes	Yes
<b>Gender</b>										
Male	71	100	23.9	40.3	35.8	85.1	81.6	79.9	N/A	N/A
Female	81	100	28.2	42.3	29.5	84.6	84.4	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	135	100	24.8	40.3	34.9	85.3	87.9	88.9	Yes	Yes
African American	16	100	33.3	53.3	13.3	86.7	75.8	71.4	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	19	100	63.2	26.3	10.5	57.9	51	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	92	100	30.7	39.8	29.5	81.8	78.6	74.9	Yes	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	106	100	42	48	10	58	63.3	68.6
<b>Gender</b>								
Male	49	100	30.4	56.5	13	69.6	64.4	68.3
Female	57	100	51.9	40.7	7.4	48.1	62.1	68.9
<b>Racial/Ethnic Group</b>								
White	96	100	42.9	46.2	11	57.1	72.1	80.7
African American	9	I/S	I/S	I/S	I/S	I/S	49.9	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
<b>Disability Status</b>								
Disabled	12	100	N/AV	N/AV	N/AV	25	29.5	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	68	100	48.4	40.6	10.9	51.6	56	57.3
<b>Social Studies</b>								
All Students	104	99	37.4	41.4	21.2	62.6	67.4	72.5
<b>Gender</b>								
Male	52	98.1	33.3	37.5	29.2	66.7	67.9	72
Female	52	100	41.2	45.1	13.7	58.8	66.9	73.1
<b>Racial/Ethnic Group</b>								
White	91	98.9	36.8	39.1	24.1	63.2	71.2	81
African American	12	100	N/AV	N/AV	N/AV	63.6	61.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
<b>Disability Status</b>								
Disabled	15	100	80	13.3	6.7	20	31.8	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	57	98.3	49.1	40	10.9	50.9	61	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	39	100	25.6	53.8	20.5	74.4	63.9	73.2	94.8	95.4
<b>Gender</b>										
Male	15	100	33.3	46.7	20	66.7	57.4	67.2	94.8	95.2
Female	24	100	20.8	58.3	20.8	79.2	70.9	79.4	94.8	95.6
<b>Racial/Ethnic Group</b>										
White	34	100	23.5	52.9	23.5	76.5	71.9	81.5	94.8	94.9
African American	5	I/S	I/S	I/S	I/S	I/S	53	61.3	96.4	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	98.6
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	N/A	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	84.1	88.7
<b>Disability Status</b>										
Disabled	6	I/S	I/S	I/S	I/S	I/S	9.7	26	93.2	94.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	N/A	96.4
<b>Socio-Economic Status</b>										
Subsidized meals	26	100	23.1	53.8	23.1	76.9	59	63.2	94.2	95

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	27	100	33.3	29.6	37	66.7
	4	20	100	35	35	30	65
	5	30	100	31	51.7	17.2	69
	6	24	100	26.1	21.7	52.2	73.9
	7	24	100	33.3	38.1	28.6	66.7
	8	24	100	42.9	33.3	23.8	57.1
<b>2011</b>	3	23	100	4.5	22.7	72.7	95.5
	4	29	100	21.4	46.4	32.1	78.6
	5	20	100	30	50	20	70
	6	32	100	31	24.1	44.8	69
	7	29	100	40.7	22.2	37	59.3
	8	19	100	47.4	26.3	26.3	52.6
<b>Mathematics</b>							
<b>2010</b>	3	27	100	33.3	44.4	22.2	66.7
	4	20	100	20	45	35	80
	5	30	100	34.5	41.4	24.1	65.5
	6	24	100	21.7	43.5	34.8	78.3
	7	24	100	28.6	33.3	38.1	71.4
	8	24	100	23.8	33.3	42.9	76.2
<b>2011</b>	3	23	100	31.8	40.9	27.3	68.2
	4	29	100	25	53.6	21.4	75
	5	20	100	20	45	35	80
	6	32	100	34.5	41.4	24.1	65.5
	7	29	100	22.2	25.9	51.9	77.8
	8	19	100	21.1	42.1	36.8	78.9
<b>Science</b>							
<b>2010</b>	3	14	100	42.9	42.9	14.3	57.1
	4	20	100	10	80	10	90
	5	15	100	50	35.7	14.3	50
	6	12	100	50	41.7	8.3	50
	7	24	100	38.1	42.9	19	61.9
	8	12	100	54.5	36.4	9.1	45.5
<b>2011</b>	3	12	100	N/AV	N/AV	N/AV	36.4
	4	29	100	35.7	57.1	7.1	64.3
	5	10	I/S	I/S	I/S	I/S	I/S
	6	16	100	35.7	57.1	7.1	64.3
	7	29	100	29.6	48.1	22.2	70.4
	8	10	I/S	I/S	I/S	I/S	I/S

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
<b>Social Studies</b>							
<b>2010</b>	3	13	100	N/A	N/A	N/A	30.8
	4	20	100	5	65	30	95
	5	15	100	53.3	20	26.7	46.7
	6	12	100	18.2	36.4	45.5	81.8
	7	24	100	66.7	19	14.3	33.3
	8	12	100	I/S	I/S	I/S	I/S
<b>2011</b>	3	11	100	27.3	36.4	36.4	72.7
	4	29	100	28.6	53.6	17.9	71.4
	5	10	I/S	I/S	I/S	I/S	I/S
	6	16	100	33.3	53.3	13.3	66.7
	7	29	100	48.1	25.9	25.9	51.9
	8	9	I/S	I/S	I/S	I/S	I/S
<b>Writing</b>							
<b>2010</b>	3	N/A	N/AV	40.7	33.3	25.9	59.3
	4	N/A	N/AV	20	55	25	80
	5	N/A	N/AV	37.9	41.4	20.7	62.1
	6	24	100	21.7	43.5	34.8	78.3
	7	25	100	N/AV	N/AV	N/AV	57.1
	8	25	100	28.6	47.6	23.8	71.4
<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	20	100	20	50	30	80
	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	19	100	31.6	57.9	10.5	68.4

Abbreviations for Missing Data

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