



Lockett Elementary

1349 Dorange Road
Branchville, SC 29432

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-6 Elementary School | |
| Enrollment | 355 Students | |
| Principal | Unknown | 803-274-8588 |
| Superintendent | Brenda Turner | 803-534-8081 |
| Board Chair | Peggy Tyler | 803-534-8081 |

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|------------------|
| 2012 | Average | Excellent |
| 2011 | N/A | N/A |
| 2010 | N/A | N/A |
| 2009 | N/A | N/A |
| 2008 | N/A | N/A |

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://www.eoc.sc.gov>

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

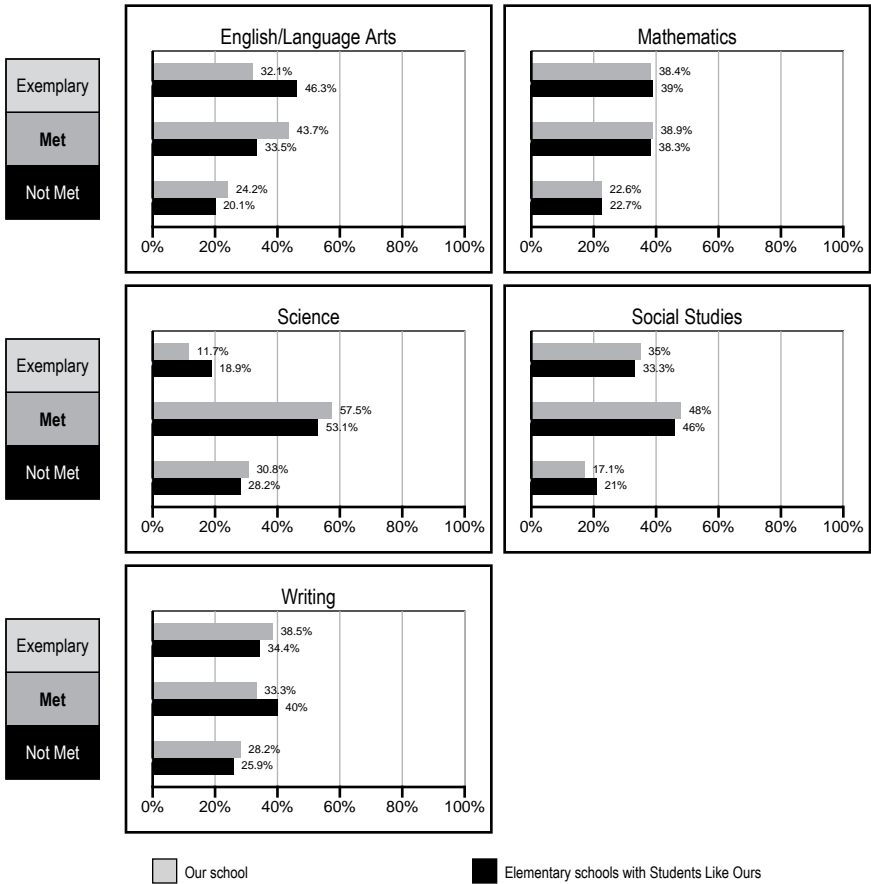
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 31 | 44 | 35 | 1 | 0 |

* Ratings are calculated with data available by 11/07/2012.

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=355) | | | | |
| First graders who attended full-day kindergarten | 100.0% | N/R | 100.0% | 100.0% |
| Retention rate | 0.0% | N/A | 1.0% | 1.0% |
| Attendance rate | 96.2% | N/A | 96.4% | 96.6% |
| Served by gifted and talented program | N/AV | N/AV | N/AV | N/AV |
| With disabilities other than speech | N/AV | N/AV | N/AV | N/AV |
| Older than usual for grade | N/AV | N/AV | N/AV | N/AV |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | N/R | 0.0% | 0.0% |
| Teachers (n=18) | | | | |
| Teachers with advanced degrees | 33.3% | N/A | 62.1% | 63.0% |
| Continuing contract teachers | N/AV | N/AV | N/AV | N/AV |
| Teachers returning from previous year | N/A | N/A | 89.5% | 88.7% |
| Teacher attendance rate | 99.1% | N/R | 95.2% | 95.1% |
| Average teacher salary* | \$47,703 | I/S | \$47,390 | \$47,210 |
| Professional development days/teacher | 8.1 days | N/R | 11.3 days | 10.5 days |
| School | | | | |
| Principal's years at school | 1.0 | N/R | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 19.8 to 1 | N/R | 19.9 to 1 | 20.0 to 1 |
| Prime instructional time | 94.4% | N/R | 90.3% | 90.5% |
| Opportunities in the arts | Good | N/R | Good | Good |
| SACS accreditation | Yes | N/R | Yes | Yes |
| Parents attending conferences | 98.9% | N/R | 100.0% | 100.0% |
| Character development program | Average | N/R | Excellent | Excellent |
| Dollars spent per pupil** | N/A | N/A | \$6,841 | \$7,247 |
| Percent of expenditures for instruction** | N/A | N/A | 68.0% | 68.2% |
| Percent of expenditures for teacher salaries** | N/A | N/A | 66.0% | 65.7% |

* 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

For the 2011-2012 school year, Lockett Elementary School provided all students with the instructional resources to help them achieve at higher levels. Our faculty and staff were focused on each child's particular learning needs and our parents and community members continued to provide assistance in many areas of our school. Lockett Elementary students became more involved in computer assisted instruction through the use of BrainPop and IXL. BrainPop provided students with access from home or school in the areas of reading, science, and social studies. IXL is also web-based and provided students in all grades with activities to challenge their critical thinking skills. This program is also aligned with the new Common Core State Standards, (CCSS) that will be more rigorous and help our students to be more career and college ready. Our Response to Intervention (RTI) efforts include the use of Academy of Reading, Voyager, and Leveled Literacy Intervention (LLI) for targeted students.

LES has won the Palmetto Silver Award, Red Carpet Award, and Orangeburg County Summer Reading Award for the past several years. Our students have been involved in the South Carolina Geography Bee and there were five winners of the prestigious Presidential Academic Achievement Award this year.

Parents and family members are encouraged to participate in our Fall Festival, PTSO student performances, Grandparent's Day activities, Veteran's Day Parade, Award's Day programs, Field Day, and other special events. Community leaders helped us to initiate a student mentoring program for some of our young males that we hope to expand in the future.

The challenges to overcome in meeting our student achievement goals are decreased funding levels per student, large class sizes in upper grades, and limited instructional personnel. However, everyone involved will continue to provide the best instruction possible based on each student's individual needs. We welcome your suggestions and your support is always welcomed and appreciated.

Thomas M. Drew, Principal

Jennifer Wimberly, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 16 | 38 | 27 |
| Percent satisfied with learning environment | 93.8% | 92.1% | 84.0% |
| Percent satisfied with social and physical environment | 100.0% | 92.1% | 84.6% |
| Percent satisfied with school-home relations | 93.8% | 86.5% | 76.9% |

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

| | |
|--------------------------------------|-------------|
| Overall Weighted Points Total | 94.1 |
| Overall Grade Conversion | A |

| Index Score | Grade | Description |
|--------------|-------|---|
| 90-100 | A | Performance substantially exceeds the state's expectations. |
| 80-89.9 | B | Performance exceeds the state's expectations. |
| 70-79.9 | C | Performance meets the state's expectations. |
| 60-69.9 | D | Performance does not meet the state's expectations. |
| Less than 60 | F | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Lockett Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 0.0% | 2.6% |
| Classes in high poverty schools not taught by highly qualified teachers | 0.0% | 5.1% |

| | 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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Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| Grades 3-5 | | | | | | |
| All Students | 650.8 | 655.3 | 618.5 | 645.2 | 100.0 | 100.0 |
| Male | 645.0 | 653.9 | 615.8 | 643.4 | 100.0 | 100.0 |
| Female | 658.1 | 656.9 | 621.1 | 647.9 | 100.0 | 100.0 |
| White | 656.2 | 660.1 | 621.2 | 646.1 | 100.0 | 100.0 |
| African American | 640.7 | 644.3 | 612.6 | 641.3 | 100.0 | 100.0 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | N/A | N/A | N/A | N/A | N/A | N/A |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A |
| Subsidized meals | 644.8 | 646.9 | 615.3 | 636.1 | 100.0 | 100.0 |
| Annual Measurable Objective (AMO) | 630.0 | 630.0 | 630.0 | 630.0 | 95.0 | 95.0 |
| Grades 6-8 | | | | | | |
| All Students | 639.9 | 654.2 | 629.5 | 654.9 | 100.0 | 100.0 |
| Male | 644.1 | 659.8 | 637.0 | 663.1 | 100.0 | 100.0 |
| Female | 634.3 | 646.8 | 617.0 | 646.1 | 100.0 | 100.0 |
| White | 653.7 | 664.2 | 652.4 | 663.7 | 100.0 | 100.0 |
| African American | 614.6 | 635.8 | 597.5 | 633.9 | 100.0 | 100.0 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | N/A | N/A | N/A | N/A | N/A | N/A |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A |
| Subsidized meals | 629.2 | 639.8 | 613.5 | 644.8 | 100.0 | 100.0 |
| Annual Measurable Objective (AMO) | 624.0 | 624.0 | 624.0 | 624.0 | 95.0 | 95.0 |

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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 | | | | | | | |
| 2011 | 3 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A |
| 2012 | 3 | 51 | 100 | 22.9 | 31.3 | 45.8 | 77.1 |
| | 4 | 56 | 100 | 13.2 | 56.6 | 30.2 | 86.8 |
| | 5 | 40 | 100 | 28.2 | 48.7 | 23.1 | 71.8 |
| | 6 | 53 | 100 | 33.3 | 37.3 | 29.4 | 66.7 |
| | 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 | | | | | | | |
| 2011 | 3 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A |
| 2012 | 3 | 51 | 100 | 27.1 | 20.8 | 52.1 | 72.9 |
| | 4 | 56 | 100 | 18.9 | 43.4 | 37.7 | 81.1 |
| | 5 | 40 | 100 | 20.5 | 46.2 | 33.3 | 79.5 |
| | 6 | 53 | 100 | 23.5 | 45.1 | 31.4 | 76.5 |
| | 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 | | | | | | | |
| 2011 | 3 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A |
| 2012 | 3 | 25 | 100 | 43.5 | 43.5 | 13 | 56.5 |
| | 4 | 56 | 100 | 22.6 | 69.8 | 7.5 | 77.4 |
| | 5 | 21 | 100 | 30 | 65 | 5 | 70 |
| | 6 | 26 | 100 | 37.5 | 37.5 | 25 | 62.5 |
| | 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 | | | | | | | |
| 2011 | 3 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A |
| 2012 | 3 | 26 | 100 | 32 | 48 | 20 | 68 |
| | 4 | 56 | 100 | 5.7 | 52.8 | 41.5 | 94.3 |
| | 5 | 19 | 100 | 26.3 | 36.8 | 36.8 | 73.7 |
| | 6 | 27 | 100 | 18.5 | 48.1 | 33.3 | 81.5 |
| | 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 | | | | | | | |
| 2011 | 3 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A |
| 2012 | 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 | 40 | 100 | 28.2 | 33.3 | 38.5 | 71.8 |
| | 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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