

MAIN STREET ELEMENTARY

318 East Main Street
Lake City, SC 29560

Grades	PK-5 Elementary School	
Enrollment	464 Students	
Principal	Angelia Scott	843-374-2221
Superintendent	Beth M. Wright	843-374-8652
Board Chair	Mr. Richard Cook	843-394-8043

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

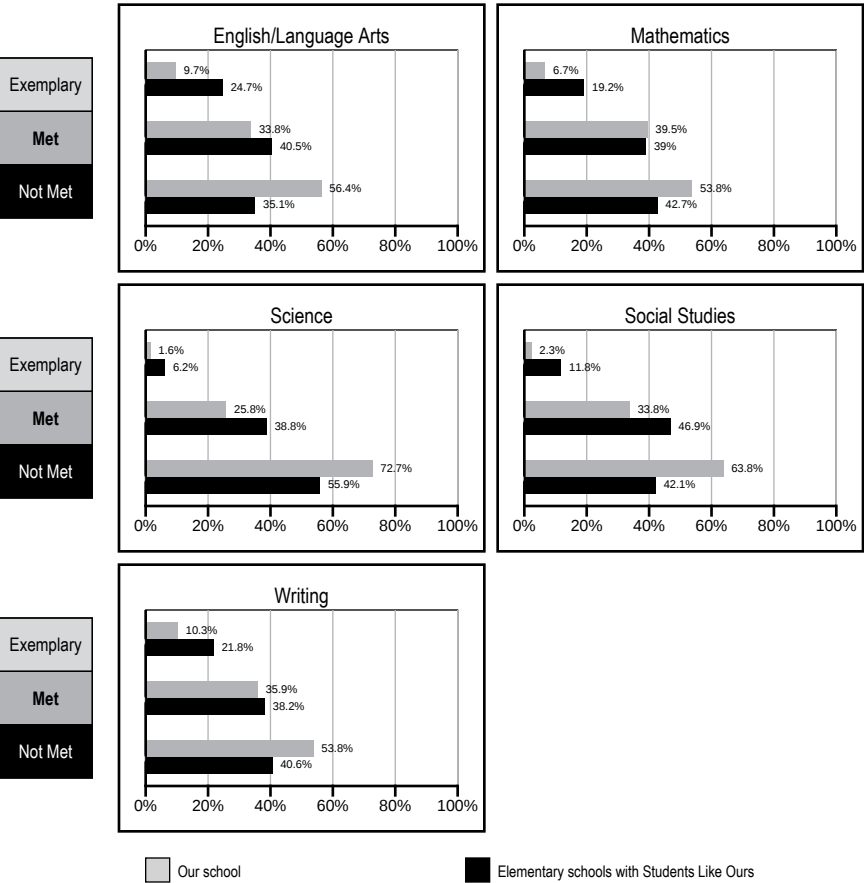
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	74	55	23

* 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=464)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.4%	Up from 0.7%	1.5%	1.2%
Attendance rate	95.6%	Down from 96.4%	95.9%	96.1%
Eligible for gifted and talented	1.5%	Down from 8.5%	4.3%	11.7%
With disabilities other than speech	14.2%	Up from 12.6%	8.3%	8.0%
Older than usual for grade	1.7%	Down from 2.2%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	40.0%	Up from 23.5%	60.0%	60.5%
Continuing contract teachers	70.0%	Up from 47.1%	79.1%	84.6%
Teachers with emergency or provisional certificates	8.0%	Down from 8.3%	0.0%	0.0%
Teachers returning from previous year	61.9%	Up from 57.1%	83.2%	87.0%
Teacher attendance rate	93.5%	Down from 93.7%	95.4%	95.4%
Average teacher salary*	\$41,389	Up 5.5%	\$45,504	\$47,288
Professional development days/teacher	8.2 days	Down from 27.0 days	10.6 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 15.2 to 1	17.2 to 1	19.2 to 1
Prime instructional time	87.8%	Down from 88.9%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	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**	\$8,259	Up 12.4%	\$8,757	\$7,548
Percent of expenditures for instruction**	63.3%	Down from 64.7%	68.2%	68.7%
Percent of expenditures for teacher salaries**	55.8%	Up from 55.4%	62.5%	65.1%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Main Street Elementary School is "Doing What's Right Today for a Better Tomorrow." Our goals are to strive for academic excellence for all students, improve home/school relations, strengthen our volunteer program, and maintain a safe, positive learning environment.

At MSE, we have established vibrant character education support systems for our students ensuring the best possible chance for every child to succeed. This included a Ladies Club and Gentlemen's Club. Monthly, we recognized students who consistently display essential life skills, during our PrinciPal's Luncheon. The A3 Recognition Program recognized students' exemplary efforts in academics, attendance and attitude. The monthly Principal's Challenge to students focuses on the A3. Students who met the challenge have been invited to the Wonders & Thunders Incentive Room that includes a mini movie theater, a snack bar, a talent show stage, Rock Band, board games and a Cub Cash Store with the hottest new gizmos.

Attendance at our parent events flourished at MSE. Time honored events such as Goodies-for-Grands, Fall Festival, Field Day, Hero's Luncheon, Showcasing M.S.E. Day, Breakfast with Santa, the Dinner Theater, Curriculum and Family Nights were held, as well as Principal Chats and Car Club Workshops. Community partnerships include the Minister's Dinner, Panther Tales Story Hour and the Summer Reading Programs with the public library.

We experienced a great increase in our parents working as partner educators. MSE hosted a District sponsored Parent Academy. The principal met with all 3rd-5th grade students and their parents individually to discuss their PASS and MAP data, their progress at school and to set goals.

The highlight of the D.A.D.S. (Dedicated, Active and Devoted in Schools) program begun this year at MSE was motivational speaker and author, Mychal Wynn. The program, which focuses on increasing the presence of male role models in our school, hosted our first conference for 100 third-fifth grade boys and their fathers or mentors. Workshops and individual conferences were held and at the end of the night, each boy walked away with a bookcase and a renewed sense of purpose. The message to our students is simple - "Believe in yourself because we do".

MSE achieved a value-added score of 3, indicating a full year of academic growth for our students as measured by the SCTAP indicators. By ensuring best teaching practices through the Teacher Advancement Program. Our TAP program provided extensive professional development for all teachers geared towards advancing student achievement.

We embrace the district mission of "ensuring all students are prepared for success" as well as our motto "Together We Can..." as it takes students, parents, school and the community to educate the whole child.

Angelia Scott, Principal
Derrick Cattenhead, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	64	34
Percent satisfied with learning environment	75.9%	70.3%	69.7%
Percent satisfied with social and physical environment	79.3%	65.1%	85.3%
Percent satisfied with school-home relations	67.9%	82.8%	75.8%

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

School Adequate Yearly Progress	NO
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This school met 16 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
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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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	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 = 58.8% (Met or Exemplary)

All Students	216	99.5	54.1	32.7	13.2	64.4	72.3	83.5	Yes	Yes
Gender										
Male	107	99.1	59.8	27.5	12.7	61.8	65.5	80.1	N/A	N/A
Female	109	100	48.5	37.9	13.6	67	79.3	87	N/A	N/A
Racial/Ethnic Group										
White	12	100	58.3	25	16.7	75	85.6	89.6	I/S	I/S
African American	198	99.5	54	33.2	12.8	64.2	66.1	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	73.3	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	50	98	73.9	8.7	17.4	39.1	44.1	51.7	No	Yes
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	1	I/S	I/S	I/S	I/S	I/S	74.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	211	99.5	54	32.5	13.5	63.5	70	76.9	Yes	Yes

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

All Students	216	99.5	51.5	38.7	9.8	61.8	70	80.4	Yes	Yes
Gender										
Male	107	99.1	53.5	37.6	8.9	55.4	63.1	78.4	N/A	N/A
Female	109	100	49.5	39.8	10.7	68	77.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	12	100	41.7	50	8.3	75	80.3	87.8	I/S	I/S
African American	198	99.5	51.6	38.7	9.7	61.3	65.3	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	68.3	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	50	98	66.7	15.6	17.8	40	40.8	46.1	Yes	Yes
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	1	I/S	I/S	I/S	I/S	I/S	70.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	211	99.5	51.3	38.7	10.1	62.3	68.3	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	146	98.6	68.9	24.4	6.7	31.1	46.6	67.3
Gender								
Male	77	97.4	70.4	21.1	8.5	29.6	43.8	66.9
Female	69	100	67.2	28.1	4.7	32.8	49.6	67.7
Racial/Ethnic Group								
White	8	I/S	I/S	I/S	I/S	I/S	63.7	79.6
African American	135	98.5	69.4	25	5.6	30.6	39.4	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	41	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	37	94.6	65.6	12.5	21.9	34.4	25.8	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	1	I/S	I/S	I/S	I/S	I/S	42.9	58.6
Socio-Economic Status								
Subsidized meals	142	98.6	68.7	24.4	6.9	31.3	43.2	55.4

Social Studies

All Students	144	98.6	61.9	35.1	3	38.1	58.1	70.9
Gender								
Male	68	98.5	58.7	39.7	1.6	41.3	55	70.1
Female	76	98.7	64.8	31	4.2	35.2	61.1	71.7
Racial/Ethnic Group								
White	8	I/S	I/S	I/S	I/S	I/S	73.4	79.2
African American	131	98.5	62	36.4	1.7	38	51	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	60	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	35	94.3	72.4	24.1	3.4	27.6	35.5	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	65.7	68
Socio-Economic Status								
Subsidized meals	142	98.6	62.1	34.8	3	37.9	55.4	60.8

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
Writing										
All Students	215	94.4	53.6	36.1	10.3	46.4	55.3	72.1	95.6	96.1
Gender										
Male	107	92.5	66	31.9	2.1	34	44	65.2	95.2	96
Female	108	96.3	42	40	18	58	66.7	79.2	96	96.2
Racial/Ethnic Group										
White	12	91.7	54.5	36.4	9.1	45.5	70.5	80.8	93.1	94.5
African American	197	94.4	53.1	37.3	9.6	46.9	48.3	59.7	95.8	96.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	95.9	97
Hispanic	4	I/S	I/S	I/S	I/S	I/S	50.9	64.6	92.1	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	85.6
Disability Status										
Disabled	49	75.5	85.7	11.4	2.9	14.3	17	27.7	94.4	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	90.9
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	54.9	63.7	95.7	96.6
Socio-Economic Status										
Subsidized meals	210	94.3	54	35.4	10.6	46	52.1	61.9	95.6	96.1

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
English/Language Arts							
2009	3	72	100	47.8	36.2	15.9	52.2
	4	63	100	66.1	24.2	9.7	33.9
	5	67	100	32.3	46.2	21.5	67.7
	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	80	100	53.9	23.7	22.4	46.1
	4	71	98.6	47.7	43.1	9.2	52.3
	5	65	100	60.9	32.8	6.3	39.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	72	100	71	23.2	5.8	29
	4	63	100	67.7	27.4	4.8	32.3
	5	67	100	50.8	35.4	13.8	49.2
	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
2010	3	80	100	64.5	23.7	11.8	35.5
	4	71	98.6	37.5	50	12.5	62.5
	5	65	100	50	45.3	4.7	50
	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	36	100	82.9	8.6	8.6	17.1
	4	63	100	N/AV	N/AV	N/AV	17.7
	5	36	100	N/AV	N/AV	N/AV	47.2
	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
2010	3	43	100	72.5	10	17.5	27.5
	4	71	97.2	71.4	27	1.6	28.6
	5	32	100	59.4	37.5	3.1	40.6
	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

Abbreviations for Missing Data

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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
Social Studies							
2009	3	37	100	52.8	38.9	8.3	47.2
	4	63	100	N/AV	N/AV	N/AV	27.4
	5	31	96.8	62.1	20.7	17.2	37.9
	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	41	97.6	66.7	30.8	2.6	33.3
	4	70	98.6	47.6	50.8	1.6	52.4
	5	33	100	84.4	9.4	6.3	15.6
	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
Writing							
2009	3	75	96	66.7	23.2	10.1	33.3
	4	64	100	68.3	27	4.8	31.7
	5	68	98.5	40	36.9	23.1	60
	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	80	90	61.8	29.4	8.8	38.2
	4	70	95.7	50	38.7	11.3	50
	5	65	98.5	48.4	40.6	10.9	51.6
	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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