

LOCKHART SCHOOL

212 Lockhart Drive
Lockhart, South Carolina

Grades	K-8 Elementary School	
Enrollment	196 Students	
Principal	Betty R. Trakas	864-545-6501
Superintendent	Dr. Kristi Woodall	864-429-1740
Board Chair	Dr. Wanda R. All	864-429-0746

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

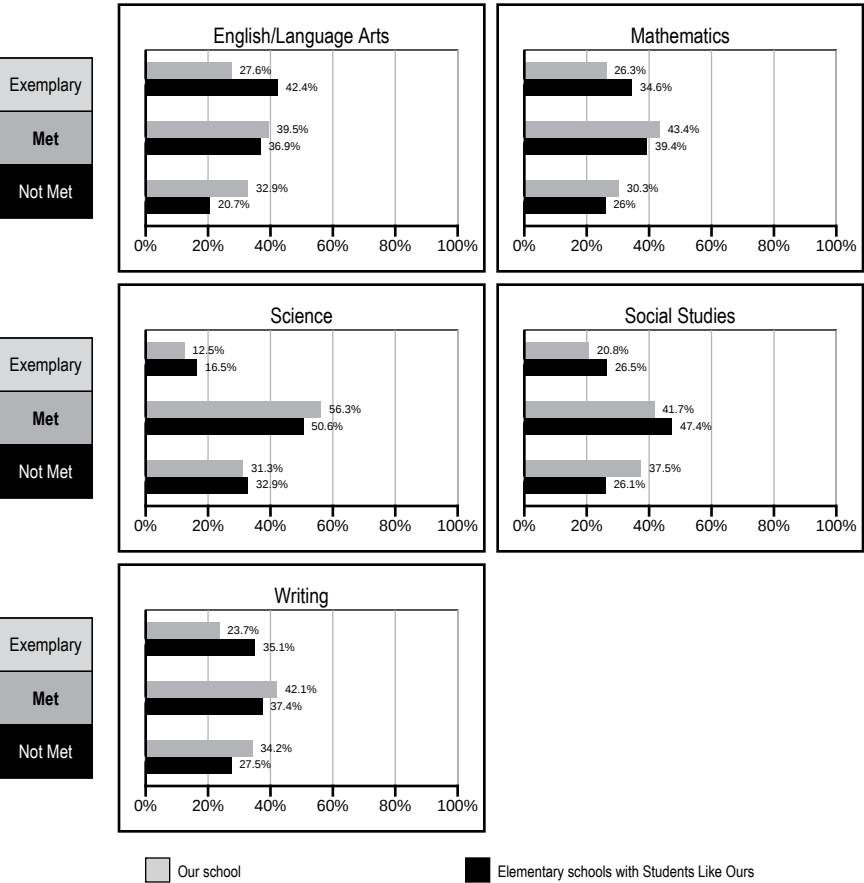
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	28	59	1	0

* 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=196)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.8%	Down from 2.9%	1.2%	1.2%
Attendance rate	93.0%	Down from 95.1%	96.2%	96.1%
Eligible for gifted and talented	17.6%	Up from 17.1%	15.8%	11.7%
With disabilities other than speech	16.2%	Up from 11.4%	7.9%	8.0%
Older than usual for grade	2.8%	Up from 1.4%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=16)				
Teachers with advanced degrees	68.8%	Down from 70.0%	61.1%	60.5%
Continuing contract teachers	87.5%	Up from 75.0%	87.5%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.7%	Up from 82.8%	89.1%	87.0%
Teacher attendance rate	89.7%	Down from 91.5%	95.5%	95.4%
Average teacher salary*	\$49,587	Down 1.8%	\$48,096	\$47,288
Professional development days/teacher	16.6 days	Up from 10.6 days	10.3 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	16.2 to 1	Up from 15.1 to 1	20.2 to 1	19.2 to 1
Prime instructional time	82.0%	Down from 86.0%	90.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.2%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$4,089	Down 2.8%	\$7,015	\$7,548
Percent of expenditures for instruction**	62.1%	Up from 61.2%	69.0%	68.7%
Percent of expenditures for teacher salaries**	61.3%	Up from 59.9%	65.5%	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

The 2009-2010 school year was a time of growth for Lockhart School. As a result of a school consolidation, Lockhart School lost its high school students and faced challenges in adjusting to the new school structure. However, after the third year as a K-8 school, Lockhart School is emerging as a strong entity in its own right.

Faculty and staff continued their efforts to address the academic, social, emotional, and physical needs of the students. Academy Time, a thirty-five minute class with fluid and flexible scheduling, targeted specific academic needs of students. In three-week rotations, students participated in an intensive study and remediation of a particular skill in all core academic areas. During Academy Time, students also had the opportunity to participate in enrichment studies such as art, creative writing, and forensics. Data from MAP, PASS, district math assessments, and benchmarking tests were used to determine individual student needs and to drive instruction in both the regular classroom and in Academy Time. We also continued to offer character education and a conflict resolution program to nurture the social and emotional development of our students.

Lockhart School met Adequate Yearly Progress status. We are particularly proud of our eighth grade honors students. One hundred percent passed the EOC exam in both Algebra I and English I. In Algebra I, fifty percent of the class made a perfect score. On the PASS test, 85% of our elementary schools earned a score of "met" or higher in English Language Arts and 87% of our middle school students earned "met" or higher in mathematics.

In conclusion, the Lockhart School family will continue to hold itself to the high standards of the past while looking forward to the future.

Betsy Trakas-Principal
Rev. Ben Hill-Chairperson, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 13 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	
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	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	93.0%	94.0%*	No

* 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	149	100	33.3	35.5	31.2	81.6	78.4	83.5	Yes	Yes
Gender										
Male	72	100	27.7	40	32.3	80	76.3	80.1	N/A	N/A
Female	77	100	38.2	31.6	30.3	82.9	80.7	87	N/A	N/A
Racial/Ethnic Group										
White	132	100	32.8	35.2	32	82.8	82.3	89.6	Yes	Yes
African American	15	100	27.3	45.5	27.3	72.7	72.5	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	78.6	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	18	100	N/A	N/A	N/A	43.8	48.5	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	72.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	88	100	37	37	25.9	79	74.8	76.9	Yes	Yes

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

All Students	149	100	27.7	40.4	31.9	80.9	78.1	80.4	Yes	Yes
Gender										
Male	72	100	21.5	40	38.5	83.1	78	78.4	N/A	N/A
Female	77	100	32.9	40.8	26.3	78.9	78.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	132	100	25.8	39.8	34.4	83.6	82.3	87.8	Yes	Yes
African American	15	100	36.4	54.5	9.1	63.6	71.6	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	78.6	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	18	100	75	18.8	6.3	37.5	47.4	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	72.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	88	100	30.9	43.2	25.9	79	74.1	72.8	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
Science								
All Students	97	100	38	48.9	13	62	59.9	67.3
Gender								
Male	42	100	34.2	44.7	21.1	65.8	61.7	66.9
Female	55	100	40.7	51.9	7.4	59.3	58.2	67.7
Racial/Ethnic Group								
White	86	100	38.1	47.6	14.3	61.9	69	79.6
African American	11	100	I/S	I/S	I/S	I/S	45.4	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	63.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	28.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	58.6
Socio-Economic Status								
Subsidized meals	57	100	37.7	52.8	9.4	62.3	53.3	55.4

Social Studies

All Students	96	100	41.1	34.4	24.4	58.9	63.8	70.9
Gender								
Male	50	100	28.9	40	31.1	71.1	65.6	70.1
Female	46	100	53.3	28.9	17.8	46.7	61.9	71.7
Racial/Ethnic Group								
White	86	100	39	35.4	25.6	61	67.9	79.2
African American	8	I/S	I/S	I/S	I/S	I/S	57.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	81.8	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	13	100	63.6	27.3	9.1	36.4	34.1	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	68
Socio-Economic Status								
Subsidized meals	60	100	36.4	41.8	21.8	63.6	58	60.8

Abbreviations for Missing Data

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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	74	100	32.6	45.4	22	67.4	64.1	72.1	94.4	95.5
Gender										
Male	34	100	33.8	46.2	20	66.2	56.8	65.2	94.2	95.4
Female	40	100	31.6	44.7	23.7	68.4	71.5	79.2	94.5	95.6
Racial/Ethnic Group										
White	67	100	32	46.1	21.9	68	70.3	80.8	94.5	95
African American	7	I/S	27.3	45.5	27.3	72.7	54.6	59.7	94.6	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	97.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	64.6	N/A	95.1
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	73.4	85.2	88.6
Disability Status										
Disabled	12	100	82.4	11.8	5.9	17.6	23.3	27.7	93.6	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	63.7	N/A	96.4
Socio-Economic Status										
Subsidized meals	40	100	40.7	45.7	13.6	59.3	57.6	61.9	93.7	95.2

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	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	25	100	17.4	47.8	34.8	82.6
	7	23	100	36.4	40.9	22.7	63.6
	8	22	100	47.6	33.3	19	52.4
2010	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
Mathematics							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	25	100	21.7	47.8	30.4	78.3
	7	23	100	18.2	59.1	22.7	81.8
	8	22	100	4.8	23.8	71.4	95.2
2010	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
Science							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	13	100	N/AV	N/AV	N/AV	66.7
	7	23	100	36.4	54.5	9.1	63.6
	8	11	100	I/S	I/S	I/S	I/S
2010	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

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
Social Studies							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	12	100	18.2	63.6	18.2	81.8
	7	23	100	40.9	50	9.1	59.1
	8	11	100	36.4	45.5	18.2	63.6
2010	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
Writing							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	25	100	17.4	39.1	43.5	82.6
	7	23	100	27.3	59.1	13.6	72.7
	8	22	100	47.6	33.3	19	52.4
2010	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

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