



Lakewood Elementary

1675 Hwy. 396
Myrtle Beach, SC 29575

Grades	PK-5 Elementary School	
Enrollment	748 Students	
Principal	Tom Rex	843-650-6768
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Excellent	Good
2006	Excellent	Excellent
2005	Excellent	Excellent

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

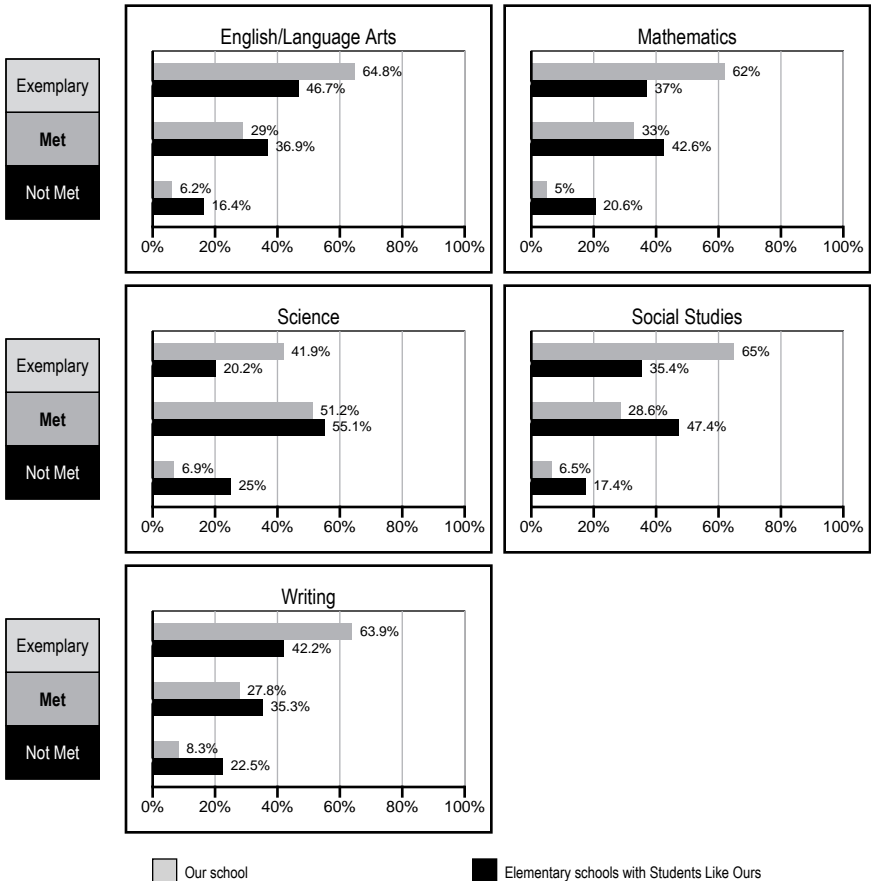
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 93.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
18	34	21	0	0

* Ratings are calculated with data available by 03/16/2010.

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 a 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=748)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.9%	Up from 1.5%	1.4%	1.9%
Attendance rate	96.7%	No Change	96.6%	96.3%
Eligible for gifted and talented	24.4%	Down from 28.9%	15.8%	10.0%
With disabilities other than speech	7.3%	Down from 7.4%	6.7%	7.7%
Older than usual for grade	1.2%	Up from 0.5%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	51.0%	Up from 49.0%	61.1%	59.4%
Continuing contract teachers	87.8%	Up from 81.6%	83.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.7%	Up from 93.3%	86.0%	85.9%
Teacher attendance rate	94.4%	Up from 94.3%	95.1%	95.1%
Average teacher salary*	\$51,704	Up 6.6%	\$48,178	\$47,149
Professional development days/teacher	15.9 days	Up from 15.4 days	11.3 days	11.1 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Up from 19.6 to 1	19.3 to 1	18.8 to 1
Prime instructional time	90.5%	Up from 89.8%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,054	Up 17.5%	\$6,861	\$7,458
Percent of expenditures for instruction**	70.3%	Up from 69.8%	69.7%	68.8%
Percent of expenditures for teacher salaries**	50.7%	Down from 65.1%	61.9%	63.2%

* 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

2008-09 was a year of continued high achievement and academic success for Lakewood Elementary School. Instructional strategies instrumental in reaching our goals include focus lessons, common planning time across grade levels, MAP testing with diagnostic study, instructional monitoring with regular administrative classroom visits, and interventions by Coastal Carolina University students with identified at-risk students. Our PTA and volunteers continue to provide dedicated personalized assistance to our students as well as funding support for instructional resources. Lakewood has a very active volunteer program whose members work one-on-one or in small groups with students on literacy and numeracy. The school improvement council is an integral part of ensuring that we meet our mission and goals. We are proud of many programs, initiatives, and achievements earned this past year. Lakewood was again recognized by the S.C. Education Oversight Committee as a school that is Closing the Gap for historically underachieving student groups. We were a repeat recipient of the Gold Award for Academic Performance by the State Department of Education. Our school remains a recognized Red Carpet School. Lakewood also is a featured school in the state sponsored Palmetto Gold Awards Showcase. Lakewood was a grand prizewinner of the Horry County Solid Waste Authority recycling initiative and was also honored at a Partnership Celebration Luncheon recognizing our school as an outdoor education partner in conjunction with The Clemson University Youth Learning Institute. Lakewood has a major renovation and new construction-building program. Once complete, our school will have an enrollment capacity of 1,050 students! Lakewood Elementary School is committed to academic excellence and involves parents and community members in the decision making through an active PTA and School Improvement Council. Data analysis, diagnostic testing, and instructional best practices provide the necessary ingredients to keep Lakewood growing academically. The Lakewood Family enthusiastically celebrates each child's progress on the continuum of learning! Tom Rex, Principal Wendy Lane; School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	56	105	101
Percent satisfied with learning environment	100.0%	95.2%	98.0%
Percent satisfied with social and physical environment	100.0%	95.2%	100.0%
Percent satisfied with school-home relations	100.0%	94.3%	97.0%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 15 out of 15 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	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	346	99.7	6.2	29	64.8	96.6	86.5	82.8	Yes	Yes
Gender										
Male	190	100	9.7	30.1	60.2	94.9	83.4	79.3	N/A	N/A
Female	156	99.4	2.1	27.6	70.3	98.6	89.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	282	100	4.9	26.3	68.8	97.4	91	89.5	Yes	Yes
African American	26	100	9.1	50	40.9	95.5	74.8	73.7	I/S	I/S
Asian/Pacific Islander	14	100	16.7	16.7	66.7	91.7	87	92.3	I/S	I/S
Hispanic	19	94.7	5.9	52.9	41.2	94.1	78.4	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87.5	82.5	I/S	I/S
Disability Status										
Disabled	45	100	23.1	48.7	28.2	87.2	63.1	52	I/S	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	16.7	37.5	45.8	87.5	74.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	150	99.3	9	41.4	49.6	94.7	81.6	75.5	Yes	Yes

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

All Students	346	100	5	33	62	96.6	83.7	78.9	Yes	Yes
Gender										
Male	190	100	5.7	32.4	61.9	96	81.9	77	N/A	N/A
Female	156	100	4.1	33.8	62.1	97.2	85.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	282	100	3.4	33.5	63.2	97	89.2	87.2	Yes	Yes
African American	26	100	9.1	36.4	54.5	100	68	66.7	I/S	I/S
Asian/Pacific Islander	14	100	8.3	16.7	75	91.7	89.7	93	I/S	I/S
Hispanic	19	100	17.6	35.3	47.1	94.1	78.1	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.9	79.5	I/S	I/S
Disability Status										
Disabled	45	100	17.9	51.3	30.8	84.6	53.2	45.5	I/S	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	20.8	20.8	58.3	87.5	76	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	150	100	7.5	36.1	56.4	94.7	77.3	70.2	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	233	99.6	6.9	51.2	41.9	93.1	73.1	67.5
Gender								
Male	115	100	9.3	47.7	43	90.7	72.2	67
Female	118	99.2	4.5	54.5	40.9	95.5	73.9	68
Racial/Ethnic Group								
White	195	99.5	6	50	44	94	80.8	79.5
African American	15	100	15.4	61.5	23.1	84.6	51.8	50.3
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	81.1	84.3
Hispanic	14	100	N/AV	N/AV	N/AV	100	60.9	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.9	71.2
Disability Status								
Disabled	31	100	30.8	53.8	15.4	69.2	40.3	35.6
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	46.1
English Proficiency								
Limited English Proficient	13	100	7.1	71.4	21.4	92.9	57.3	59.6
Socio-Economic Status								
Subsided meals	94	100	10.7	58.3	31	89.3	64.3	55.1
Social Studies								
All Students	233	100	6.5	28.6	65	93.5	76.4	72.3
Gender								
Male	138	100	9.3	27.1	63.6	90.7	75.6	71.5
Female	95	100	2.3	30.7	67	97.7	77.3	73.2
Racial/Ethnic Group								
White	186	100	6.9	25.1	68	93.1	82.4	80.7
African American	22	100	N/AV	N/AV	N/AV	100	59.2	60
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	85.7	88.5
Hispanic	11	100	N/AV	N/AV	N/AV	100	71.4	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	77.5	72.2
Disability Status								
Disabled	32	100	28.6	42.9	28.6	71.4	47.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	17	100	11.1	33.3	55.6	88.9	68.3	67.9
Socio-Economic Status								
Subsided meals	105	100	8.6	41.9	49.5	91.4	68.7	62.1

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	348	99.7	8.3	27.8	63.9	91.7	76.3	70.2	96.7	96
Gender										
Male	191	100	10.7	33.7	55.6	89.3	69.4	63.2	96.6	96
Female	157	99.4	5.4	20.8	73.8	94.6	83.3	77.5	96.7	96.1
Racial/Ethnic Group										
White	283	99.7	7	26.2	66.8	93	82.4	79.1	96.6	95.7
African American	27	100	13	34.8	52.2	87	59.4	57.6	96.3	96.4
Asian/Pacific Islander	14	100	16.7	25	58.3	83.3	83.1	86.2	98.1	97.2
Hispanic	19	100	5.9	47.1	47.1	94.1	67.7	62.6	97.1	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	77.3	68.7	93.3	95.4
Disability Status										
Disabled	46	100	26.8	51.2	22	73.2	34.2	26.1	96.5	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	98.9	96.6
English Proficiency										
Limited English Proficient	24	100	12.5	45.8	41.7	87.5	64.6	61.2	97.4	97.1
Socio-Economic Status										
Subsided meals	145	100	12.9	37.1	50	87.1	68.2	58.9	96.1	95.7

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
English/Language Arts							
2009	3	114	99.1	7.8	24.5	67.6	92.2
	4	119	100	7.1	29.2	63.7	92.9
	5	113	100	3.8	33	63.2	96.2
	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
Mathematics							
2009	3	114	100	4.9	36.3	58.8	95.1
	4	119	100	6.2	37.2	56.6	93.8
	5	113	100	3.8	25.5	70.8	96.2
	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
Science							
2009	3	57	100	8	46	46	92
	4	119	100	9.7	48.7	41.6	90.3
	5	57	98.3	N/AV	N/AV	N/AV	100
	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
Social Studies							
2009	3	57	100	9.6	26.9	63.5	90.4
	4	119	100	3.5	29.2	67.3	96.5
	5	57	100	9.6	28.8	61.5	90.4
	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
Writing							
2009	3	116	100	7.7	22.1	70.2	92.3
	4	121	99.2	12	31.6	56.4	88
	5	111	100	4.7	29.2	66	95.3
	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample