



LESSLIE ELEMENTARY

250 Neely Store Road
Rock Hill, SC 29730

Grades	K-5 Elementary School	
Enrollment	446 Students	
Principal	Seberina Myles	803-981-1910
Superintendent	Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Average
2010	Good	Average
2009	Average	Average
2008	Average	Below Average
2007	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

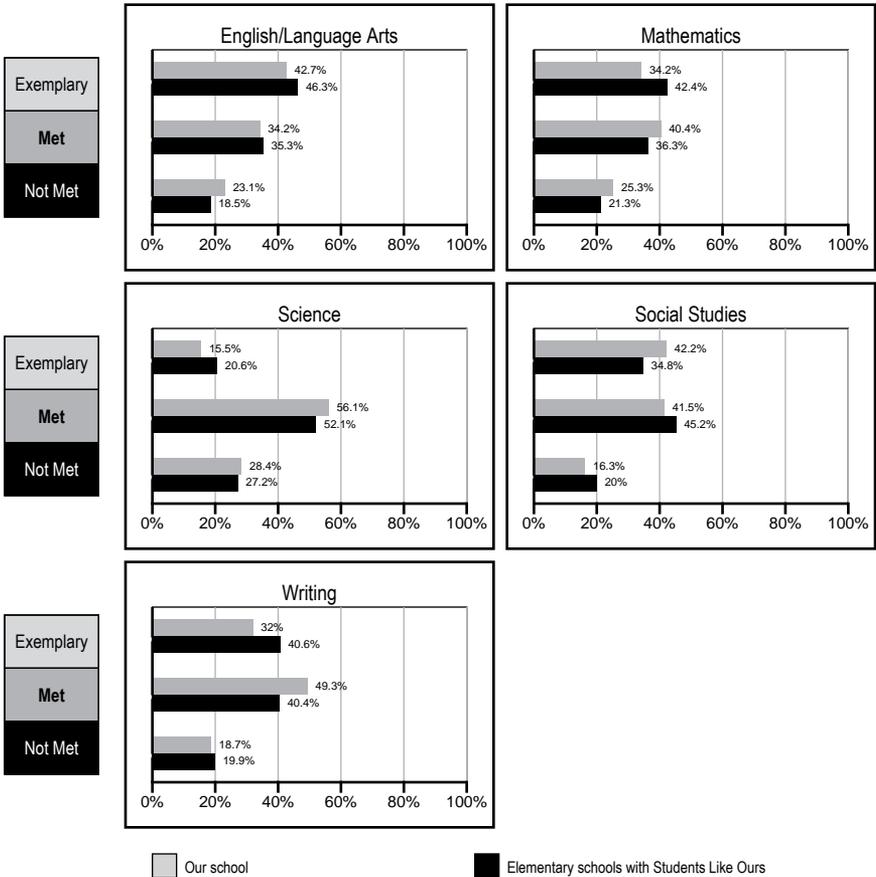
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	38	29	0	0

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

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=446)				
First graders who attended full-day kindergarten	100.0%	Up from 92.3%	100.0%	100.0%
Retention rate	0.7%	Down from 1.2%	1.1%	1.1%
Attendance rate	95.7%	No Change	96.2%	96.2%
Served by gifted and talented program	10.5%	Up from 9.0%	17.7%	13.4%
With disabilities other than speech	3.9%	Down from 7.7%	4.3%	4.1%
Older than usual for grade	0.0%	Down from 0.3%	0.2%	0.3%
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	76.7%	Up from 65.7%	63.2%	62.5%
Continuing contract teachers	86.7%	Up from 85.7%	90.3%	88.2%
Teachers returning from previous year	82.6%	Down from 85.3%	89.4%	87.8%
Teacher attendance rate	96.8%	Down from 97.4%	95.4%	95.2%
Average teacher salary*	\$48,560	Down 3.7%	\$47,826	\$46,773
Professional development days/teacher	5.8 days	Down from 7.4 days	10.8 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 19.9 to 1	20.7 to 1	19.9 to 1
Prime instructional time	91.2%	Down from 92.6%	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	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,486	Down 5.6%	\$6,913	\$7,447
Percent of expenditures for instruction**	74.4%	Up from 74.3%	68.8%	68.4%
Percent of expenditures for teacher salaries**	73.5%	Up from 72.4%	66.0%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Lesslie Elementary is a learning community dedicated to the physical, emotional, and academic success of all students. The 2010-2011 school year has been an exceptional year for students and staff. To support district initiatives and to better meet the needs of every child at Lesslie, teachers have participated in professional development on Differentiated Instruction and Response to Intervention. Teachers increased their knowledge and skill through, participating in workshops, observing colleagues, attending a variety of summer courses and staff development throughout the school year.

Several book studies were conducted throughout the school year to support school initiatives and improve student achievement. Pyramid Response to Intervention, Leadership for Differentiated Instruction, Data Teams, From Reading to Math, and Who Moved My Cheese were books studied by the staff.

We have used late start dates and after school professional development time for teachers at all grade levels to collaborate and develop common assessments. Staff development has been conducted by professional consultants, district instructional specialists and Lesslie teachers and administrators.

Our staff is making a concerted effort to thread technology throughout the curriculum. Teachers use e-books, Promethean Boards, laptop computers, Hue Cams and other forms of technology to enhance teaching and learning.

We will continue to use data to inform and drive instruction.

Our PTO continues to be a strong resource and support for our school. All proceeds raised during the school year are used to support instruction and school climate. Because of the support of parents and the community, our students will continue to excel.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	68	41
Percent satisfied with learning environment	91.7%	83.8%	87.5%
Percent satisfied with social and physical environment	100.0%	83.8%	87.5%
Percent satisfied with school-home relations	68.0%	86.6%	87.5%

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

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No Child Left Behind

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

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	0.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	25.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.0%	0.0%	No
Student attendance rate	95.7%	94.0%**	Yes

* Or greater than last year

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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	238	100	23.1	34.2	42.7	83.6	83.1	82.4	Yes	Yes
Gender										
Male	130	100	27.9	36.1	36.1	81.1	79.5	78.7	N/A	N/A
Female	108	100	17.5	32	50.5	86.4	86.8	86.2	N/A	N/A
Racial/Ethnic Group										
White	182	100	16.7	35.6	47.7	89.1	91.2	88.9	Yes	Yes
African American	17	100	46.7	20	33.3	60	72.4	72.9	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.7	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	77.9	79.3	I/S	I/S
American Indian/Alaskan	29	100	50	23.1	26.9	61.5	71.2	83	I/S	I/S
Disability Status										
Disabled	28	100	59.3	25.9	14.8	55.6	54.9	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	74.8	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	141	100	30.2	33.3	36.4	78.3	75	75.4	No	Yes

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

All Students	238	100	25.3	40.4	34.2	84	83.2	81.9	Yes	Yes
Gender										
Male	130	100	26.2	40.2	33.6	82.8	80.9	79.9	N/A	N/A
Female	108	100	24.3	40.8	35	85.4	85.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	182	100	18.4	42	39.7	88.5	91	88.9	Yes	Yes
African American	17	100	33.3	53.3	13.3	73.3	72.6	71.4	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	96.4	94.6	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	79.2	81.1	I/S	I/S
American Indian/Alaskan	29	100	53.8	30.8	15.4	69.2	75.2	84.4	I/S	I/S
Disability Status										
Disabled	28	100	66.7	25.9	7.4	44.4	51.6	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	78	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	141	100	30.2	43.4	26.4	80.6	75.4	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	159	100	28.4	56.1	15.5	71.6	72.1	68.6
Gender								
Male	84	100	28.6	53.2	18.2	71.4	71.1	68.3
Female	75	100	28.2	59.2	12.7	71.8	73.2	68.9
Racial/Ethnic Group								
White	120	100	24.6	57.9	17.5	75.4	84.8	80.7
African American	13	100	36.4	54.5	9.1	63.6	54.6	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.4	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	66.2	61.6
American Indian/Alaskan	20	100	52.9	35.3	11.8	47.1	61.7	70.8
Disability Status								
Disabled	16	100	60	33.3	6.7	40	43.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	63.5	60.7
Socio-Economic Status								
Subsidized meals	100	100	31.1	58.9	10	68.9	60.3	57.3
Social Studies								
All Students	157	100	16.3	41.5	42.2	83.7	75.9	72.5
Gender								
Male	89	100	12	44.6	43.4	88	75.8	72
Female	68	100	21.9	37.5	40.6	78.1	76	73.1
Racial/Ethnic Group								
White	124	100	12.8	39.3	47.9	87.2	85.6	81
African American	10	I/S	I/S	I/S	I/S	I/S	63.2	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.3	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	66.9	69.6
American Indian/Alaskan	16	100	42.9	42.9	14.3	57.1	65.8	73.5
Disability Status								
Disabled	18	100	47.1	41.2	11.8	52.9	45.6	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	67.7	69.7
Socio-Economic Status								
Subsidized meals	93	100	19.3	47	33.7	80.7	65.4	62.9

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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	77	97.4	16.4	50.7	32.9	83.6	75.7	73.2	95.7	96.2
Gender										
Male	37	94.6	15.2	69.7	15.2	84.8	71	67.2	95.6	96.1
Female	40	100	17.5	35	47.5	82.5	80.6	79.4	95.8	96.3
Racial/Ethnic Group										
White	52	96.2	10.2	53.1	36.7	89.8	87.4	81.5	95.9	96.1
African American	7	I/S	I/S	I/S	I/S	I/S	60.2	61.3	97.2	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.5	87	99.3	97.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	65.3	66.7	95.4	96
American Indian/Alaskan	13	100	30.8	46.2	23.1	69.2	67.4	72.2	93.6	94.6
Disability Status										
Disabled	14	92.9	23.1	53.8	23.1	76.9	36.4	26	95.3	95.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	93
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	61.7	65.7	96.7	96.7
Socio-Economic Status										
Subsidized meals	45	97.8	16.7	57.1	26.2	83.3	64.6	63.2	95.1	95.7

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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							
2010	3	86	100	23.5	27.1	49.4	76.5
	4	77	100	27.4	39.7	32.9	72.6
	5	81	100	15.6	51.9	32.5	84.4
	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
2011	3	82	100	22.5	21.3	56.3	77.5
	4	78	100	20	40	40	80
	5	78	100	26.7	42.7	30.7	73.3
	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
Mathematics							
2010	3	86	100	24.7	29.4	45.9	75.3
	4	77	100	16.4	54.8	28.8	83.6
	5	81	100	20.8	41.6	37.7	79.2
	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
2011	3	82	100	23.8	30	46.3	76.3
	4	78	100	12.9	51.4	35.7	87.1
	5	78	100	38.7	41.3	20	61.3
	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
Science							
2010	3	43	100	32.6	34.9	67.4	
	4	77	100	20.5	71.2	8.2	79.5
	5	41	100	21.1	71.1	7.9	78.9
	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
2011	3	42	100	46.3	34.1	19.5	53.7
	4	78	100	18.6	68.6	12.9	81.4
	5	39	100	27	56.8	16.2	73
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	43	100	23.8	38.1	38.1	76.2
	4	77	100	9.6	47.9	42.5	90.4
	5	40	100	25.6	46.2	28.2	74.4
	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
2011	3	40	100	12.8	38.5	48.7	87.2
	4	78	100	11.4	40	48.6	88.6
	5	39	100	28.9	47.4	23.7	71.1
	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							
2010	3	86	100	28.2	36.5	35.3	71.8
	4	77	100	28.8	47.9	23.3	71.2
	5	79	100	23.4	64.9	11.7	76.6
	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
2011	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	77	97.4	16.4	50.7	32.9	83.6
	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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