



Theodore Lester Elementary

3501 E. Palmetto Street
Florence, SC 29501

Grades	PK-6 Elementary School	
Enrollment	417 Students	
Principal	Gregory J. Mingo	843-664-8459
Superintendent	Allie E. Brooks	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Average
2012	Average	Good
2011	Average	Average
2010	Average	Average
2009	Average	Average

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

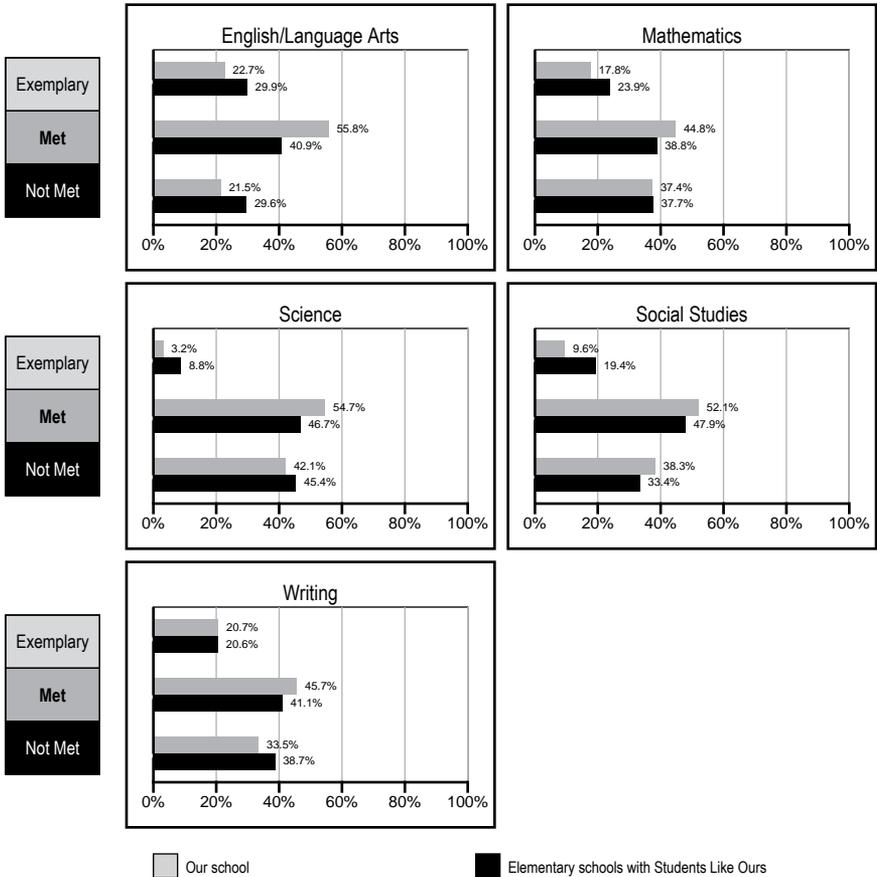
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	14	122	40	13

* Ratings are calculated with data available by 12/14/2013.

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=417)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.2%	Down from 3.4%	1.1%	0.9%
Attendance rate	95.8%	Down from 95.9%	95.9%	96.3%
Served by gifted and talented program	2.3%	N/A	3.3%	7.2%
With disabilities	30.6%	N/A	13.6%	12.4%
Older than usual for grade	4.7%	N/A	2.8%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	67.4%	Down from 70.5%	60.6%	62.5%
Continuing contract teachers	86.0%	Down from 88.6%	77.8%	83.3%
Teachers returning from previous year	91.3%	Down from 96.5%	85.1%	88.3%
Teacher attendance rate	95.1%	Down from 98.7%	94.8%	95.0%
Average teacher salary*	\$47,652	Up 1.3%	\$46,380	\$48,193
Professional development days/teacher	13.8 days	Down from 16.8 days	10.5 days	11.0 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	14.6 to 1	Up from 14.5 to 1	18.4 to 1	20.1 to 1
Prime instructional time	90.4%	Down from 94.1%	89.5%	90.0%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$11,919	Down 5.3%	\$8,013	\$7,364
Percent of expenditures for instruction**	70.0%	Down from 73.3%	68.0%	68.0%
Percent of expenditures for teacher salaries**	68.0%	Down from 70.9%	64.0%	66.0%

* 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

Dear Parents and Community of Theodore Lester Elementary,

At Theodore Lester Elementary we are continuing to encourage our students to "Reach for the Stars." We are challenging all students to reach their potential as learners.

We believe that student success in reading is the key to student success in other subject areas. With that in mind, we continue to implement the Reading Renaissance Program.

We encourage students to read as much as possible and try to instill in them a love for reading. We believe that this will positively impact student learning and students' performance on standardized tests.

Our teachers provide lessons which promote critical thinking, problem solving, and the analysis and synthesis of ideas and concepts which are crucial for improved achievement in reading, math, science, and social studies.

We use differentiated instruction for students' varied learning styles. We use journal writing and note-taking as a means of capturing students' ideas and assessing what they have learned.

We use student data to guide instruction and to narrow our focus on students' individual weaknesses and strengths. We use teacher observations, MAP data, Reading Renaissance data, and test results from PASS to help make decisions about what to teach and when to teach it, in order for students to be successful in mastering the curriculum standards in all subject areas.

The faculty and staff of Theodore Lester Elementary are committed to improving teaching and learning. Our vision for the school is "to inspire in all the desire to learn and succeed. It is our vision that our school will be a safe learning community that celebrates our achievements and encourages active partnerships with families and the entire community. We will empower students to embrace the challenges and opportunities of the future."

Mrs. Rosalyn Green, Chairperson for the School Improvement Council

Dr. Gregory J. Mingo, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	48	27
Percent satisfied with learning environment	83.3%	77.1%	92.6%
Percent satisfied with social and physical environment	70%	58.3%	77.8%
Percent satisfied with school-home relations	48.3%	72.9%	85.2%

* 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 2013, 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	66.9
Overall Grade Conversion	D

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

Theodore Lester 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	2.7%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	5.1%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.8%	0.0%	No
Student attendance rate	95.8%	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	645.1	624.8	598.0	608.5	100.0	99.4
Male	637.3	622.0	594.2	611.3	100.0	100.0
Female	656.2	628.8	603.1	604.3	100.0	98.7
White	N/A	N/A	N/A	N/A	100.0	100.0
African American	639.7	620.7	593.2	603.1	100.0	99.2
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	100.0	97.5
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	642.8	623.0	597.5	605.0	100.0	99.4
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0
Grades 6-8						
All Students	645.7	641.6	622.9	624.4	100.0	99.4
Male	N/A	N/A	N/A	N/A	100.0	100.0
Female	N/A	N/A	N/A	N/A	100.0	98.7
White	N/A	N/A	N/A	N/A	100.0	100.0
African American	649.9	645.9	626.1	622.4	100.0	99.2
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	100.0	97.5
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	646.2	643.0	622.9	623.3	100.0	99.4
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	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							
2012	3	51	100	29.2	33.3	37.5	70.8
	4	55	98.2	21.2	55.8	23.1	78.8
	5	65	100	20	50	30	80
	6	53	100	40	34	26	60
	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
2013	3	53	100	21.2	48.1	30.8	78.8
	4	40	100	13.2	47.4	39.5	86.8
	5	55	100	21.2	61.5	17.3	78.8
	6	59	100	20.4	48.1	31.5	79.6
	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							
2012	3	51	100	29.2	43.8	27.1	70.8
	4	55	98.2	25	53.8	21.2	75
	5	65	100	28.3	46.7	25	71.7
	6	53	100	30	56	14	70
	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
2013	3	53	100	44.2	36.5	19.2	55.8
	4	40	97.5	24.3	40.5	35.1	75.7
	5	55	100	38.5	51.9	9.6	61.5
	6	59	100	24.1	48.1	27.8	75.9
	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							
2012	3	23	100	63.6	18.2	18.2	36.4
	4	54	98.2	27.5	68.6	3.9	72.5
	5	33	100	6.7	66.7	26.7	93.3
	6	27	100	26.9	65.4	7.7	73.1
	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
2013	3	28	100	64.3	32.1	3.6	35.7
	4	40	100	26.3	44.7	28.9	73.7
	5	27	100	44	48	8	56
	6	31	100	10.7	78.6	10.7	89.3
	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							
2012	3	28	100	42.3	50	7.7	57.7
	4	54	100	17.3	65.4	17.3	82.7
	5	33	100	61.3	22.6	16.1	38.7
	6	31	100	55.2	37.9	6.9	44.8
	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
2013	3	27	100	46.2	42.3	11.5	53.8
	4	39	100	27	54.1	18.9	73
	5	28	100	48.1	44.4	7.4	51.9
	6	31	100	31	44.8	24.1	69
	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							
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	65	89.2	22.2	53.7	24.1	77.8
	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
2013	3	52	86.5	42.2	40	17.8	57.8
	4	40	65	48	36	16	52
	5	54	88.9	29.8	48.9	21.3	70.2
	6	62	83.9	19.6	54.3	26.1	80.4
	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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