



## Ladys Island Elementary

73 Chowan Creek Bluff  
Beaufort, SC 29907

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	399 Students	
<b>Principal</b>	Mr. Terry T. Dingle	843-322-2276
<b>Superintendent</b>	Dr. Valerie Truesdale	843-322-2300
<b>Board Chair</b>	Fred Washington	843-322-2356

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Average	Below Average
2007	Average	Below Average
2006	Good	Good
2005	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 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**

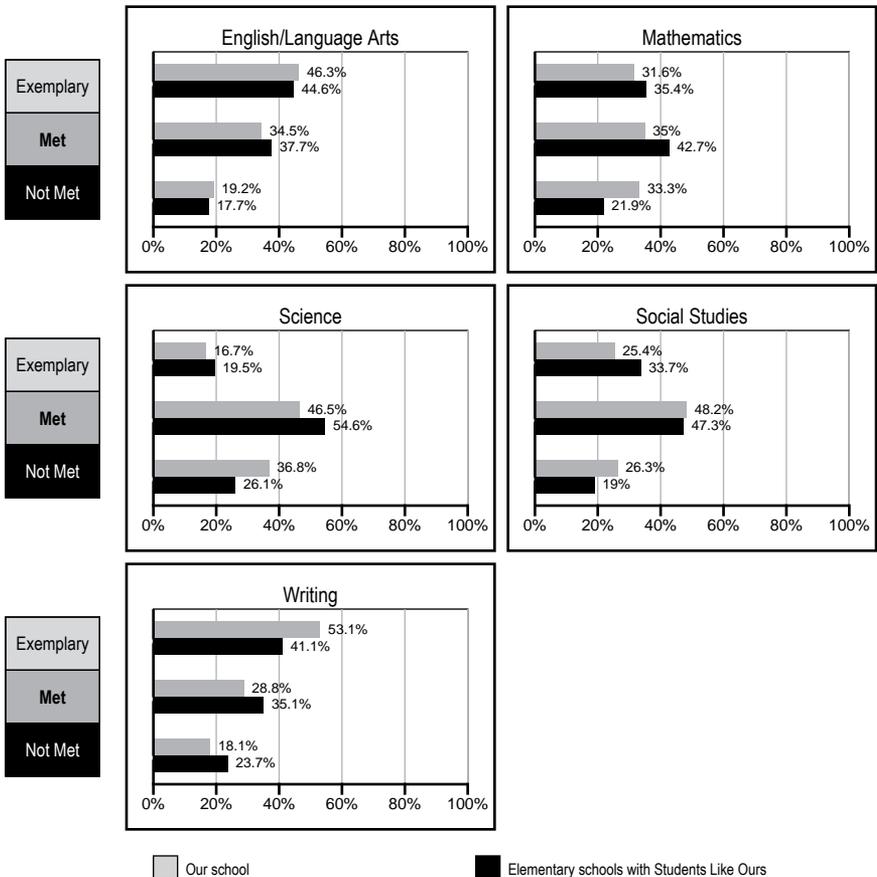
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95.7%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
20	33	41	0	0

\* Ratings are calculated with data available by 06/01/2010.

**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 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
<b>Students (n=399)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Down from 1.9%	1.7%	1.9%
Attendance rate	96.4%	No Change	96.4%	96.3%
Eligible for gifted and talented	27.7%	Down from 32.7%	15.0%	10.0%
With disabilities other than speech	5.6%	Up from 5.2%	7.1%	7.7%
Older than usual for grade	0.3%	Down from 1.5%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=29)</b>				
Teachers with advanced degrees	86.2%	Down from 87.1%	61.2%	59.4%
Continuing contract teachers	82.8%	Down from 83.9%	83.2%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.4%	Down from 91.4%	88.8%	85.9%
Teacher attendance rate	95.7%	Up from 94.2%	95.1%	95.1%
Average teacher salary*	\$49,416	Down 1.1%	\$48,160	\$47,149
Professional development days/teacher	10.9 days	Up from 8.9 days	11.4 days	11.1 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	5.3	4.0
Student-teacher ratio in core subjects	10.7 to 1	Down from 22.5 to 1	19.4 to 1	18.8 to 1
Prime instructional time	90.5%	Up from 88.8%	90.5%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	100.0%	100.0%
Character development program	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,771	Up 2.1%	\$6,972	\$7,458
Percent of expenditures for instruction**	73.8%	Up from 71.8%	69.1%	68.8%
Percent of expenditures for teacher salaries**	59.2%	Down from 69.6%	62.2%	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**

Lady's Island Elementary is located in Beaufort, South Carolina. It is nestled in a remote corner of Lady's Island. LIES is an Arts-Infused School of Choice that places student achievement as the highest priority while maintaining a safe, productive, and family oriented environment. In addition to such related arts subjects as PE, Art, and Music, LIES also boasts Drama, Dance, Show Choir, and Strings programs. With the Arts-Infused curriculum, students are provided opportunities to not only meet South Carolina State standards but also excel in the Arts. These programs are embedded into our curriculum through regular faculty collaboration sessions focused on meeting state standards and providing fun, meaningful and critically challenging classroom activities.

Often students will participate in lessons in Math, Science, ELA, and Social Studies through Drama, Dance, Music, or even Art. This provides all students an opportunity to achieve success depending on their style of learning. LIES is also the home of an award winning Cup Stacking Team. This team has garnered regional championships and national recognition.

LIES is in its third year as a uniform school and supports the District's newly adopted Uniform Policy. Uniforms have provided a stronger sense of safety, identification during field trips, and school pride.

LIES is also looking forward to the second year of implementing the District's adoption of Everyday Math as the math curriculum. With strong parent participation, dedicated classroom instructors, PTO/SIC, and supportive community stakeholders, LIES will again prove to be an incredible place for all children to excel and realize their potential.

Terry Dingle , Principal  
Faye Alston, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	16	46	55
Percent satisfied with learning environment	87.5%	88.9%	98.1%
Percent satisfied with social and physical environment	93.8%	93.5%	96.4%
Percent satisfied with school-home relations	80.0%	87.0%	96.3%

\* 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 17 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

## School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	4.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	9.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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	195	100	19.2	34.5	46.3	89.3	81.8	82.8	Yes	Yes
<b>Gender</b>										
Male	103	100	22.6	34.4	43	83.9	78.2	79.3	N/A	N/A
Female	92	100	15.5	34.5	50	95.2	85.6	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	85	100	4.9	21	74.1	98.8	92.4	89.5	Yes	Yes
African American	92	100	31.6	48.1	20.3	82.3	71.8	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.1	92.3	I/S	I/S
Hispanic	14	100	38.5	38.5	23.1	69.2	72.4	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	22	100	61.9	28.6	9.5	61.9	41.7	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	5	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	36.4	36.4	27.3	63.6	68.1	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	111	100	30	45	25	82	73.3	75.5	Yes	Yes

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

All Students	195	100	33.3	35	31.6	76.8	77.3	78.9	Yes	Yes
<b>Gender</b>										
Male	103	100	38.7	30.1	31.2	75.3	75.8	77	N/A	N/A
Female	92	100	27.4	40.5	32.1	78.6	79	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	85	100	16	28.4	55.6	90.1	89.8	87.2	Yes	Yes
African American	92	100	48.1	44.3	7.6	65.8	62.7	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.1	93	I/S	I/S
Hispanic	14	100	61.5	23.1	15.4	53.8	71	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	22	100	81	14.3	4.8	42.9	37.5	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	5	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	63.6	9.1	27.3	54.5	69.1	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	111	100	48	40	12	65	66.9	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
<b>Science</b>								
All Students	126	100	36.8	46.5	16.7	63.2	66.1	67.5
<b>Gender</b>								
Male	65	100	31	48.3	20.7	69	66.1	67
Female	61	100	42.9	44.6	12.5	57.1	66.1	68
<b>Racial/Ethnic Group</b>								
White	61	100	20.3	52.5	27.1	79.7	82.9	79.5
African American	56	100	56.5	39.1	4.3	43.5	48.1	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.9	84.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	54.2	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.4	71.2
<b>Disability Status</b>								
Disabled	12	100	72.7	18.2	9.1	27.3	28.1	35.6
<b>Migrant Status</b>								
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	49.9	59.6
<b>Socio-Economic Status</b>								
Subsidized meals	67	100	55.9	40.7	3.4	44.1	51.8	55.1
<b>Social Studies</b>								
All Students	126	99.2	26.3	48.2	25.4	73.7	70.3	72.3
<b>Gender</b>								
Male	70	100	25	45.3	29.7	75	70	71.5
Female	56	98.2	28	52	20	72	70.6	73.2
<b>Racial/Ethnic Group</b>								
White	47	97.9	4.5	43.2	52.3	95.5	82.6	80.7
African American	65	100	38.6	56.1	5.3	61.4	58.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	82.5	88.5
Hispanic	11	100	I/S	I/S	I/S	I/S	60	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75	72.2
<b>Disability Status</b>								
Disabled	17	100	43.8	43.8	12.5	56.3	36.9	43.5
<b>Migrant Status</b>								
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	56.2	67.9
<b>Socio-Economic Status</b>								
Subsidized meals	75	100	41.2	51.5	7.4	58.8	58.6	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
<b>Writing</b>										
All Students	192	99.5	18.1	28.8	53.1	81.9	68.6	70.2	96.4	96.4
<b>Gender</b>										
Male	101	99	22.6	31.2	46.2	77.4	61.3	63.2	96.5	96.3
Female	91	100	13.1	26.2	60.7	86.9	76.2	77.5	96.3	96.6
<b>Racial/Ethnic Group</b>										
White	84	100	2.5	21	76.5	97.5	82.7	79.1	96	96.4
African American	90	98.9	31.6	36.7	31.6	68.4	54.5	57.6	96.9	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.1	86.2	96.5	97.1
Hispanic	14	100	30.8	38.5	30.8	69.2	57.4	62.6	96.9	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	70	68.7	98.3	96.3
<b>Disability Status</b>										
Disabled	22	100	N/AV	N/AV	N/AV	47.6	23.8	26.1	96.7	95.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	97.4	97.8
<b>English Proficiency</b>										
Limited English Proficient	11	100	36.4	36.4	27.3	63.6	53.1	61.2	97.5	96.6
<b>Socio-Economic Status</b>										
Subsided meals	110	99.1	31	34	35	69	55.9	58.9	96.3	96.1

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	66	100	16.4	37.7	45.9	83.6
	4	57	100	23.5	39.2	37.3	76.5
	5	72	100	18.5	27.7	53.8	81.5
	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
<b>Mathematics</b>							
<b>2009</b>	3	66	100	47.5	26.2	26.2	52.5
	4	57	100	27.5	45.1	27.5	72.5
	5	72	100	24.6	35.4	40	75.4
	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
<b>Science</b>							
<b>2009</b>	3	33	100	43.3	40	16.7	56.7
	4	57	100	39.2	49	11.8	60.8
	5	36	100	27.3	48.5	24.2	72.7
	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
<b>Social Studies</b>							
<b>2009</b>	3	33	100	25.8	41.9	32.3	74.2
	4	57	100	15.7	58.8	25.5	84.3
	5	36	97.2	43.8	37.5	18.8	56.3
	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
<b>Writing</b>							
<b>2009</b>	3	66	100	18	27.9	54.1	82
	4	56	100	23.5	31.4	45.1	76.5
	5	70	98.6	13.8	27.7	58.5	86.2
	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

Abbreviations for Missing Data

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