



B D LEE ELEMENTARY

401 Overbrook Drive
Gaffney, South Carolina

Grades	PK-5 Elementary School	
Enrollment	407 Students	
Principal	Mrs. Sharon Jefferies	864-489-5748
Superintendent	Kim Bagwell	864-902-3500
Board Chair	Mr. Billy Blackwell	864-902-3542

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

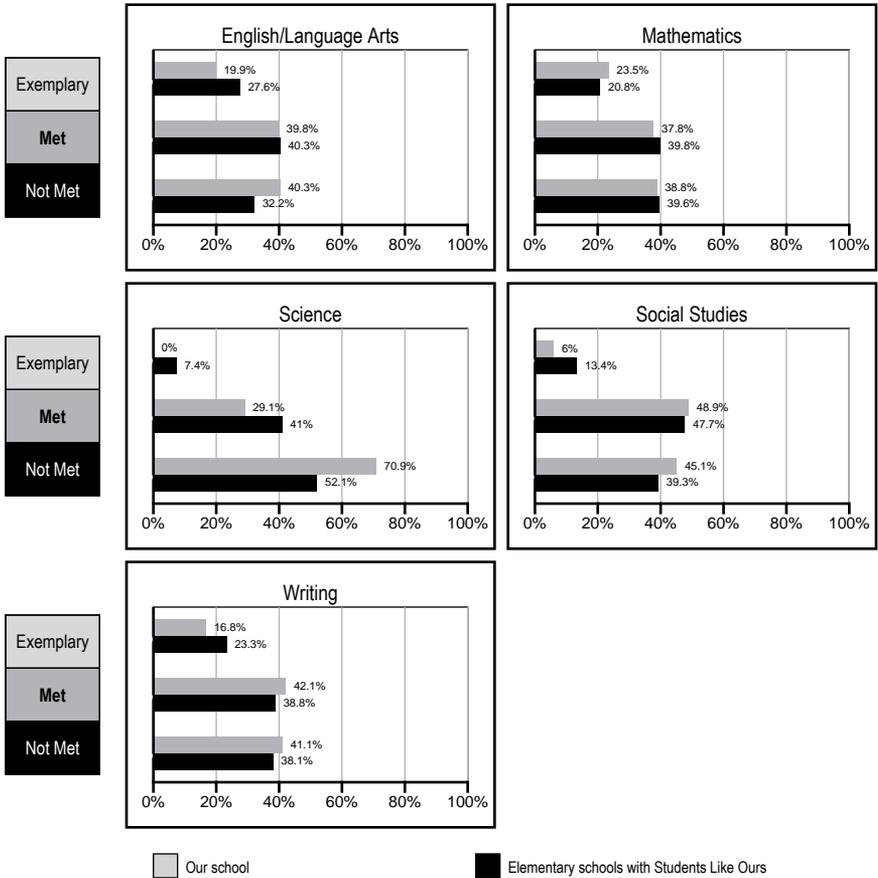
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 99.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	4	102	44	18

* 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=407)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Up from 0.5%	1.6%	1.2%
Attendance rate	96.5%	Down from 96.8%	95.8%	96.1%
Eligible for gifted and talented	11.2%	Up from 1.9%	5.1%	11.7%
With disabilities other than speech	4.1%	Down from 5.7%	8.6%	8.0%
Older than usual for grade	0.3%	No Change	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	64.0%	Down from 77.8%	58.6%	60.5%
Continuing contract teachers	100.0%	Up from 96.3%	80.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.4%	Down from 86.3%	84.9%	87.0%
Teacher attendance rate	95.9%	Up from 91.7%	95.2%	95.4%
Average teacher salary*	\$49,792	Down 4.6%	\$45,509	\$47,288
Professional development days/teacher	5.0 days	Down from 6.9 days	11.1 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Down from 17.2 to 1	18.0 to 1	19.2 to 1
Prime instructional time	92.1%	Up from 88.1%	90.3%	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 96.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,375	Up 12.2%	\$8,259	\$7,548
Percent of expenditures for instruction**	71.4%	Up from 71.3%	68.1%	68.7%
Percent of expenditures for teacher salaries**	69.7%	Up from 66.7%	63.0%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

Report of Principal and School Improvement Council

The 2009-2010 school year at B. D. Lee Elementary was focused on improving student achievement, with a focal point on rigorous teaching and assessments. Additionally, our school focused on increasing character education and parent involvement through family literacy and parent workshops. In an effort to achieve these goals, emphasis was placed on Differentiated Instruction, raising the rigor of content, assessment and grading, character programs, and parenting sessions. Reading intervention has been implemented to serve students one-on-one and to assist with small group intervention. Furthermore, assessment with MAPS and Dominion has been continuously used throughout the school year to monitor student growth and provide differentiation of instruction to increase student achievement.

In recognition for implementing an effective character education program, our school was recognized by State Representative Dennis Moss at the State House for receiving the State Schools of Character award. Similarly, our school has been recognized as a 2010 "Promising Practices" award winner, as part of the National Schools of Character award programs for implementing unique and specific strategies in Character Education.

B. D. Lee has been recognized for receiving the South Carolina Red Carpet Award in recognition for its family friendly atmosphere, in addition to being acknowledged for receiving Exemplary Writing award for our outstanding student writing program.

This year our school was recognized as SCIRA Exemplary Reading Honor School for demonstrating an outstanding reading program. Also, on behalf of the National Endowment for the Humanities and the American Library Association Public Programs Office, our school received the 2010 We the People Bookshelf, "A More Perfect Union" collection of English and Spanish language books for our school library.

Additionally, our third grade students received a Target Field Trip Grant to participate in an educational field trip at Kid Sense. Our students were given the opportunity to experience hands-on based science activities from South Carolina Standards. Our business partner "Nestle" provided our school with a community partnership in reading. Nestle sponsored the Reading is Fundamental Program and presented a collection of hard-bound books related to Nutrition and Health & Wellness for our library. An additional community partnership was forged when the Boys & Girls Club provided our students with youth development and core programs such as Character and Leadership Development, Education and Career Development, Health and Life Skills, The Arts, Sports, Fitness, and Recreation.

The School Improvement Council, PTO, teachers, students, parents, and our business partners have worked hard to make this a successful school year. Our SIC and PTO have taken on several projects to make our school attractive, student-centered, and friendly. We are very thankful for the commitment and dedication of our PTO, teachers, students, and community members.

Sharon Jefferies, Principal
Tanya Roberts, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	58	38
Percent satisfied with learning environment	84.6%	87.9%	92.1%
Percent satisfied with social and physical environment	80.8%	87.9%	86.8%
Percent satisfied with school-home relations	72.0%	91.2%	97.4%

* 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 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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	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	202	100	40.3	39.8	19.9	82.1	77.6	83.5	Yes	Yes
Gender										
Male	91	100	42.7	41.6	15.7	83.1	73.8	80.1	N/A	N/A
Female	111	100	38.3	38.3	23.4	81.3	81.4	87	N/A	N/A
Racial/Ethnic Group										
White	20	100	27.8	44.4	27.8	83.3	82.1	89.6	I/S	I/S
African American	172	100	40	40.6	19.4	82.4	68.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	88.5	92.7	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	62.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	15	100	N/A	N/A	N/A	46.7	40.6	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	8	I/S	I/S	I/S	I/S	I/S	63.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	184	100	40.9	39.8	19.3	81.8	71.9	76.9	Yes	Yes

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

All Students	202	100	38.8	37.8	23.5	76.5	77.6	80.4	Yes	Yes
Gender										
Male	91	100	37.1	37.1	25.8	79.8	76.1	78.4	N/A	N/A
Female	111	100	40.2	38.3	21.5	73.8	79	82.5	N/A	N/A
Racial/Ethnic Group										
White	20	100	22.2	38.9	38.9	83.3	82.3	87.8	I/S	I/S
African American	172	100	39.4	38.8	21.8	76.5	67.2	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.3	93.5	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	63.5	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	15	100	N/A	N/A	N/A	33.3	41.9	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	8	I/S	I/S	I/S	I/S	I/S	66.8	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	184	100	40.3	37.6	22.1	76.2	71.6	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	138	100	N/A	N/A	N/A	29.1	56.1	67.3
Gender								
Male	63	100	N/A	N/A	N/A	35.5	57.5	66.9
Female	75	100	N/A	N/A	N/A	23.6	54.7	67.7
Racial/Ethnic Group								
White	10	I/S	I/S	I/S	I/S	I/S	65.6	79.6
African American	121	100	N/A	N/A	N/A	26.9	34.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	77.8	84.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	38.4	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	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	5	I/S	I/S	I/S	I/S	I/S	39.4	58.6
Socio-Economic Status								
Subsidized meals	124	100	N/A	N/A	N/A	27.9	46.7	55.4
Social Studies								
All Students	136	100	45.1	48.9	6	54.9	57.8	70.9
Gender								
Male	56	100	41.8	49.1	9.1	58.2	56.6	70.1
Female	80	100	47.4	48.7	3.8	52.6	59.1	71.7
Racial/Ethnic Group								
White	17	100	26.7	66.7	6.7	73.3	64.9	79.2
African American	111	100	45.9	48.6	5.4	54.1	42.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	81.3	86.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	38.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	29.3	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	40.7	68
Socio-Economic Status								
Subsidized meals	126	100	46	50	4	54	49.3	60.8

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	202	100	41.1	42.1	16.8	58.9	66.6	72.1	96.5	96.1
Gender										
Male	91	100	50	35.6	14.4	50	59.3	65.2	96.4	96.1
Female	111	100	33.6	47.7	18.7	66.4	74	79.2	96.7	96.1
Racial/Ethnic Group										
White	21	100	31.6	47.4	21.1	68.4	72.2	80.8	95.8	95.9
African American	171	100	41.2	42.9	15.9	58.8	56	59.7	96.7	96.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	75.9	87	99.1	97.7
Hispanic	9	I/S	I/S	I/S	I/S	I/S	43.3	64.6	96.8	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	98
Disability Status										
Disabled	15	100	N/AV	N/AV	N/AV	20	21.3	27.7	94.8	95.2
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	8	I/S	I/S	I/S	I/S	I/S	45.6	63.7	97.5	97.3
Socio-Economic Status										
Subsidized meals	185	100	42.9	40.7	16.5	57.1	59.4	61.9	96.4	95.8

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	80	100	30.3	38.2	31.6	69.7
	4	66	100	34.9	47.6	17.5	65.1
	5	58	100	20	67.3	12.7	80
	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
2010	3	61	100	39.7	29.3	31	60.3
	4	72	100	38	45.1	16.9	62
	5	69	100	43.3	43.3	13.4	56.7
	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
Mathematics							
2009	3	80	98.8	45.3	33.3	21.3	54.7
	4	66	100	31.7	52.4	15.9	68.3
	5	58	100	36.4	56.4	7.3	63.6
	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
2010	3	61	100	43.1	31	25.9	56.9
	4	72	100	38	39.4	22.5	62
	5	69	100	35.8	41.8	22.4	64.2
	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
Science							
2009	3	40	100	68.4	21.1	10.5	31.6
	4	66	100	68.3	22.2	9.5	31.7
	5	29	96.6	N/AV	N/AV	N/AV	42.9
	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
2010	3	31	100	N/A	N/A	N/A	24.1
	4	72	100	N/A	N/A	N/A	28.2
	5	35	100	N/A	N/A	N/A	35.3
	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

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
Social Studies							
2009	3	40	100	N/AV	N/AV	N/AV	60.5
	4	66	100	44.4	44.4	11.1	55.6
	5	29	100	57.7	26.9	15.4	42.3
	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
2010	3	30	100	N/A	N/A	N/A	48.3
	4	72	100	39.4	56.3	4.2	60.6
	5	34	100	51.5	33.3	15.2	48.5
	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
Writing							
2009	3	79	100	43.4	25	31.6	56.6
	4	67	100	49.2	41.3	9.5	50.8
	5	58	100	37.5	42.9	19.6	62.5
	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
2010	3	61	100	45.8	40.7	13.6	54.2
	4	72	100	43.7	36.6	19.7	56.3
	5	69	100	34.3	49.3	16.4	65.7
	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

Abbreviations for Missing Data

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