



## WEST LEE ELEMENTARY

55 West Lee School Road  
Rembert, SC 29128

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	193 Students	
<b>Principal</b>	Robert Ervin	803-428-3147
<b>Superintendent</b>	Dr. Cleo Richardson	803-484-5327
<b>Board Chair</b>	Sanya Moses	803-428-5603

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>At-Risk</b>	<b>Below Average</b>
2009	At-Risk	Below Average
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	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

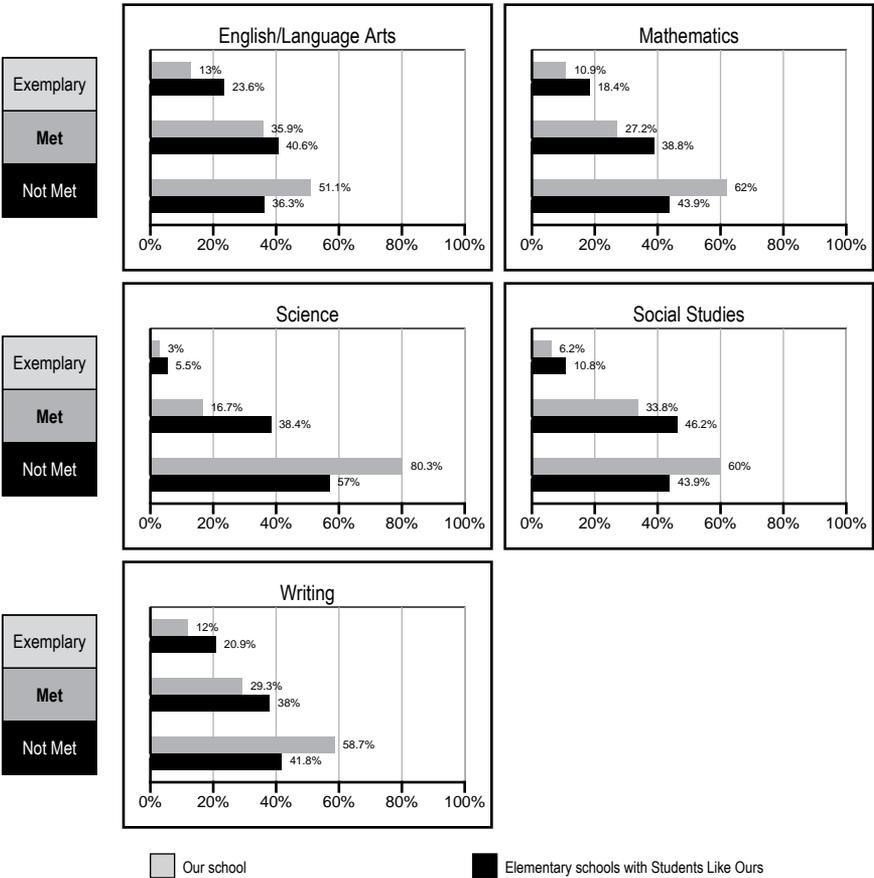
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	2	55	47	21

\* 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
<b>Students (n=193)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Down from 3.6%	1.4%	1.2%
Attendance rate	97.0%	Up from 95.9%	95.9%	96.1%
Eligible for gifted and talented	6.9%	Up from 1.0%	4.1%	11.7%
With disabilities other than speech	5.9%	Up from 3.0%	8.5%	8.0%
Older than usual for grade	0.7%	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%
<b>Teachers (n=10)</b>				
Teachers with advanced degrees	60.0%	Down from 75.0%	59.4%	60.5%
Continuing contract teachers	90.0%	Up from 81.3%	78.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	73.9%	Up from 64.9%	82.1%	87.0%
Teacher attendance rate	93.4%	Down from 94.8%	95.2%	95.4%
Average teacher salary*	\$41,936	Down 5.2%	\$45,164	\$47,288
Professional development days/teacher	8.9 days	Up from 7.3 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 12.1 to 1	17.1 to 1	19.2 to 1
Prime instructional time	89.1%	Up from 88.8%	90.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,890	Up 4.1%	\$8,918	\$7,548
Percent of expenditures for instruction**	63.9%	Up from 62.6%	67.7%	68.7%
Percent of expenditures for teacher salaries**	58.4%	Down from 60.6%	62.1%	65.1%

\* 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**

During the 2009-2010 school year, our instruction was data-driven along with our Focus School Renewal Plan, curriculum and pacing guides. Our professional development focused on providing appropriate, differentiated instruction and character building.

We analyzed data from the Report Card, District and MAP Benchmark Testing to plan instruction and remediation. We also continued to implement MAP focus groups to reinforce skills taught during regular instruction to strengthen math and reading skills.

We continued to implement the Save the Children Grant that provides funding for Early Childhood Services to 50 children from birth to 5 years of age and a reading intervention program for students in grades K- 2. It also provides services to their parents and an After School Literacy Program to target 45 children in grades 2-5. The Save the Children Grant will also fund a summer enrichment program for the 2009-2010 school year. A literacy program was funded through Title 1 provides enrichment in reading and ELA.

We are the proud recipients of the Red Carpet Award for the 2009-2010 school year!

Parental involvement continues to increase as we offer opportunities for parent and community involvement through our School Improvement Council, PTO, parent conferences, and awards programs. We continue to communicate with stakeholders through newsletters, progress reports and report cards. Ms. Diana Williams, a Kindergarten teacher, was selected Teacher of the Year.

Staff development in all academic areas is ongoing as we strive to prepare our children to be successful at the next level.

Robert Ervin, Principal  
Karen Boyd, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	10	23	18
Percent satisfied with learning environment	70.0%	95.7%	83.3%
Percent satisfied with social and physical environment	90.0%	86.4%	72.2%
Percent satisfied with school-home relations	70.0%	91.3%	72.2%

\* 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

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

CA-DELAY

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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	11.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	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 = 58.8% (Met or Exemplary)

All Students	98	94.9	51.1	35.9	13	71.7	59.6	83.5	Yes	Yes
<b>Gender</b>										
Male	46	89.1	66.7	23.8	9.5	64.3	53.7	80.1	N/A	N/A
Female	52	100	38	46	16	78	65.1	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	1	I/S	I/S	I/S	I/S	I/S	66	89.6	I/S	I/S
African American	96	94.8	51.1	35.6	13.3	71.1	59	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	78.6	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	14	71.4	N/A	N/A	N/A	53.8	29.4	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	84.6	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	92	94.6	52.3	33.7	14	70.9	58.6	76.9	Yes	Yes

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

All Students	98	100	62	27.2	10.9	53.3	50.2	80.4	Yes	Yes
<b>Gender</b>										
Male	46	100	69	21.4	9.5	42.9	47.6	78.4	N/A	N/A
Female	52	100	56	32	12	62	52.7	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	1	I/S	I/S	I/S	I/S	I/S	58.7	87.8	I/S	I/S
African American	96	100	62.2	27.8	10	53.3	49.6	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	64.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	14	100	N/A	N/A	N/A	30.8	16.4	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	69.2	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	92	100	60.5	27.9	11.6	54.7	49.4	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
<b>Science</b>								
All Students	70	100	80.3	16.7	3	19.7	30.2	67.3
<b>Gender</b>								
Male	32	100	86.2	10.3	3.4	13.8	30.2	66.9
Female	38	100	75.7	21.6	2.7	24.3	30.3	67.7
<b>Racial/Ethnic Group</b>								
White	0	N/A	N/A	N/A	N/A	N/A	52	79.6
African American	70	100	80.3	16.7	3	19.7	29.1	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
<b>Disability Status</b>								
Disabled	9	I/S	I/S	I/S	I/S	I/S	9.6	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	65	100	78.7	18	3.3	21.3	29.1	55.4
<b>Social Studies</b>								
All Students	70	100	60	33.8	6.2	40	36.8	70.9
<b>Gender</b>								
Male	33	100	66.7	26.7	6.7	33.3	33.9	70.1
Female	37	100	54.3	40	5.7	45.7	39.5	71.7
<b>Racial/Ethnic Group</b>								
White	1	I/S	I/S	I/S	I/S	I/S	44.7	79.2
African American	68	100	60.3	33.3	6.3	39.7	35.6	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	75	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	11	100	I/S	I/S	I/S	I/S	11.8	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	72.7	68
<b>Socio-Economic Status</b>								
Subsidized meals	67	100	59.7	33.9	6.5	40.3	35.8	60.8

Abbreviations for Missing Data

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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
<b>Writing</b>										
All Students	96	100	58.7	29.3	12	41.3	48.5	72.1	97	96.3
<b>Gender</b>										
Male	44	100	73.8	21.4	4.8	26.2	40.7	65.2	97.1	95.9
Female	52	100	46	36	18	54	55.7	79.2	96.9	96.6
<b>Racial/Ethnic Group</b>										
White	1	I/S	I/S	I/S	I/S	I/S	56.3	80.8	88.5	95.4
African American	94	100	58.9	30	11.1	41.1	47.8	59.7	97.4	96.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	69.2	64.6	94.1	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	99.9
<b>Disability Status</b>										
Disabled	15	100	N/AV	N/AV	N/AV	28.6	12.9	27.7	97.1	95.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	75	63.7	94.1	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	90	100	58.1	29.1	12.8	41.9	47.5	61.9	97	96.2

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## 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	40	100	60.5	21.1	18.4	39.5
	4	24	100	N/AV	N/AV	N/AV	38.1
	5	28	100	33.3	51.9	14.8	66.7
	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>2010</b>	3	29	96.6	53.6	28.6	17.9	46.4
	4	42	90.5	51.3	35.9	12.8	48.7
	5	27	100	48	44	8	52
	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
<b>Mathematics</b>							
<b>2009</b>	3	40	100	84.2	10.5	5.3	15.8
	4	24	100	N/AV	N/AV	N/AV	23.8
	5	28	100	59.3	37	3.7	40.7
	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>2010</b>	3	29	100	71.4	25	3.6	28.6
	4	42	100	61.5	23.1	15.4	38.5
	5	27	100	52	36	12	48
	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
<b>Science</b>							
<b>2009</b>	3	20	100	68.4	26.3	5.3	31.6
	4	24	100	71.4	23.8	4.8	28.6
	5	14	100	N/AV	N/AV	N/AV	28.6
	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
<b>2010</b>	3	15	100	86.7	6.7	6.7	13.3
	4	42	100	74.4	23.1	2.6	25.6
	5	13	100	N/A	N/A	N/A	8.3
	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

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	20	100	52.6	36.8	10.5	47.4
	4	24	100	28.6	61.9	9.5	71.4
	5	14	100	30.8	53.8	15.4	69.2
	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
<b>2010</b>	3	14	100	53.8	38.5	7.7	46.2
	4	42	100	61.5	33.3	5.1	38.5
	5	14	100	61.5	30.8	7.7	38.5
	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
<b>Writing</b>							
<b>2009</b>	3	41	97.6	67.6	16.2	16.2	32.4
	4	24	100	71.4	23.8	4.8	28.6
	5	28	96.4	50	38.5	11.5	50
	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>2010</b>	3	29	100	67.9	17.9	14.3	32.1
	4	41	100	51.3	41	7.7	48.7
	5	26	100	60	24	16	40
	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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