



## Theodore Lester Elementary

3501E. Palmetto Street  
Florence, South Carolina

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	410 Students	
<b>Principal</b>	Gregory J. Mingo	843-664-8459
<b>Superintendent</b>	Larry Jackson	843-669-4141
<b>Board Chair</b>	Porter Stewart	843-669-6395



# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	Below Average	At-Risk
2006	Average	Below Average
2005	Average	Below Average
2004	Average	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

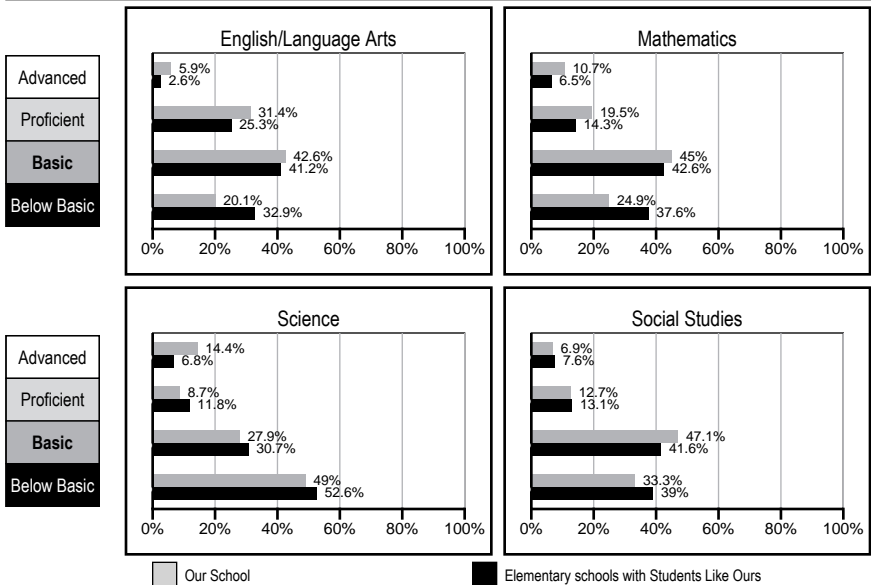
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.5%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	12	60	54

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=410)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	6.9%	Up from 6.6%	3.0%	2.3%
Attendance rate	95.9%	Up from 95.3%	96.0%	96.3%
Eligible for gifted and talented	7.2%	Down from 7.5%	4.3%	10.4%
With disabilities other than speech	20.8%	Up from 20.4%	8.0%	7.5%
Older than usual for grade	4.2%	Up from 2.6%	1.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=42)</b>				
Teachers with advanced degrees	54.8%	Up from 50.0%	53.5%	56.7%
Continuing contract teachers	76.2%	Up from 75.0%	70.3%	77.3%
Teachers with emergency or provisional certificates	5.4%	Up from 3.0%	0.0%	0.0%
Teachers returning from previous year	83.9%	Up from 79.1%	83.5%	86.4%
Teacher attendance rate	95.0%	Up from 94.9%	94.9%	94.9%
Average teacher salary	\$44,630	Up 8.5%	\$43,868	\$45,345
Professional development days/teacher	15.6 days	Up from 13.3 days	13.3 days	12.6 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	14.3 to 1	Up from 13.4 to 1	17.0 to 1	18.5 to 1
Prime instructional time	89.8%	Up from 89.2%	89.1%	89.8%
Opportunities in the arts	Fair	No Change	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*	\$11,164	Down 0.5%	\$7,825	\$7,052
Percent of expenditures for instruction*	67.8%	Down from 71.7%	69.1%	69.1%
Percent of expenditures for teacher salaries*	65.3%	Down from 68.7%	62.5%	64.2%

\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

At Theodore Lester Elementary, we continue to encourage our students to "Reach for the Stars." We are challenging all students to reach their potential as learners. The school is regionally accredited by the Southern Association of Colleges and Schools, and nationally accredited by the Commission on International and Trans-Regional Accreditation.

The School Improvement Council met at the beginning of the year, and the consensus of the group was that student success in reading is the key to student success in other subject areas. With that in mind, we renewed our focus on our Reading Renaissance Program. We encouraged students to read as much as possible, and tried to instill in them a love for reading. We believe that our efforts will positively impact student learning and students' performance on standardized tests.

We believe the development of proficient reading skills will have a carryover effect for all subject areas. This will help in 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 have also examined students' varied styles and rates of learning. We have implemented many strategies aimed at differentiating instruction and learning for our students. We also implemented journal writing and note-taking as a way of capturing students' ideas and assessing what they have learned.

The School Improvement Council was also instrumental in improving the quality of teaching and learning at the school by supporting events such as Muffins for Mom, Doughnuts for Dad, Teacher Appreciation Week, and Lester Alive. Employees from Roche Carolina provided tutoring to our fourth graders through math enrichment activities. John Calvin Presbyterian Church provided lunch buddies for students. The Florence Rotary Clubs in conjunction with Circle Park offered third graders strategies for preventing drug use with its RIDDE activities.

The faculty and staff of Theodore Lester Elementary are committed to improving teaching and learning. Our mission is "to provide a quality education for all students to become successful, responsible citizens in life."

Sharon Moore, Chairperson for the School Improvement Council  
Gregory J. Mingo, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	47	26
Percent satisfied with learning environment	97.4%	66.0%	80.8%
Percent satisfied with social and physical environment	92.1%	71.7%	84.0%
Percent satisfied with school-home relations	69.4%	82.6%	73.1%

\* 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 19 out of 21 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

Newly Identified

## 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. Sanction: Implement the restructuring plan.
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."</b>

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	14.0%	0.0%	No
Student attendance rate	95.9%	94.0%	Yes

\* Or greater than last year

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	202	99	20.2	39.3	30.6	9.8	53	49.1	48.2	Yes	Yes
<b>Gender</b>											
Male	104	99	27.5	40.7	24.2	7.7	41.8	43.1	41.7	N/A	N/A
Female	98	99	13	38	37	12	64.1	55.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	46	100	26.2	23.8	33.3	16.7	54.8	61.8	60	Yes	Yes
African American	149	98.7	18.7	44.8	28.4	8.2	51.5	35.7	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	80.2	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	53.3	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
<b>Disability Status</b>											
Disabled	61	96.7	44.4	20.4	18.5	16.7	29.6	19	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	51.6	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	169	98.8	21.1	42.1	28.9	7.9	51.3	36.9	34	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	202	98.5	23.6	42.9	20.3	13.2	41.2	43.8	45.8	Yes	Yes
<b>Gender</b>											
Male	104	98.1	26.7	43.3	20	10	38.9	44	45.6	N/A	N/A
Female	98	99	20.7	42.4	20.7	16.3	43.5	43.5	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	46	97.8	12.2	39	29.3	19.5	51.2	58.1	59	Yes	Yes
African American	149	98.7	26.9	43.3	18.7	11.2	38.1	28.9	26.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	79.3	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	61	95.1	41.5	32.1	13.2	13.2	20.8	18.4	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	50	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	169	98.8	26.3	46.1	17.8	9.9	37.5	30.8	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	123	100	47.8	25.7	8	18.6	26.5	33.1	35.7	95.9	95.8
<b>Gender</b>											
Male	62	100	49.1	23.6	9.1	18.2	27.3	36.6	37.4	95.9	95.6
Female	61	100	46.6	27.6	6.9	19	25.9	29.6	33.8	95.9	96
<b>Racial/Ethnic Group</b>											
White	29	100	38.5	15.4	15.4	30.8	46.2	47.8	49.2	94.6	95.7
African American	89	100	51.2	28	6.1	14.6	20.7	18.4	17	96.3	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	66.7	58	97.6	97.9
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	29.4	24.9	94.6	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	93	95.9
<b>Disability Status</b>											
Disabled	36	100	60.6	9.1	6.1	24.2	30.3	20.3	14	94.7	94.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	23.8	24.4	98.5	97.1
<b>Socio-Economic Status</b>											
Subsided meals	103	100	51.1	28.7	7.4	12.8	20.2	19.6	21.1	95.8	95.2
<b>Social Studies</b>											
All Students	123	100	31.3	46.4	14.3	8	22.3	29.3	34	95.9	95.8
<b>Gender</b>											
Male	67	100	26.7	51.7	11.7	10	21.7	33.7	36.6	95.9	95.6
Female	56	100	36.5	40.4	17.3	5.8	23.1	24.9	31.3	95.9	96
<b>Racial/Ethnic Group</b>											
White	25	100	34.8	47.8	13	4.3	17.4	40.4	44.5	94.6	95.7
African American	94	100	30.6	45.9	15.3	8.2	23.5	17.1	19.1	96.3	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.4	58.9	97.6	97.9
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.5	94.6	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	93	95.9
<b>Disability Status</b>											
Disabled	40	100	50	31.6	13.2	5.3	18.4	16.4	14.4	94.7	94.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.3	98.5	97.1
<b>Socio-Economic Status</b>											
Subsided meals	105	100	32.6	47.4	12.6	7.4	20	17.4	21	95.8	95.2

\* Adj - 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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	50	98	18.2	36.4	36.4	9.1	45.5	
	4	61	100	16.1	46.4	33.9	3.6	37.5	
	5	53	100	19.6	47.1	25.5	7.8	33.3	
	6	60	100	22.8	47.4	19.3	10.5	29.8	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
<b>2008</b>	3	58	96.6	3.9	35.3	47.1	13.7	60.8	
	4	50	100	31.8	38.6	22.7	6.8	29.5	
	5	43	100	22.5	50	22.5	5	27.5	
	6	51	100	25	35.4	27.1	12.5	39.6	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>									
<b>2007</b>	3	50	100	24.4	48.9	17.8	8.9	26.7	
	4	61	100	23.2	39.3	25	12.5	37.5	
	5	53	100	31.4	39.2	15.7	13.7	29.4	
	6	60	100	19.3	54.4	15.8	10.5	26.3	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	58	96.6	19.6	47.1	17.6	15.7	33.3	
	4	50	100	34.1	38.6	18.2	9.1	27.3	
	5	43	97.7	7.7	46.2	28.2	17.9	46.2	
	6	51	100	31.3	39.6	18.8	10.4	29.2	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>									
<b>2007</b>	3	29	100	60	30	10	0	10	
	4	61	100	43.1	39.2	9.8	7.8	17.6	
	5	29	100	58.3	25	12.5	4.2	16.7	
	6	31	100	63	18.5	11.1	7.4	18.5	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	29	100	33.3	48.1	7.4	11.1	18.5	
	4	47	100	63.4	14.6	7.3	14.6	22	
	5	23	100	45.5	27.3	4.5	22.7	27.3	
	6	24	100	39.1	17.4	13	30.4	43.5	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>									
<b>2007</b>	3	28	100	33.3	44.4	16.7	5.6	22.2	
	4	61	100	25.5	52.9	15.7	5.9	21.6	
	5	28	100	56.5	21.7	21.7	0	21.7	
	6	31	100	39.3	53.6	3.6	3.6	7.1	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	28	100	12	56	28	4	32	
	4	47	100	39.5	39.5	9.3	11.6	20.9	
	5	20	100	27.8	50	11.1	11.1	22.2	
	6	28	100	38.5	46.2	11.5	3.8	15.4	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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