



## Lower Lee Elementary

5142 St. Charles Road  
Mayesville, SC 29104

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	299 Students	
<b>Principal</b>	Robert Ervin	803-428-3637
<b>Superintendent</b>	Dr. Cleo Richardson	803-484-5327
<b>Board Chair</b>	Sanya Moses	803-428-5603

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

## 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**

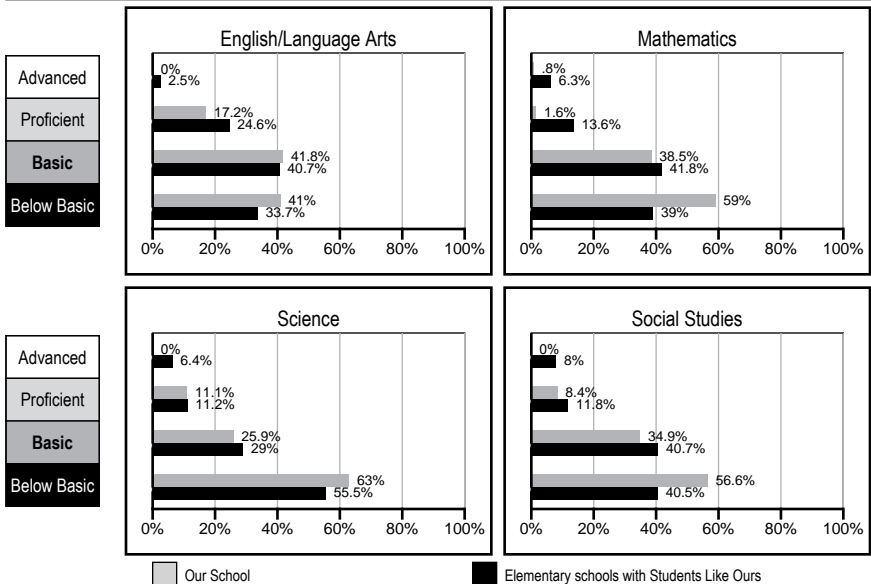
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

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

Excellent	Good	Average	Below Average	At-Risk
0	4	5	48	62

\* 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=299)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.7%	Up from 2.2%	3.1%	2.3%
Attendance rate	95.4%	Up from 95.3%	96.0%	96.3%
Eligible for gifted and talented	0.0%	No Change	2.8%	10.4%
With disabilities other than speech	2.6%	Down from 3.3%	7.8%	7.5%
Older than usual for grade	0.0%	Down from 1.3%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
<b>Teachers (n=22)</b>				
Teachers with advanced degrees	63.6%	Up from 60.0%	53.6%	56.7%
Continuing contract teachers	59.1%	Down from 70.0%	68.8%	77.3%
Teachers with emergency or provisional certificates	5.6%	No Change	0.0%	0.0%
Teachers returning from previous year	83.2%	Up from 76.2%	82.6%	86.4%
Teacher attendance rate	94.0%	Down from 98.4%	95.0%	94.9%
Average teacher salary	\$42,336	Up 1.9%	\$43,838	\$45,345
Professional development days/teacher	2.8 days	Down from 15.9 days	13.9 days	12.6 days
<b>School</b>				
Principal's years at school	3.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	16.9 to 1	Down from 18.4 to 1	16.4 to 1	18.5 to 1
Prime instructional time	89.0%	Down from 92.6%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	87.1%	Up from 30.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,184	Down 6.7%	\$8,217	\$7,052
Percent of expenditures for instruction*	67.0%	Down from 73.4%	68.5%	69.1%
Percent of expenditures for teacher salaries*	62.1%	Down from 67.6%	60.8%	64.2%

\* Prior year audited financial data are reported.

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**Report of Principal and School Improvement Council**

The theme for the 2007-2008 school year at Lower Lee Elementary School was "Anchored in Excellence: Every Child, Every Chance, Everyday!" With data analysis as a focus for our district and school, we immersed ourselves in many workshops and professional development activities that positively impacted instructional strategies used with our unique learners.

Lower Lee Elementary School also received the SC Reading First Grant for the 2007-2008 and 2008-2009 school years. The reading grant impacts grades K - 3 and afforded us the opportunity to purchase much needed equipment and supplies, upgrade classroom libraries, and increase the collection in the school's media center. All teachers of students in grades K - 3 participated in a yearlong study group to enhance their skills in the area of reading assessment and instruction. Additionally, the grant funds a full-time Reading Recovery teacher and a literacy coach.

Parent involvement continues to be a key element to help boost student achievement. Lower Lee actively involved parents this year through regular and evening parent-teacher conferences, PTO meetings, parent workshops, SIC committee involvement, parent volunteers, surveys, Title I Parenting activities, and school newsletters. The first PTO sponsored Annual Academic Awards Day Program was fantastic and provided over 200 trophies for students in recognition of their academic accomplishments for the 2007-2008 school year.

The 21st Century After School Program and Communities in Schools (CIS) afforded our students the opportunity to have quality afterschool academic experiences five days a week. The students were able to engage in multiple hands-on experiences, use technology effectively, and promote character education through meaningful enrichment activities.

As we implement a district customized version of the Anderson Five Curriculum next year, continue implementation of the SCRF Grant, and follow through with the use of student data to inform instruction, Lower Lee anticipates soaring to new heights and providing learning opportunities that will result in all students reaching their potential and achieving academic excellence!

Harriett Brevard, Principal  
Vida Bradley, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	26	38	33
Percent satisfied with learning environment	92.3%	97.3%	96.9%
Percent satisfied with social and physical environment	96.2%	100.0%	100.0%
Percent satisfied with school-home relations	92.0%	94.7%	100.0%

\* 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 7 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

Restructure

## 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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	12.5%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.2%	0.0%	No
Student attendance rate	95.4%	94.0%	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	130	100	41	41.8	17.2	0	24.6	18.3	48.2	No	Yes
<b>Gender</b>											
Male	57	100	50.9	32.1	17	0	22.6	14.5	41.7	N/A	N/A
Female	73	100	33.3	49.3	17.4	0	26.1	21.8	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	28.1	60	I/S	I/S
African American	122	100	42.1	39.5	18.4	0	25.4	17.9	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	20	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
<b>Disability Status</b>											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	7.5	16	I/S	I/S
<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	7	I/S	I/S	I/S	I/S	I/S	I/S	21.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	107	100	42.6	40.6	16.8	0	23.8	17	34	No	Yes

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

All Students	130	100	59	38.5	1.6	0.8	10.7	12.4	45.8	No	Yes
<b>Gender</b>											
Male	57	100	58.5	37.7	1.9	1.9	7.5	12.6	45.6	N/A	N/A
Female	73	100	59.4	39.1	1.4	0	13	12.1	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	31.3	59	I/S	I/S
African American	122	100	61.4	36.8	1.8	0	9.6	11.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	35	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	4.7	17.1	I/S	I/S
<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	7	I/S	I/S	I/S	I/S	I/S	I/S	36.8	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	107	100	62.4	35.6	1	1	10.9	11.5	31.4	No	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
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**Science**

All Students	88	100	63	25.9	11.1	0	11.1	6.7	35.7	95.4	95.1
<b>Gender</b>											
Male	34	100	56.7	23.3	20	0	20	9.1	37.4	95.2	94.7
Female	54	100	66.7	27.5	5.9	0	5.9	4.6	33.8	95.7	95.4
<b>Racial/Ethnic Group</b>											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	13.6	49.2	88.1	92.7
African American	82	100	64	25.3	10.7	0	10.7	6.3	17	95.5	95.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	93.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	9.1	24.9	97.6	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
<b>Disability Status</b>											
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	4	14	95.3	94.1
<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	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	97.6	95.6
<b>Socio-Economic Status</b>											
Subsized meals	73	100	63.2	27.9	8.8	0	8.8	5.1	21.1	95.3	95.1

**Social Studies**

All Students	88	100	56.6	34.9	8.4	0	8.4	7.1	34	95.4	95.1
<b>Gender</b>											
Male	43	100	60	27.5	12.5	0	12.5	8.9	36.6	95.2	94.7
Female	45	100	53.5	41.9	4.7	0	4.7	5.4	31.3	95.7	95.4
<b>Racial/Ethnic Group</b>											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	28.6	44.5	88.1	92.7
African American	82	100	58.4	36.4	5.2	0	5.2	5.7	19.1	95.5	95.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	93.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	97.6	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
<b>Disability Status</b>											
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	5.6	14.4	95.3	94.1
<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	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	40	27.3	97.6
<b>Socio-Economic Status</b>											
Subsized meals	72	100	60.3	33.8	5.9	0	5.9	5.8	21	95.3	95.1

\* 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	45	100	23.8	40.5	33.3	2.4	35.7	
	4	43	100	43.9	51.2	4.9	0	4.9	
	5	38	100	66.7	22.2	11.1	0	11.1	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	46	100	34.1	36.4	29.5	0	29.5	
	4	46	100	40.5	47.6	11.9	0	11.9	
	5	38	100	50	41.7	8.3	0	8.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	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	45	100	45.2	54.8	0	0	0	
	4	43	100	61	34.1	4.9	0	4.9	
	5	38	100	69.4	25	5.6	0	5.6	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	46	100	72.7	27.3	0	0	0	
	4	46	100	45.2	47.6	4.8	2.4	7.1	
	5	38	100	58.3	41.7	0	0	0	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	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	22	100	71.4	28.6	0	0	0	
	4	43	100	80.5	19.5	0	0	0	
	5	19	100	61.1	33.3	0	5.6	5.6	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	23	100	59.1	36.4	4.5	0	4.5	
	4	46	100	54.8	28.6	16.7	0	16.7	
	5	19	100	88.2	5.9	5.9	0	5.9	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	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	23	100	47.6	52.4	0	0	0	
	4	43	100	58.5	39	2.4	0	2.4	
	5	19	100	77.8	22.2	0	0	0	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	23	100	59.1	40.9	0	0	0	
	4	46	100	47.6	38.1	14.3	0	14.3	
	5	19	100	73.7	21.1	5.3	0	5.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	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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