



West Lee Elementary

55 West Lee School Road
Rembert, SC 29128

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 193 Students | |
| Principal | Robert Ervin | 803-428-3147 |
| Superintendent | Dr. Cleo Richardson | 803-484-5327 |
| Board Chair | 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 |
|-------------|-----------------|----------------------|
| 2008 | At-Risk | Below Average |
| 2007 | At-Risk | At-Risk |
| 2006 | At-Risk | At-Risk |
| 2005 | Below Average | Below Average |
| 2004 | Below Average | 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

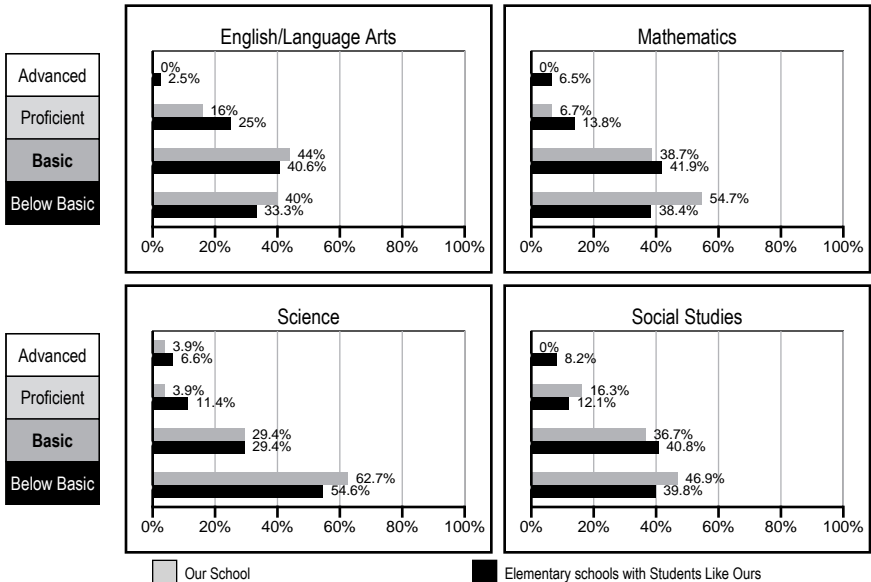
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 4 | 7 | 50 | 61 |

* 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 |
|--|------------|-----------------------|--|--------------------------|
| Students (n=193) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 2.4% | Down from 7.8% | 3.1% | 2.3% |
| Attendance rate | 96.0% | Up from 95.7% | 96.0% | 96.3% |
| Eligible for gifted and talented | 0.0% | No Change | 2.7% | 10.4% |
| With disabilities other than speech | 3.1% | Up from 2.8% | 7.6% | 7.5% |
| Older than usual for grade | 2.6% | Up from 1.3% | 1.5% | 0.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=16) | | | | |
| Teachers with advanced degrees | 62.5% | Down from 64.7% | 53.3% | 56.7% |
| Continuing contract teachers | 56.3% | Up from 41.2% | 66.7% | 77.3% |
| Teachers with emergency or provisional certificates | 0.0% | Down from 7.7% | 0.0% | 0.0% |
| Teachers returning from previous year | 56.4% | Down from 60.4% | 82.6% | 86.4% |
| Teacher attendance rate | 93.5% | Down from 98.7% | 94.8% | 94.9% |
| Average teacher salary | \$42,295 | Up 4.9% | \$43,635 | \$45,345 |
| Professional development days/teacher | 7.9 days | Down from 14.8 days | 13.5 days | 12.6 days |
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.2 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 16.7 to 1 | Down from 20.9 to 1 | 16.4 to 1 | 18.5 to 1 |
| Prime instructional time | 88.4% | Down from 93.2% | 89.1% | 89.8% |
| Opportunities in the arts | Good | 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 | Good | Down from Excellent | Excellent | Excellent |
| Dollars spent per pupil* | \$8,837 | Up 3.5% | \$8,217 | \$7,052 |
| Percent of expenditures for instruction* | 67.1% | Up from 64.3% | 68.4% | 69.1% |
| Percent of expenditures for teacher salaries* | 56.2% | Down from 56.4% | 60.5% | 64.2% |

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

During the 2007-2008 school year, the West Lee Elementary School staff participated in ongoing professional development that focused on student achievement. With the assistance of our ERT Liaison, we engaged in a yearlong process of creating a focused school renewal plan to guide data analysis efforts and plan appropriate, relevant, and differentiated instruction.

We continued our LEAP (Language Enrichment and Acceleration Program) for kindergarten and first grade students, and we expanded the program to include second graders. Running records, Dominic, and Reading Recovery Survey results all indicate significant increases in the students' reading achievement.

Results of fall, winter, and spring MAP administrations revealed noticeable increases in students' reading, math, and science. STAR Reading was administered monthly to help us assess students' reading achievement and implement strategies for individual intervention and effective learning activities. We also conducted weekly math drills to facilitate student mastery of the basic facts. We implemented MAP focus groups to reinforce skills taught during regular instruction and to strengthen math achievement in all skill areas.

Parental involvement increased during the year and many opportunities were provided for parents to participate in the educational process of their children. Single-gender education was implemented in grade five, and we departmentalized instruction in grades four and five. MAP results indicated significant increases in these students' achievement, particularly in reading and math.

Sandra Frazier, our 4th & 5th grade ELA teacher, was selected as Teacher of the Year; our school was featured on WLTX-19 for our Relay for Life activities; our entire school went on a field trip as a year-end celebration/reward; and our principal was selected to serve as Director of Elementary Education for the 2008-2009 school year.

Dr. Cheryl S. Stover, Principal
Dana Boyd, SIC/PTO Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 16 | 26 | 21 |
| Percent satisfied with learning environment | 87.5% | 84.0% | 90.0% |
| Percent satisfied with social and physical environment | 87.5% | 68.0% | 90.0% |
| Percent satisfied with school-home relations | 75.0% | 80.8% | 90.5% |

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 9 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

Continuing School Improvement

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 | 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 | 1.8% |
| 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 | 7.2% | 0.0% | No |
| Student attendance rate | 96.0% | 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 |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
| English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced) | | | | | | | | | | | |
| All Students | 79 | 100 | 40 | 44 | 16 | 0 | 26.7 | 18.3 | 48.2 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 36 | 100 | 52.9 | 44.1 | 2.9 | 0 | 17.6 | 14.5 | 41.7 | N/A | N/A |
| Female | 43 | 100 | 29.3 | 43.9 | 26.8 | 0 | 34.1 | 21.8 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 28.1 | 60 | I/S | I/S |
| African American | 72 | 100 | 40.8 | 42.3 | 16.9 | 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 | 3 | 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 |
| Disability Status | | | | | | | | | | | |
| Disabled | 9 | I/S | I/S | I/S | I/S | I/S | I/S | 7.5 | 16 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 21.1 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 72 | 100 | 41.2 | 44.1 | 14.7 | 0 | 26.5 | 17 | 34 | Yes | Yes |
| Mathematics - State Performance Objective = 57.8% (Proficient and Advanced) | | | | | | | | | | | |
| All Students | 79 | 100 | 54.7 | 38.7 | 6.7 | 0 | 10.7 | 12.4 | 45.8 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 36 | 100 | 55.9 | 35.3 | 8.8 | 0 | 14.7 | 12.6 | 45.6 | N/A | N/A |
| Female | 43 | 100 | 53.7 | 41.5 | 4.9 | 0 | 7.3 | 12.1 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 31.3 | 59 | I/S | I/S |
| African American | 72 | 100 | 56.3 | 36.6 | 7 | 0 | 8.5 | 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 | 3 | 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 |
| Disability Status | | | | | | | | | | | |
| Disabled | 9 | I/S | I/S | I/S | I/S | I/S | I/S | 4.7 | 17.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 36.8 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 72 | 100 | 55.9 | 38.2 | 5.9 | 0 | 10.3 | 11.5 | 31.4 | No | Yes |

* 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 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 |
|------------------------------|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
| Science | | | | | | | | | | | |
| All Students | 55 | 100 | 62.7 | 29.4 | 3.9 | 3.9 | 7.8 | 6.7 | 35.7 | 96 | 95.1 |
| Gender | | | | | | | | | | | |
| Male | 27 | 100 | 72 | 20 | 4 | 4 | 8 | 9.1 | 37.4 | 95.5 | 94.7 |
| Female | 28 | 100 | 53.8 | 38.5 | 3.8 | 3.8 | 7.7 | 4.6 | 33.8 | 96.6 | 95.4 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 13.6 | 49.2 | 93.1 | 92.7 |
| African American | 50 | 100 | 65.3 | 26.5 | 4.1 | 4.1 | 8.2 | 6.3 | 17 | 96.2 | 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 | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 9.1 | 24.9 | 95.9 | 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 |
| Disability Status | | | | | | | | | | | |
| Disabled | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 4 | 14 | 95.8 | 94.1 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 21.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 24.4 | 95.3 | 95.6 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 50 | 100 | 67.4 | 26.1 | 2.2 | 4.3 | 6.5 | 5.1 | 21.1 | 96 | 95.1 |
| Social Studies | | | | | | | | | | | |
| All Students | 52 | 100 | 46.9 | 36.7 | 16.3 | 0 | 16.3 | 7.1 | 34 | 96 | 95.1 |
| Gender | | | | | | | | | | | |
| Male | 22 | 100 | 70 | 20 | 10 | 0 | 10 | 8.9 | 36.6 | 95.5 | 94.7 |
| Female | 30 | 100 | 31 | 48.3 | 20.7 | 0 | 20.7 | 5.4 | 31.3 | 96.6 | 95.4 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 28.6 | 44.5 | 93.1 | 92.7 |
| African American | 48 | 100 | 46.8 | 38.3 | 14.9 | 0 | 14.9 | 5.7 | 19.1 | 96.2 | 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 | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 33.3 | 27.5 | 95.9 | 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 |
| Disability Status | | | | | | | | | | | |
| Disabled | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 5.6 | 14.4 | 95.8 | 94.1 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 22.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 40 | 27.3 | 95.3 | 95.6 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 45 | 100 | 47.6 | 38.1 | 14.3 | 0 | 14.3 | 5.8 | 21 | 96 | 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* |
|------------------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts | | | | | | | | |
| 2007 | 3 | 25 | 100 | 29.2 | 41.7 | 29.2 | 0 | 29.2 |
| | 4 | 30 | 100 | 46.2 | 50 | 3.8 | 0 | 3.8 |
| | 5 | 24 | 100 | 45.5 | 54.5 | 0 | 0 | 0 |
| | 6 | N/A | 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 |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 23 | 100 | 22.7 | 45.5 | 31.8 | 0 | 31.8 |
| | 4 | 27 | 100 | 40 | 40 | 20 | 0 | 20 |
| | 5 | 29 | 100 | 53.6 | 46.4 | 0 | 0 | 0 |
| | 6 | N/A | 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 |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Mathematics | | | | | | | | |
| 2007 | 3 | 25 | 100 | 50 | 50 | 0 | 0 | 0 |
| | 4 | 30 | 100 | 65.4 | 30.8 | 0 | 3.8 | 3.8 |
| | 5 | 24 | 100 | 40.9 | 59.1 | 0 | 0 | 0 |
| | 6 | N/A | 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 |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 23 | 100 | 63.6 | 36.4 | 0 | 0 | 0 |
| | 4 | 27 | 100 | 56 | 36 | 8 | 0 | 8 |
| | 5 | 29 | 100 | 46.4 | 42.9 | 10.7 | 0 | 10.7 |
| | 6 | N/A | 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 |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Science | | | | | | | | |
| 2007 | 3 | 12 | 100 | 72.7 | 18.2 | 9.1 | 0 | 9.1 |
| | 4 | 30 | 100 | 73.1 | 15.4 | 7.7 | 3.8 | 11.5 |
| | 5 | 12 | 100 | 70 | 0 | 30 | 0 | 30 |
| | 6 | N/A | 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 |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 12 | 100 | 54.5 | 45.5 | 0 | 0 | 0 |
| | 4 | 27 | 100 | 56 | 32 | 8 | 4 | 12 |
| | 5 | 16 | 100 | 80 | 13.3 | 0 | 6.7 | 6.7 |
| | 6 | N/A | 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 |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Social Studies | | | | | | | | |
| 2007 | 3 | 13 | 100 | 46.2 | 46.2 | 0 | 7.7 | 7.7 |
| | 4 | 30 | 100 | 61.5 | 34.6 | 3.8 | 0 | 3.8 |
| | 5 | 12 | 100 | 83.3 | 8.3 | 8.3 | 0 | 8.3 |
| | 6 | N/A | 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 |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 12 | 100 | 18.2 | 63.6 | 18.2 | 0 | 18.2 |
| | 4 | 27 | 100 | 48 | 28 | 24 | 0 | 24 |
| | 5 | 13 | 100 | 69.2 | 30.8 | 0 | 0 | 0 |
| | 6 | N/A | 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 |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |

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