



## Lemira Elementary

952 Fulton Street  
Sumter, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	523 Students	
<b>Principal</b>	Delcia Harper-Baxter	803-775-0658
<b>Superintendent</b>	Zona Jefferson, PhD	803-469-8536
<b>Board Chair</b>	Ms. Jo R. White	803-773-7663

# 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>Good*</b>
2007	Below Average	Average
2006	Below Average	Below Average
2005	Below Average	At-Risk
2004	Average	At-Risk

\* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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**

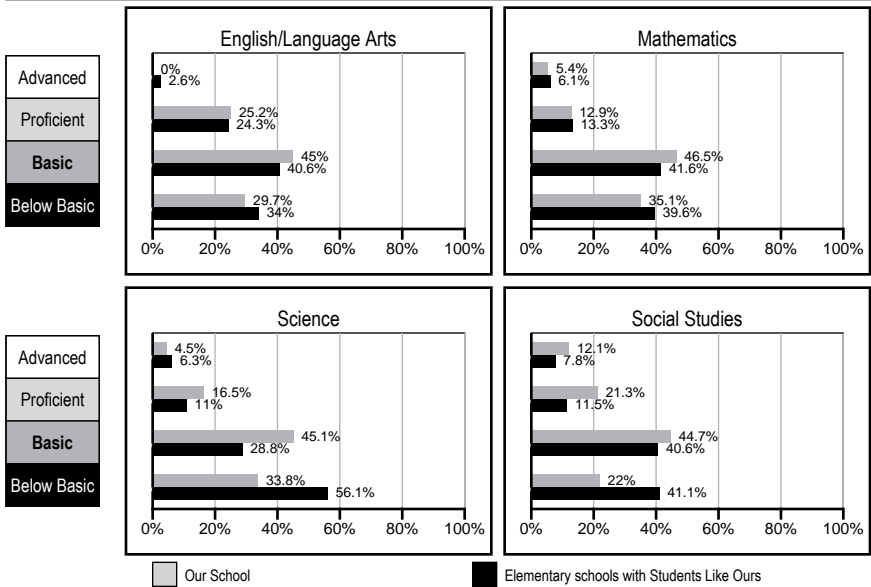
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.1%

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

Excellent	Good	Average	Below Average	At-Risk
0	4	4	44	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
<b>Students (n=523)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.5%	Down from 8.3%	3.1%	2.3%
Attendance rate	95.6%	Up from 95.4%	96.0%	96.3%
Eligible for gifted and talented	0.4%	Down from 1.8%	2.9%	10.4%
With disabilities other than speech	10.1%	Up from 8.5%	7.6%	7.5%
Older than usual for grade	1.5%	Down from 3.0%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=47)</b>				
Teachers with advanced degrees	48.9%	Down from 50.0%	53.6%	56.7%
Continuing contract teachers	70.2%	Down from 76.1%	68.8%	77.3%
Teachers with emergency or provisional certificates	5.6%	Down from 5.7%	0.0%	0.0%
Teachers returning from previous year	85.3%	Up from 82.5%	82.6%	86.4%
Teacher attendance rate	93.8%	Down from 95.3%	94.9%	94.9%
Average teacher salary	\$42,384	Up 1.5%	\$43,799	\$45,345
Professional development days/teacher	36.7 days	Up from 16.5 days	13.9 days	12.6 days
<b>School</b>				
Principal's years at school	14.0	Up from 13.0	3.0	4.0
Student-teacher ratio in core subjects	13.8 to 1	Up from 11.4 to 1	16.4 to 1	18.5 to 1
Prime instructional time	88.1%	Down from 89.5%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 87.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,854	Up 13.1%	\$8,235	\$7,052
Percent of expenditures for instruction*	69.3%	Down from 72.0%	68.4%	69.1%
Percent of expenditures for teacher salaries*	61.1%	Down from 64.6%	60.6%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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

## Report of Principal and School Improvement Council

Lemira Elementary School completed another successful school year. With one mission and commitment, as a team we continued to empower our students to become productive citizens.

We continued the school-wide initiative to create and maintain a literacy enriched environment. Students benefited from learning experiences that included the following: organized classroom libraries, daily read alouds and independent reading, reading conferences, journal writing, flexible grouping, and integration of non-fiction literature in all academic disciplines. Again, we were able to provide opportunities for our students to meet and read books by published authors. Students enjoyed visits from author Margot Raven and photographer / poet Charles Smith. Aunt Pearlie Sue was a welcomed visitor as they learned about the Gullah tradition and African-American roots in South Carolina.

The data room was an addition this year. This room contained statistics on the following: Attendance, Early Warning Intervention Team, Discipline, MAP testing, PACT, Quarterly Tests, and Parent Attendance for PTO meetings and workshops. Meetings were held with stakeholders to review the data and develop a plan of action to address areas of concern.

Lemira students had the opportunity to participate in several extra-curricular activities and organizations such as: Lemira Percussion Ensemble, Library Helpers, Newspaper Reporters, Good Morning Lemira Television Crew, Safety Patrol, Flag Football, Basketball, Lemira Lion's Gentleman's League, Mentoring Programs, First Priority, and the Young Scientist Club.

Professional development is an on-going commitment at Lemira. During the 2007-2008 school year, our teachers, administrators, and other staff members participated in more than 1,600 hours of professional growth. They attended workshops, conferences, and enrolled in graduate courses that focused on areas such as: Gifted and Talented, Technology, Closing the Achievement Gap, Early Literacy, Classroom Environment, Writing, Effective Counselors, Public Relations and Assessment.

Rhonda Harris was our Teacher of the Year. A master teacher, Rhonda engages her students in exciting and challenging learning opportunities daily. We are extremely proud of her.

Working with parents and community, we are dedicated to developing the whole child as a productive, competent member of society through challenging, learning opportunities. We encourage you to get involved and continue to help us make Lemira Elementary the best school in the nation!

Delcia Harper-Baxter, Principal  
Leslie Dowling, SIC chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	74	54
Percent satisfied with learning environment	97.8%	93.2%	84.9%
Percent satisfied with social and physical environment	100.0%	85.1%	84.9%
Percent satisfied with school-home relations	82.2%	90.5%	81.1%

\* 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

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

Plan to 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	4.8%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	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

## 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	220	99.1	29.7	45	25.2	0	36.6	42.6	48.2	No	Yes
<b>Gender</b>											
Male	113	99.1	39.8	37.9	22.3	0	29.1	37.7	41.7	N/A	N/A
Female	107	99.1	19.2	52.5	28.3	0	44.4	47.7	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	13	100	8.3	33.3	58.3	0	58.3	62.5	60	I/S	I/S
African American	199	99	30.2	46.7	23.1	0	35.2	33.2	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.1	70.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	33.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	39	100	80.6	16.7	2.8	0	2.8	14.4	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	34.6	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	203	99	32.1	42.8	25.1	0	33.7	31.7	34	No	Yes

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

All Students	218	100	35.1	46.5	12.9	5.4	30.2	37.9	45.8	No	Yes
<b>Gender</b>											
Male	112	100	39.8	40.8	10.7	8.7	31.1	38.3	45.6	N/A	N/A
Female	106	100	30.3	52.5	15.2	2	29.3	37.5	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	13	100	0	50	33.3	16.7	75	61	59	I/S	I/S
African American	197	100	37.4	46.2	11.5	4.9	27.5	26.6	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	87.5	71.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	32.1	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	39	100	80.6	19.4	0	0	8.3	17.5	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	34.6	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	201	100	36.4	46.5	12.3	4.8	28.9	25.9	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
<b>Science</b>											
All Students	147	100	33.8	45.1	16.5	4.5	21.1	30.6	35.7	95.6	96.1
<b>Gender</b>											
Male	76	100	37.7	34.8	23.2	4.3	27.5	32.7	37.4	95.4	95.9
Female	71	100	29.7	56.3	9.4	4.7	14.1	28.6	33.8	95.9	96.3
<b>Racial/Ethnic Group</b>											
White	7	I/S	I/S	I/S	I/S	I/S	I/S	54.7	49.2	91.7	96.1
African American	133	100	36.1	45.4	16	2.5	18.5	19.3	17	95.8	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.2	58	93.9	97.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	21.6	24.9	96.7	95.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	97.1
<b>Disability Status</b>											
Disabled	29	100	66.7	22.2	7.4	3.7	11.1	16.7	14	94.4	95
<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	6	I/S	I/S	I/S	I/S	I/S	I/S	22.2	24.4	97	96
<b>Socio-Economic Status</b>											
Subsidized meals	134	100	36.1	45.9	13.9	4.1	18	18.8	21.1	95.6	95.7
<b>Social Studies</b>											
All Students	149	100	22	44.7	21.3	12.1	33.3	28.7	34	95.6	96.1
<b>Gender</b>											
Male	75	100	33.3	26.1	26.1	14.5	40.6	32.2	36.6	95.4	95.9
Female	74	100	11.1	62.5	16.7	9.7	26.4	25.1	31.3	95.9	96.3
<b>Racial/Ethnic Group</b>											
White	11	100	0	20	40	40	80	49.3	44.5	91.7	96.1
African American	136	100	22.5	47.3	20.2	10.1	30.2	19.2	19.1	95.8	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	58.9	93.9	97.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	30	27.5	96.7	95.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	97.1
<b>Disability Status</b>											
Disabled	27	100	56	36	8	0	8	15.5	14.4	94.4	95
<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	2	I/S	I/S	I/S	I/S	I/S	I/S	26.7	27.3	97	96
<b>Socio-Economic Status</b>											
Subsidized meals	141	100	23.1	44	21.6	11.2	32.8	19.5	21	95.6	95.7

\* 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	72	100	21.4	45.7	31.4	1.4	32.9	
	4	81	100	29.7	55.4	14.9	0	14.9	
	5	61	100	25.5	58.2	16.4	0	16.4	
	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	69	98.6	19	41.3	39.7	0	39.7	
	4	78	100	30.6	44.4	25	0	25	
	5	73	98.6	38.8	49.3	11.9	0	11.9	
	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>Mathematics</b>									
<b>2007</b>	3	72	100	32.9	48.6	14.3	4.3	18.6	
	4	81	100	36.5	48.6	13.5	1.4	14.9	
	5	61	100	25.5	50.9	18.2	5.5	23.6	
	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	68	100	42.9	44.4	6.3	6.3	12.7	
	4	78	100	38.9	45.8	11.1	4.2	15.3	
	5	72	100	23.9	49.3	20.9	6	26.9	
	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>Science</b>									
<b>2007</b>	3	36	100	28.6	42.9	25.7	2.9	28.6	
	4	81	100	55.4	36.5	6.8	1.4	8.1	
	5	30	100	50	46.2	3.8	0	3.8	
	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	34	100	20.7	55.2	24.1	0	24.1	
	4	78	100	33.3	44.4	16.7	5.6	22.2	
	5	35	100	46.9	37.5	9.4	6.3	15.6	
	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	36	100	8.6	51.4	25.7	14.3	40	
	4	81	100	44.6	50	5.4	0	5.4	
	5	31	100	31	41.4	17.2	10.3	27.6	
	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	34	100	17.6	26.5	35.3	20.6	55.9	
	4	78	100	20.8	52.8	15.3	11.1	26.4	
	5	37	100	28.6	45.7	20	5.7	25.7	
	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

Abbreviations for Missing Data

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