



Lesslie Elementary

250 Neely Store Road
Rock Hill, SC 29730

Grades	K-5 Elementary School	
Enrollment	500 Students	
Principal	Seberina Myles	803-981-1910
Superintendent	Dr. Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	Below Average
2005	Average	At-Risk
2004	Good	At-Risk

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

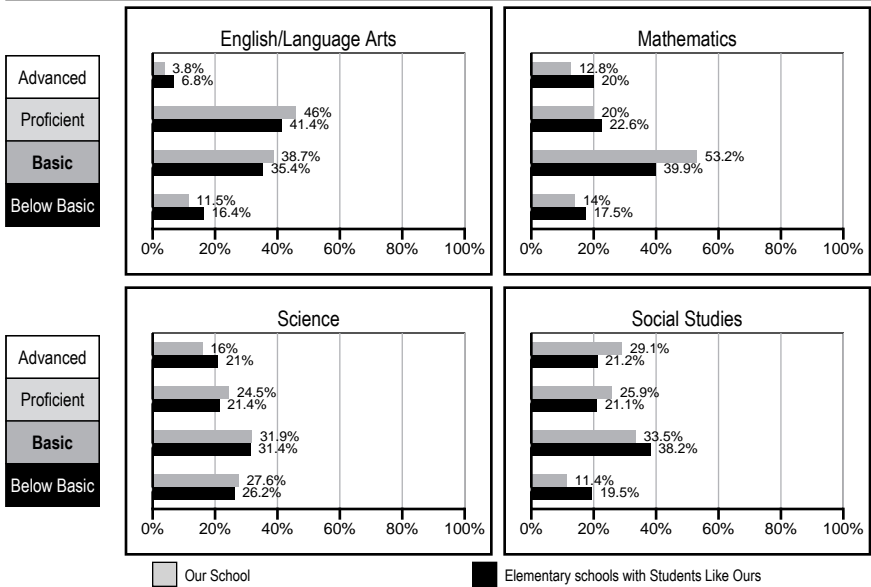
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	22	57	5	0

* 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=500)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Down from 2.0%	2.1%	2.3%
Attendance rate	96.6%	Down from 96.8%	96.4%	96.3%
Eligible for gifted and talented	9.1%	Down from 9.7%	13.5%	10.4%
With disabilities other than speech	11.0%	Down from 13.8%	7.2%	7.5%
Older than usual for grade	0.0%	Down from 0.7%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	75.7%	Up from 60.5%	55.8%	56.7%
Continuing contract teachers	81.1%	Up from 76.3%	78.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.1%	Down from 89.4%	88.6%	86.4%
Teacher attendance rate	95.9%	Down from 96.6%	94.9%	94.9%
Average teacher salary	\$48,735	Up 6.5%	\$45,945	\$45,345
Professional development days/teacher	16.5 days	Down from 16.6 days	12.2 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 18.5 to 1	19.2 to 1	18.5 to 1
Prime instructional time	91.2%	Down from 92.4%	90.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.4%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,406	Up 10.0%	\$6,399	\$7,052
Percent of expenditures for instruction*	74.8%	Down from 76.6%	69.7%	69.1%
Percent of expenditures for teacher salaries*	72.6%	Down from 74.2%	65.4%	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

Lesslie is a rural school that serves 510 students in kindergarten through grade 5. Our faculty and staff have remained focused on our goals to improve and reinforce our academic objectives. All decisions and activities support our Mission Statement: "Working together, engaging minds and developing character for a better tomorrow."

Teachers continued to develop and revise curriculum maps to support our students as they strive for the highest level of academic success in the core subject areas. Our teachers continue to be lifelong learners by participating in district staff development, and attending workshops, conferences, taking college courses, and observing peers.

Literacy is embraced and celebrated at Lesslie. Students participate in author visits, book talks, Literacy Day, Writing Day, guest readers, and classroom literacy events. Enlarging and enhancing the school literacy closet is an ongoing project.

Art, music, physical education, and the media center are integrated into the curriculum on a daily basis. All teachers collaborate to plan instructionally sound lessons for all children.

Parental support has remained strong. Our PTO shows support by volunteering numerous hours to our school and donating over \$20,000 to sustain educational initiatives.

Our School Improvement Council will continue to assist in the monitoring and evaluation of innovations and improvements.

Seberina Myles, Principal
 Christi Cox, Chairperson, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	65	56
Percent satisfied with learning environment	81.5%	82.8%	89.3%
Percent satisfied with social and physical environment	85.2%	88.9%	83.3%
Percent satisfied with school-home relations	92.0%	93.8%	85.5%

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

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 21 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

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	2.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.5%	0.0%	No
Student attendance rate	96.6%	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	260	100	11.7	37.9	45	5.4	62.1	51.1	48.2	Yes	Yes
Gender											
Male	133	100	14.4	40	40	5.6	58.4	44.3	41.7	N/A	N/A
Female	127	100	8.7	35.7	50.4	5.2	66.1	58.3	55	N/A	N/A
Racial/Ethnic Group											
White	188	100	8.5	37.5	49.4	4.5	65.3	63.9	60	Yes	Yes
African American	53	100	19.6	34.8	34.8	10.9	56.5	31.8	31.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	69	70.4	I/S	I/S
Hispanic	11	100	30	40	30	0	40	40.9	38.4	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	40.5	47	I/S	I/S
Disability Status											
Disabled	59	100	20.7	48.3	22.4	8.6	41.4	17.9	16	Yes	Yes
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	7	I/S	I/S	I/S	I/S	I/S	I/S	35.3	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	104	100	15.7	49.4	25.8	9	48.3	33.6	34	Yes	Yes

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

All Students	260	100	14.2	52.1	19.6	14.2	57.5	51.1	45.8	Yes	Yes
Gender											
Male	133	100	14.4	49.6	20.8	15.2	58.4	50.3	45.6	N/A	N/A
Female	127	100	13.9	54.8	18.3	13	56.5	52.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	188	100	10.8	50	22.7	16.5	64.8	64.6	59	Yes	Yes
African American	53	100	23.9	52.2	13	10.9	37	30	26.9	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	72.2	71.3	I/S	I/S
Hispanic	11	100	30	70	0	0	30	42.7	38.1	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	46.8	46.2	I/S	I/S
Disability Status											
Disabled	59	100	25.9	46.6	13.8	13.8	43.1	19	17.1	Yes	Yes
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	7	I/S	I/S	I/S	I/S	I/S	I/S	38.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	104	100	19.1	59.6	10.1	11.2	47.2	35	31.4	Yes	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	178	100	27.7	31.3	24.1	16.9	41	37.8	35.7	96.6	96.6
Gender											
Male	92	100	23	35.6	25.3	16.1	41.4	38.2	37.4	96.5	96.5
Female	86	100	32.9	26.6	22.8	17.7	40.5	37.4	33.8	96.7	96.7
Racial/Ethnic Group											
White	131	100	23.2	29.6	27.2	20	47.2	51.3	49.2	96.5	96.6
African American	30	100	48	28	12	12	24	17	17	96.9	96.6
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	52.9	58	97.6	97.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	26.2	24.9	96.8	96.4
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	37.1	37.4	95.2	94.8
Disability Status											
Disabled	45	100	40.9	29.5	11.4	18.2	29.5	16.1	14	95.9	95.6
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	5	I/S	I/S	I/S	I/S	I/S	I/S	24.7	24.4	97.3	96.6
Socio-Economic Status											
Subsided meals	68	100	37.3	37.3	15.3	10.2	25.4	19.5	21.1	95.8	95.9
Social Studies											
All Students	177	100	11.2	32.9	25.5	30.4	55.9	38.8	34	96.6	96.6
Gender											
Male	86	100	14.8	29.6	25.9	29.6	55.6	40.3	36.6	96.5	96.5
Female	91	100	7.5	36.3	25	31.3	56.3	37.3	31.3	96.7	96.7
Racial/Ethnic Group											
White	129	100	8.5	28	28	35.6	63.6	49.4	44.5	96.5	96.6
African American	37	100	18.8	37.5	25	18.8	43.8	22.6	19.1	96.9	96.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	52.9	58.9	97.6	97.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	30.9	27.5	96.8	96.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	31.3	32.7	95.2	94.8
Disability Status											
Disabled	42	100	9.8	48.8	14.6	26.8	41.5	18	14.4	95.9	95.6
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	4	I/S	I/S	I/S	I/S	I/S	I/S	25.3	27.3	97.3	96.6
Socio-Economic Status											
Subsided meals	67	100	14.3	50	14.3	21.4	35.7	24	21	95.8	95.9

* 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	89	100	14.6	35.4	47.6	2.4	50
	4	74	100	25.8	37.9	31.8	4.5	36.4
	5	89	100	28.7	56.3	14.9	0	14.9
	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	97	100	5.6	33.3	52.2	8.9	61.1
	4	94	100	12.8	37.2	45.3	4.7	50
	5	69	100	18.8	45.3	34.4	1.6	35.9
	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	89	100	17.1	51.2	22	9.8	31.7
	4	74	100	21.2	48.5	19.7	10.6	30.3
	5	89	100	28.7	49.4	11.5	10.3	21.8
	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	97	100	12.2	62.2	12.2	13.3	25.6
	4	94	100	17.4	43	22.1	17.4	39.5
	5	69	100	12.5	50	26.6	10.9	37.5
	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	46	100	24.4	36.6	26.8	12.2	39
	4	74	98.7	31.8	31.8	22.7	13.6	36.4
	5	46	100	55.6	31.1	6.7	6.7	13.3
	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	50	100	14.9	38.3	34	12.8	46.8
	4	94	100	27.9	26.7	23.3	22.1	45.3
	5	34	100	45.5	33.3	12.1	9.1	21.2
	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	43	100	5	35	45	15	60
	4	74	98.7	15.2	40.9	31.8	12.1	43.9
	5	43	100	26.2	54.8	14.3	4.8	19
	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	48	100	0	29.5	36.4	34.1	70.5
	4	94	100	14	34.9	18.6	32.6	51.2
	5	35	100	19.4	32.3	29	19.4	48.4
	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

Abbreviations for Missing Data

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