



B D Lee Elementary

401 Overbrook Drive
Gaffney, South Carolina

Grades	PK-5 Elementary School	
Enrollment	426 Students	
Principal	Mrs. Sharon Jefferies	864-489-5748
Superintendent	Dr. William B. James	864-902-3500
Board Chair	Mr. Billy Blackwell	864-902-3542

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Average
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Average	At-Risk
2005	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC'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.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

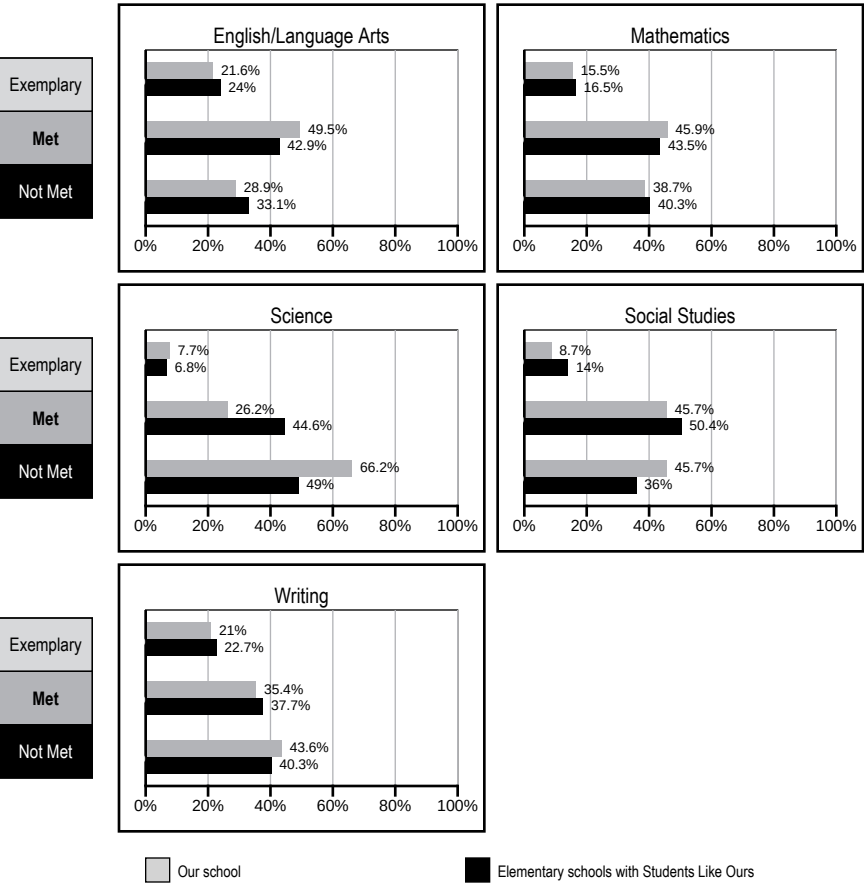
98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	4	93	61	21

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

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=426)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.5%	Down from 0.7%	2.5%	1.9%
Attendance rate	96.8%	Up from 96.3%	96.0%	96.3%
Eligible for gifted and talented	1.9%	Down from 7.1%	4.1%	10.0%
With disabilities other than speech	5.7%	Up from 5.0%	7.8%	7.7%
Older than usual for grade	0.3%	Up from 0.0%	1.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	77.8%	Up from 75.9%	57.0%	59.4%
Continuing contract teachers	96.3%	Up from 89.7%	73.2%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.3%	Down from 90.9%	83.0%	85.9%
Teacher attendance rate	91.7%	Down from 93.6%	95.1%	95.1%
Average teacher salary*	\$52,187	Up 8.2%	\$45,461	\$47,149
Professional development days/teacher	6.9 days	Down from 10.4 days	11.0 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 22.0 to 1	17.3 to 1	18.8 to 1
Prime instructional time	88.1%	Down from 88.3%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.7%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,684	Down 3.9%	\$8,507	\$7,458
Percent of expenditures for instruction**	71.3%	Down from 73.1%	68.5%	68.8%
Percent of expenditures for teacher salaries**	66.7%	Down from 69.7%	62.1%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2008-2009 school year at B. D. Lee Elementary was focused on improving student test scores, character development, and increasing parent involvement through family literacy and parent workshops. In an effort to achieve these goals, emphasis was placed on student reading strategies across the curriculum, small grouping, effective writing strategies with Writer's Workshop, and incorporating character traits and family literacy programs. Reading Recovery has been implemented to serve as one-on-one intervention and our Reading Interventionist serves as small group intervention. Assessment with MAPS and Dominie has been used throughout the school year to monitor student's growth and provide differentiation of instruction to increase student achievement.

We are very fortunate to have a full-time literacy coach to provide collaboration among our teachers. Our literacy coach assists with implementation of effective research based teaching strategies, small group instruction, Writer's Workshop, and assist with alignment of standards throughout the curriculum.

This year our school has received two grants. Our school received an SCIRA grant to publish a school newspaper and a landscaping beautification grant from Lowes. One of our teachers, Cindy Byars was awarded an EIA grant for Science. We have a staff of two teachers and one guidance counselor who are National Board Certified: Karen Henderson, Cindy Byars, and Gayla Millwood. Helen Holmes was selected as Teacher of the Year for our school and Treasa Bagwell was selected as Distinguished Reading Teacher of the Year.

B. D. Lee has been recognized for receiving the South Carolina Red Carpet Award in recognition of its family-friendly atmosphere and B. D. Lee has been recognized for receiving Exemplary Writing in recognition of its outstanding student writing program.

Our students participated in educational field trips such as USC Upstate Science Fair, Book-It Family Literacy incentive program, and Limo's for Learning incentive program. Our business partner "Nestle" provided a school community partnership with The Link's Organization on nutrition. This program provided valuable experiences and raised awareness on obesity. The Boys & Girl Club has provided youth development and core programs such as Character and Leadership Development, Education and Career Development, Health and Life Skills, The Arts, Sports, Fitness and Recreation.

The School Improvement Council, PTO, teachers, students, parents, and our business partners have worked hard to make this a successful school year. Our SIC and PTO has taken on several beautification projects to make our school attractive, student-centered, and friendly. We are very thankful for the commitment and dedication of our PTO, teachers, students, and community members.

Sharon Jefferies, Principal
Karen Henderson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	56	40
Percent satisfied with learning environment	96.4%	80.4%	87.2%
Percent satisfied with social and physical environment	92.9%	87.3%	85.0%
Percent satisfied with school-home relations	85.7%	85.5%	92.5%

* 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

YES

This school met 13 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

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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	204	100	28.9	49.5	21.6	81.4	78.1	82.8	Yes	Yes
Gender										
Male	91	100	33.3	49.4	17.2	77	74.5	79.3	N/A	N/A
Female	113	100	25.2	49.5	25.2	85	82	86.5	N/A	N/A
Racial/Ethnic Group										
White	23	100	19	42.9	38.1	90.5	83.3	89.5	I/S	I/S
African American	170	100	31.1	48.8	20.1	79.9	68.8	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.7	92.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	53	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	22	100	61.9	33.3	4.8	47.6	47.6	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	54.4	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	179	100	31.6	49.1	19.3	79.5	71.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	204	99.5	38.3	46.1	15.5	70.5	77.5	78.9	Yes	Yes
Gender										
Male	91	98.9	34.9	45.3	19.8	69.8	76	77	N/A	N/A
Female	113	100	41.1	46.7	12.1	71	79.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	23	100	19	47.6	33.3	90.5	83.3	87.2	I/S	I/S
African American	170	99.4	40.5	46.6	12.9	68.7	64.9	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.7	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	62.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	22	95.5	N/AV	N/AV	N/AV	25	40.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	63.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	179	99.4	40	47.1	12.9	68.2	71	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	135	99.3	65.9	26.4	7.8	34.1	56.6	67.5
Gender								
Male	60	100	70.7	22.4	6.9	29.3	56.7	67
Female	75	98.7	62	29.6	8.5	38	56.4	68
Racial/Ethnic Group								
White	11	100	I/S	I/S	I/S	I/S	65.2	79.5
African American	117	99.2	65.5	27.4	7.1	34.5	37.2	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	69.2	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	40.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	23.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	38.2	59.6
Socio-Economic Status								
Subsided meals	123	99.2	69.5	24.6	5.9	30.5	47	55.1

Social Studies

All Students	135	100	45.7	45.7	8.7	54.3	58.5	72.3
Gender								
Male	62	100	47.5	45.8	6.8	52.5	58.2	71.5
Female	73	100	44.1	45.6	10.3	55.9	58.8	73.2
Racial/Ethnic Group								
White	17	100	25	62.5	12.5	75	65.8	80.7
African American	110	100	50.5	41.9	7.6	49.5	42.8	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	68.8	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	40.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	16	100	N/AV	N/AV	N/AV	18.8	33.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	42.6	67.9
Socio-Economic Status								
Subsided meals	116	100	49.1	45.5	5.5	50.9	49.1	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	204	100	43.6	35.4	21	56.4	64.3	70.2	96.8	96.4
Gender										
Male	91	100	53.4	31.8	14.8	46.6	57.9	63.2	96.7	96.4
Female	113	100	35.5	38.3	26.2	64.5	70.9	77.5	96.9	96.5
Racial/Ethnic Group										
White	23	100	28.6	19	52.4	71.4	70.4	79.1	95.5	96.2
African American	171	100	46.1	35.8	18.2	53.9	51.6	57.6	97	96.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	76.2	86.2	98.9	98.2
Hispanic	8	I/S	I/S	I/S	I/S	I/S	43.9	62.6	96.6	97.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	95.8
Disability Status										
Disabled	24	100	N/AV	N/AV	N/AV	8.7	18.7	26.1	95.7	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.5
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	45.7	61.2	98	98
Socio-Economic Status										
Subsidized meals	179	100	47.1	36	16.9	52.9	55.1	58.9	96.7	96.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	80	100	30.3	38.2	31.6	69.7
	4	66	100	34.9	47.6	17.5	65.1
	5	58	100	20	67.3	12.7	80
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	80	98.8	45.3	33.3	21.3	54.7
	4	66	100	31.7	52.4	15.9	68.3
	5	58	100	36.4	56.4	7.3	63.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	40	100	68.4	21.1	10.5	31.6
	4	66	100	68.3	22.2	9.5	31.7
	5	29	96.6	N/AV	N/AV	N/AV	42.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	40	100	N/AV	N/AV	N/AV	60.5
	4	66	100	44.4	44.4	11.1	55.6
	5	29	100	57.7	26.9	15.4	42.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	79	100	43.4	25	31.6	56.6
	4	67	100	49.2	41.3	9.5	50.8
	5	58	100	37.5	42.9	19.6	62.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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