



## THEODORE LESTER ELEMENTARY

3501E. Palmetto Street  
Florence, South Carolina

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	439 Students	
<b>Principal</b>	Gregory J. Mingo	843-664-8459
<b>Superintendent</b>	Allie E. Brooks	843-669-4141
<b>Board Chair</b>	Porter Stewart	843-669-6395

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Average	Below Average

## 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

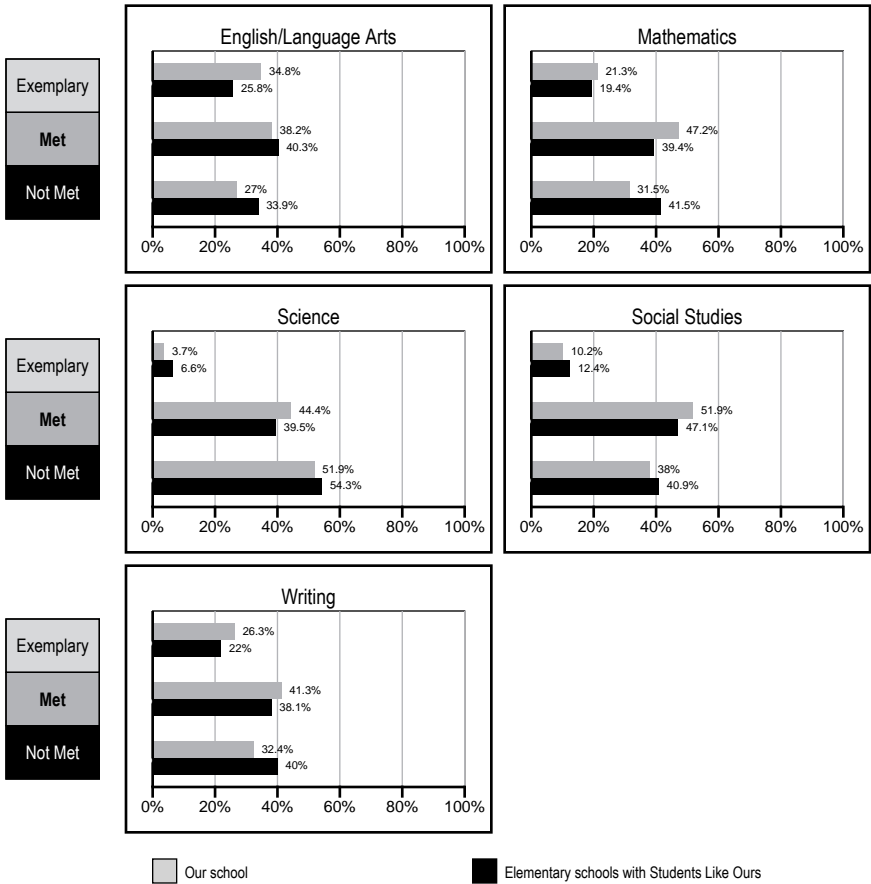
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	3	98	57	23

\* Ratings are calculated with data available by 03/09/2011.

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
<b>Students (n=439)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.7%	Up from 3.8%	1.5%	1.2%
Attendance rate	94.8%	Down from 95.3%	95.8%	96.1%
Eligible for gifted and talented	4.3%	Down from 6.4%	4.9%	11.7%
With disabilities other than speech	22.4%	Down from 23.3%	8.5%	8.0%
Older than usual for grade	2.5%	Down from 3.1%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=42)</b>				
Teachers with advanced degrees	71.4%	Up from 65.9%	60.0%	60.5%
Continuing contract teachers	83.3%	Up from 75.0%	80.0%	84.6%
Teachers with emergency or provisional certificates	5.0%	Up from 4.9%	0.0%	0.0%
Teachers returning from previous year	93.5%	Up from 85.4%	84.2%	87.0%
Teacher attendance rate	95.7%	No Change	95.4%	95.4%
Average teacher salary*	\$47,955	Up 3.9%	\$45,423	\$47,288
Professional development days/teacher	15.6 days	Up from 14.4 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	3.5	4.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 16.5 to 1	17.4 to 1	19.2 to 1
Prime instructional time	90.0%	Down from 90.5%	90.4%	90.8%
Opportunities in the arts	Fair	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$14,224	Up 11.8%	\$8,475	\$7,548
Percent of expenditures for instruction**	68.2%	Down from 69.9%	68.1%	68.7%
Percent of expenditures for teacher salaries**	65.3%	Down from 66.2%	62.6%	65.1%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

At Theodore Lester Elementary we are continuing to encourage our students to “Reach for the Stars.” We are challenging all students to reach their potential as learners. The school is regionally accredited by the Southern Association of Colleges and Schools and nationally accredited by the Commission on International and Trans-Regional Accreditation.

The School Improvement Council met at the beginning of the year, and the consensus of the group was that student success in reading is the key to student success in other subject areas. With that in mind, we renewed our focus on our Reading Renaissance Program. We encouraged students to read as much as possible and tried to instill in them a love for reading. We believe that this in turn, will positively impact student learning and students’ performance on standardized tests.

These efforts will help in critical thinking, problem solving, and the analysis and synthesis of ideas and concepts which are crucial for improved achievement in reading, math, science, and social studies. We have also examined students’ varied styles and rates of learning. We have implemented many strategies aimed at differentiating instruction and learning for our students. We are continuing to implement journal writing and note-taking as a means of capturing students’ ideas and assessing what they have learned.

We have used student data to guide instruction and to narrow our focus on students’ individual weaknesses and strengths. We are using teacher observations, MAP data, Reading Renaissance data, and test results from PASS to help make decisions about what to teach and when to teach it, in order for students to be successful in mastering the curriculum standards in all subject areas.

The School Improvement Council was also instrumental in improving the quality of teaching and learning at the school by supporting events like the following: Muffins for Mom, Doughnuts for Dad, Teacher Appreciation Week, and Lester Alive. Employees from Roche Carolina provided lunch buddies for students. The Florence Rotary Clubs in conjunction with Circle Park offered third graders strategies for preventing drug use with its RIDDE activities.

The faculty and staff of Theodore Lester Elementary are committed to improving teaching and learning. Our mission is as follows: It is our mission “to provide a quality education for all students to become successful, responsible citizens in life.”

Rosalyn Green, Chairperson for the School Improvement Council  
Gregory J. Mingo, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	39	20
Percent satisfied with learning environment	77.8%	71.8%	90.0%
Percent satisfied with social and physical environment	66.7%	71.8%	90.0%
Percent satisfied with school-home relations	54.1%	79.5%	89.5%

\* 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

NO

This school met 19 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

CSI

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	2.9%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.3%	0.0%	No
Student attendance rate	94.8%	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	233	99.1	25.8	35.9	38.3	79.9	84.6	83.5	Yes	Yes
<b>Gender</b>										
Male	127	100	28.3	35.4	36.3	74.3	82.1	80.1	N/A	N/A
Female	106	98.1	22.9	36.5	40.6	86.5	87.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	41	100	19.5	36.6	43.9	87.8	90.9	89.6	Yes	Yes
African American	186	98.9	28.4	35.2	36.4	77.2	78.5	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	95.3	92.7	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	85.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.8	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	67	100	40.6	25	34.4	51.6	56.1	51.7	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	84.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	214	99.1	25.7	36.1	38.2	79.1	79.2	76.9	Yes	Yes

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

All Students	233	99.1	30.6	44.5	24.9	73.2	78.9	80.4	Yes	Yes
<b>Gender</b>										
Male	127	100	39.8	36.3	23.9	64.6	77.1	78.4	N/A	N/A
Female	106	98.1	19.8	54.2	26	83.3	80.8	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	41	100	24.4	41.5	34.1	73.2	88.2	87.8	Yes	Yes
African American	186	98.9	32.7	44.4	22.8	73.5	69.8	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.9	93.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	81.5	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.8	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	67	100	43.8	34.4	21.9	43.8	46.5	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	85.6	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	214	99.1	29.8	45	25.1	74.3	71.5	72.8	Yes	Yes

\* 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

## 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
<b>Science</b>								
All Students	145	97.2	48	40.8	11.2	52	67.8	67.3
<b>Gender</b>								
Male	73	98.6	46.8	38.7	14.5	53.2	68.4	66.9
Female	72	95.8	49.2	42.9	7.9	50.8	67.2	67.7
<b>Racial/Ethnic Group</b>								
White	28	96.4	25.9	55.6	18.5	74.1	82.4	79.6
African American	115	97.4	54.2	36.5	9.4	45.8	53.3	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.7	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	70.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.9	69.5
<b>Disability Status</b>								
Disabled	45	91.1	50	21.1	28.9	50	42	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	70.1	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	132	97	49.6	38.9	11.5	50.4	57	55.4
<b>Social Studies</b>								
All Students	144	97.2	35.7	50.8	13.5	64.3	71	70.9
<b>Gender</b>								
Male	91	97.8	35.4	49.4	15.2	64.6	70.6	70.1
Female	53	96.2	36.2	53.2	10.6	63.8	71.4	71.7
<b>Racial/Ethnic Group</b>								
White	26	96.2	20	56	24	80	80.2	79.2
African American	113	97.4	39.6	49	11.5	60.4	62.1	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	91.2	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	68.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	41	92.7	44.4	33.3	22.2	55.6	45.8	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	73.6	68
<b>Socio-Economic Status</b>								
Subsidized meals	132	97	35.7	51.3	13	64.3	62.2	60.8

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
<b>Writing</b>										
All Students	230	86.5	32	41.6	26.4	68	73	72.1	94.8	95.8
<b>Gender</b>										
Male	123	83.7	39.6	40.7	19.8	60.4	66	65.2	94.7	95.6
Female	106	89.6	24.1	42.5	33.3	75.9	80.3	79.2	94.8	95.9
<b>Racial/Ethnic Group</b>										
White	40	85	41.2	32.4	26.5	58.8	81.4	80.8	93.1	95.6
African American	184	87	30.2	43.2	26.6	69.8	64.8	59.7	95.2	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.1	87	99.9	97.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	69.7	64.6	94.6	94.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.5	73.4	91.6	97
<b>Disability Status</b>										
Disabled	60	51.7	77.8	14.8	7.4	22.2	30.8	27.7	93.4	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	66.7	63.7	94.9	96.1
<b>Socio-Economic Status</b>										
Subsidized meals	208	87	32.3	40.9	26.8	67.7	64.9	61.9	94.7	95.3

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	54	100	19.1	36.2	44.7	80.9
	4	56	100	20	64	16	80
	5	49	100	27.7	34	38.3	72.3
	6	42	100	19.5	46.3	34.1	80.5
	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
<b>2010</b>	3	71	98.6	21.3	31.1	47.5	78.7
	4	51	98	23.8	35.7	40.5	76.2
	5	56	100	27.8	44.4	27.8	72.2
	6	53	100	32	32	36	68
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	54	100	34	38.3	27.7	66
	4	56	100	26	60	14	74
	5	49	100	25.5	53.2	21.3	74.5
	6	42	100	24.4	39	36.6	75.6
	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
<b>2010</b>	3	71	98.6	34.4	44.3	21.3	65.6
	4	51	98	31	42.9	26.2	69
	5	56	100	27.8	50	22.2	72.2
	6	53	100	30	40	30	70
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	30	100	44.4	33.3	22.2	55.6
	4	56	100	34	52	14	66
	5	24	100	30.4	52.2	17.4	69.6
	6	21	100	33.3	52.4	14.3	66.7
	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
<b>2010</b>	3	36	100	64.5	29	6.5	35.5
	4	48	100	37.5	52.5	10	62.5
	5	30	90	46.2	46.2	7.7	53.8
	6	30	100	46.4	32.1	21.4	53.6
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	26	100	36.4	59.1	4.5	63.6
	4	53	100	27.7	63.8	8.5	72.3
	5	25	100	29.2	37.5	33.3	70.8
	6	23	100	22.7	63.6	13.6	77.3
	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
<b>2010</b>	3	36	97.2	51.6	38.7	9.7	48.4
	4	49	98	17.5	70	12.5	82.5
	5	27	100	57.7	34.6	7.7	42.3
	6	31	96.8	24.1	51.7	24.1	75.9
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	53	94.3	31.8	36.4	31.8	68.2
	4	56	83.9	18.6	60.5	20.9	81.4
	5	50	84	45	37.5	17.5	55
	6	42	88.1	13.9	50	36.1	86.1
	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
<b>2010</b>	3	71	88.7	29.6	40.7	29.6	70.4
	4	50	92	35.9	38.5	25.6	64.1
	5	57	87.7	29.8	42.6	27.7	70.2
	6	52	76.9	34.2	44.7	21.1	65.8
	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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