



LOWER LEE ELEMENTARY

5142 St. Charles Road
Mayesville, SC 29104

Grades	PK-5 Elementary School	
Enrollment	297 Students	
Principal	Brenda P. Gilchrist	803-428-3637
Superintendent	Dr. Cleo Richardson	803-484-5327
Board Chair	Sanya Moses	803-428-5603

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	At-Risk	Below Average
2009	At-Risk	At-Risk
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	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 2009-10 whose 2008-09 test scores were located

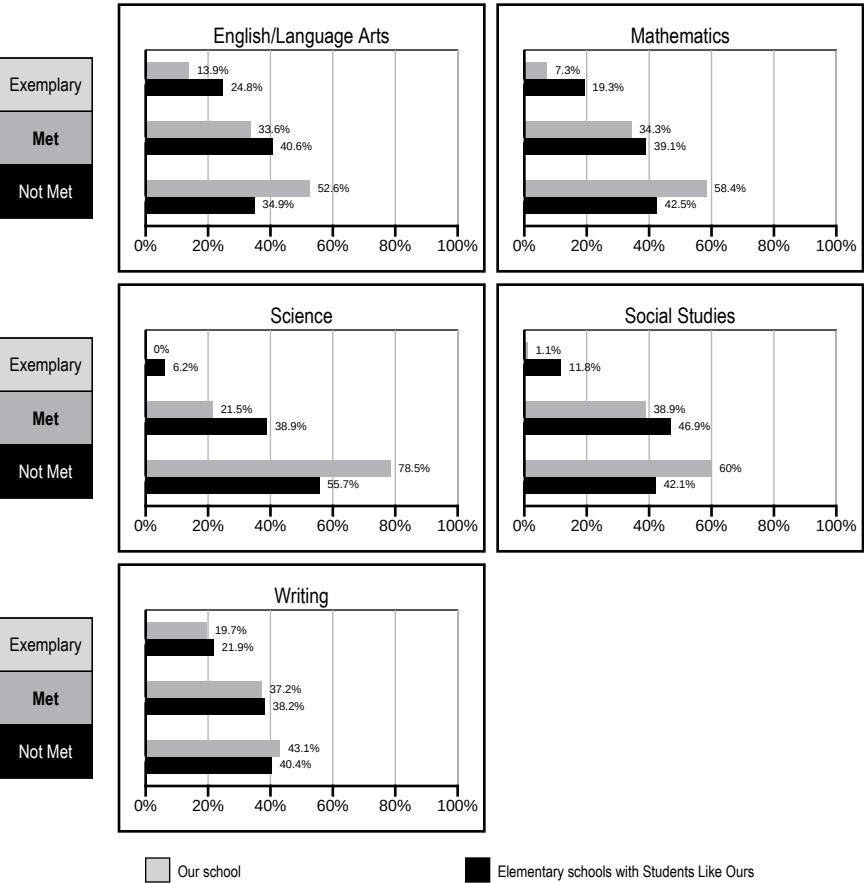
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	77	56	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
Students (n=297)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Up from 1.0%	1.4%	1.2%
Attendance rate	97.0%	Up from 96.0%	95.9%	96.1%
Eligible for gifted and talented	4.1%	Up from 0.0%	4.3%	11.7%
With disabilities other than speech	2.7%	Down from 3.9%	8.3%	8.0%
Older than usual for grade	0.0%	Down from 0.4%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=20)				
Teachers with advanced degrees	60.0%	Down from 68.2%	60.0%	60.5%
Continuing contract teachers	90.0%	Up from 68.2%	78.8%	84.6%
Teachers with emergency or provisional certificates	5.0%	Up from 4.5%	0.0%	0.0%
Teachers returning from previous year	93.6%	Up from 92.3%	83.2%	87.0%
Teacher attendance rate	93.4%	Down from 95.1%	95.4%	95.4%
Average teacher salary*	\$42,876	Down 5.9%	\$45,504	\$47,288
Professional development days/teacher	13.1 days	Up from 11.1 days	10.6 days	10.5 days
School				
Principal's years at school	1.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Down from 17.8 to 1	17.1 to 1	19.2 to 1
Prime instructional time	87.0%	Down from 87.8%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.3%	100.0%	100.0%
Character development program	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,956	Down 6.5%	\$8,766	\$7,548
Percent of expenditures for instruction**	74.1%	Up from 71.9%	68.1%	68.7%
Percent of expenditures for teacher salaries**	64.6%	Up from 63.2%	62.5%	65.1%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Lower Lee Elementary School is located in a rural community of Lee County. We are designated a Palmetto Priority School by the Stated Department of Education. The mission of Lower Lee Elementary School, a small, rural, progressive institution of learning for preschool through fifth grade, is to educate each child in a safe environment through a stimulating, innovative curriculum that ensures his/her success at the next level. The diligence of all stakeholders is evident as we continue to work toward accomplishing desired goals of achievement. Students made impressive gains of growth from fall to spring testing on Measures of Academic Progress test results. As the state has increased its expectations of our school, we did not achieve the status that we expected on our report card for the 2008-2009 school year. We have incorporated some strategies that we hope have helped us to be more successful in the 2009-2010 Palmetto Assessment of State Standards (PASS).The students and teachers were afforded the opportunity to work with consultants in writing, reading, and mathematics. Our principal, curriculum coordinator, South Carolina Reading First literacy coach, and Save the Children coordinator taught students in reading and math in grades 3-5 for one week prior to PASS testing with students who were considered to be “bubble” students (3-5 points below the Met and Exemplary levels).The two fundraisers from the Parent Teacher Organization and school allowed us the opportunity to attend two field trips and purchase school t-shirts for all students. All students participated and parents and staff were chaperones. Students in Pre-Kindergarten through second grade attended Ripley’s Aquarium in Myrtle Beach; students in grades 3-5 attended the South Carolina Aquarium in Charleston, SC. One of our fifth-grade students received a USC Science Regional Fair certificate and one student received the Governor’s Citizenship Medal for 2010. In February, one of the School Improvement Council members volunteered and was designated as a checker and evaluator for the Math Fest held in Columbia, SC. Another School Improvement Council member designed a mathematics brochure of sample items for testing and websites that were distributed to the entire school district. We are consistently exposing our students to new and innovative ways of improving themselves to be well-rounded young individuals. Our motto, “LLE—Loyal Learner Excelling” is a commitment made by students to excel in all aspects of their learning environment. The staff has participated in professional development throughout the school year in all core areas specifically mathematics and reading. Several teachers participated in state and national conferences and workshops. The after-school program and summer-school programs provide extended learning and enhancement of skills learned in the general education classes. Several programs were planned and implemented during the 2009-2010 school year: Grits for Grandparents, Muffins for Moms, Doughnuts for Dads/Pastries for Pastors, Fifth grade Promotion Luncheon, and the Blue and White Ball, to name a few. The Lower Lee family consists of students, family, community members, and employees that are proud of our status in the school community. The school is an extension of the home and community. All stakeholders together are building a better future for the Lower Lee students.

Brenda P. Gilchrist, Principal
Carrie Toney, School Improvement Council President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	43	29
Percent satisfied with learning environment	84.6%	95.3%	75.9%
Percent satisfied with social and physical environment	88.5%	86.0%	75.9%
Percent satisfied with school-home relations	76.9%	97.7%	82.8%

* 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

School Adequate Yearly Progress	YES
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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	R-DELAY
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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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	11.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	94.0%*	Yes

* Or greater than last year

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	142	100	52.6	33.6	13.9	70.1	59.6	83.5	Yes	Yes
Gender										
Male	66	100	59.4	32.8	7.8	65.6	53.7	80.1	N/A	N/A
Female	76	100	46.6	34.2	19.2	74	65.1	87	N/A	N/A
Racial/Ethnic Group										
White	0	N/A	N/A	N/A	N/A	N/A	66	89.6	I/S	I/S
African American	141	100	52.9	33.1	14	69.9	59	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	78.6	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
Disability Status										
Disabled	16	100	N/A	N/A	N/A	62.5	29.4	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	84.6	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	128	100	52.8	34.4	12.8	71.2	58.6	76.9	Yes	Yes

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

All Students	142	100	58.4	34.3	7.3	52.6	50.2	80.4	Yes	Yes
Gender										
Male	66	100	59.4	35.9	4.7	53.1	47.6	78.4	N/A	N/A
Female	76	100	57.5	32.9	9.6	52.1	52.7	82.5	N/A	N/A
Racial/Ethnic Group										
White	0	N/A	N/A	N/A	N/A	N/A	58.7	87.8	I/S	I/S
African American	141	100	58.8	33.8	7.4	52.2	49.6	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	64.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Disability Status										
Disabled	16	100	N/A	N/A	N/A	37.5	16.4	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	69.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	128	100	59.2	32.8	8	52	49.4	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
Science								
All Students	97	100	N/A	N/A	N/A	21.5	30.2	67.3
Gender								
Male	43	100	N/A	N/A	N/A	21.4	30.2	66.9
Female	54	100	N/A	N/A	N/A	21.6	30.3	67.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	52	79.6
African American	97	100	N/A	N/A	N/A	21.5	29.1	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	11	100	N/A	N/A	N/A	18.2	9.6	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	58.6
Socio-Economic Status								
Subsidized meals	87	100	N/A	N/A	N/A	21.2	29.1	55.4

Social Studies

All Students	99	100	60	38.9	1.1	40	36.8	70.9
Gender								
Male	48	100	67.4	30.4	2.2	32.6	33.9	70.1
Female	51	100	N/A	N/A	N/A	46.9	39.5	71.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	44.7	79.2
African American	98	100	59.6	39.4	1.1	40.4	35.6	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	75	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	13	100	N/A	N/A	N/A	23.1	11.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	72.7	68
Socio-Economic Status								
Subsidized meals	90	100	59.8	39.1	1.1	40.2	35.8	60.8

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	139	100	43.1	37.2	19.7	56.9	48.5	72.1	97	96.3
Gender										
Male	64	100	46.9	39.1	14.1	53.1	40.7	65.2	96.8	95.9
Female	75	100	39.7	35.6	24.7	60.3	55.7	79.2	97.3	96.6
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	56.3	80.8	93.1	95.4
African American	138	100	43.4	36.8	19.9	56.6	47.8	59.7	97.1	96.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	69.2	64.6	97.5	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	99.9
Disability Status										
Disabled	16	100	75	12.5	12.5	25	12.9	27.7	96.6	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	75	63.7	97.5	96.7
Socio-Economic Status										
Subsidized meals	125	100	42.4	36.8	20.8	57.6	47.5	61.9	97	96.2

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
English/Language Arts							
2009	3	54	100	58.8	29.4	11.8	41.2
	4	52	100	67.3	30.6	2	32.7
	5	46	100	43.2	50	6.8	56.8
	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
2010	3	44	100	37.2	39.5	23.3	62.8
	4	54	100	66.7	25.5	7.8	33.3
	5	44	100	51.2	37.2	11.6	48.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	54	100	78.4	17.6	3.9	21.6
	4	52	100	65.3	32.7	2	34.7
	5	46	100	N/AV	N/AV	N/AV	34.1
	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
2010	3	44	100	62.8	27.9	9.3	37.2
	4	54	100	56.9	37.3	5.9	43.1
	5	44	100	55.8	37.2	7	44.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	27	100	N/AV	N/AV	N/AV	32
	4	52	100	79.6	18.4	2	20.4
	5	23	100	54.5	40.9	4.5	45.5
	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
2010	3	21	100	N/A	N/A	N/A	15
	4	54	100	N/A	N/A	N/A	23.5
	5	22	100	N/A	N/A	N/A	22.7
	6	0	N/A	N/A	N/A	N/A	N/A
	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
Social Studies							
2009	3	27	96.3	84	12	4	16
	4	52	100	N/AV	N/AV	N/AV	40.8
	5	23	100	59.1	36.4	4.5	40.9
	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
2010	3	23	100	N/A	N/A	N/A	43.5
	4	54	100	62.7	35.3	2	37.3
	5	22	100	N/A	N/A	N/A	42.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	55	96.4	57.7	32.7	9.6	42.3
	4	52	96.2	71.4	20.4	8.2	28.6
	5	46	97.8	43.2	43.2	13.6	56.8
	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
2010	3	43	100	39.5	30.2	30.2	60.5
	4	53	100	45.1	39.2	15.7	54.9
	5	43	100	44.2	41.9	14	55.8
	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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