

LESSLIE ELEMENTARY

250 Neely Store Road
Rock Hill, SC 29730

Grades	K-5 Elementary School	
Enrollment	490 Students	
Principal	Seberina Myles	803-981-1910
Superintendent	Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Average
2009	Average	Average
2008	Average	Below Average
2007	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

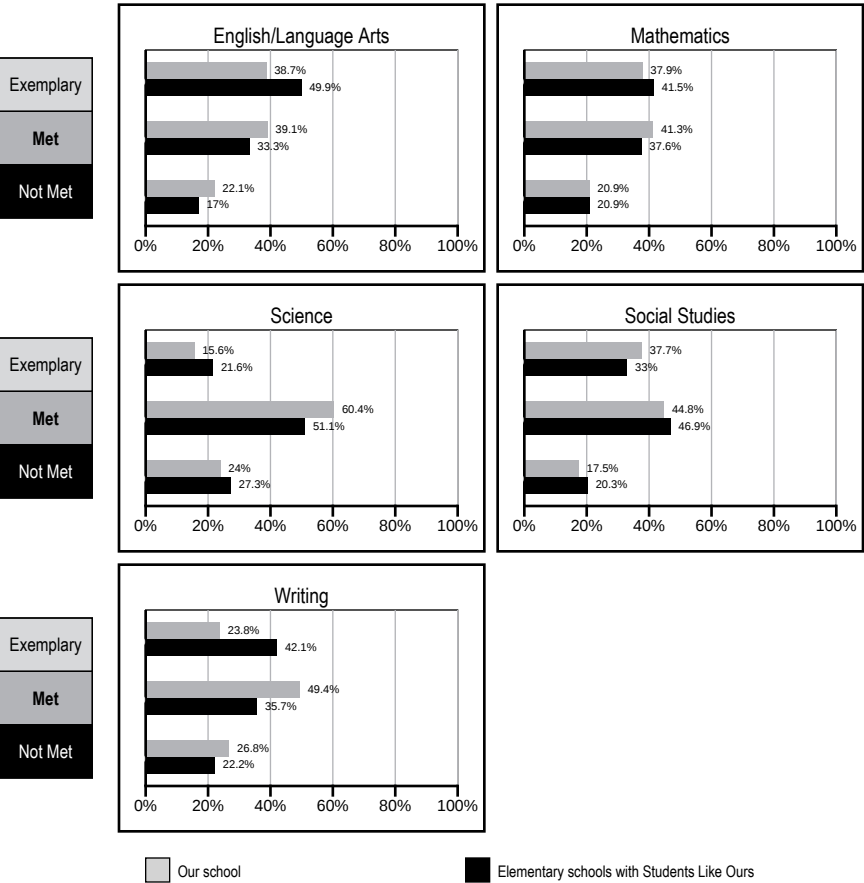
98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
31	32	22	0	0

* 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=490)				
First graders who attended full-day kindergarten	92.3%	Down from 100.0%	100.0%	100.0%
Retention rate	1.2%	Down from 1.7%	0.9%	1.2%
Attendance rate	95.7%	Down from 96.6%	96.4%	96.1%
Eligible for gifted and talented	9.0%	Up from 7.7%	17.2%	11.7%
With disabilities other than speech	7.7%	Down from 9.5%	7.0%	8.0%
Older than usual for grade	0.3%	No Change	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	65.7%	Up from 62.9%	62.5%	60.5%
Continuing contract teachers	85.7%	Up from 71.4%	86.4%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.3%	Up from 85.0%	89.7%	87.0%
Teacher attendance rate	97.4%	Up from 94.0%	95.7%	95.4%
Average teacher salary*	\$50,435	Up 1.0%	\$48,579	\$47,288
Professional development days/teacher	7.4 days	Up from 7.1 days	11.7 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	4.5	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 18.7 to 1	20.0 to 1	19.2 to 1
Prime instructional time	92.6%	Up from 89.7%	91.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	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**	\$6,873	Up 4.5%	\$7,196	\$7,548
Percent of expenditures for instruction**	74.3%	Down from 76.0%	69.2%	68.7%
Percent of expenditures for teacher salaries**	72.4%	Down from 73.8%	66.3%	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

Dear Lesslie Family and Friends,

The 2009-2010 school year has been both productive and rewarding. Due in part to implementation of district-wide literacy and math guides, students continue to make progress on MAP and state testing.

Lesslie has an approximate enrollment of 480 students. We have classes ranging from Kindergarten through fifth grade, and one self-contained special needs classroom. Student work is displayed throughout the hallways.

One hundred percent of our staff is highly qualified, as required by federal and state law, and most of the certified personnel have advanced degrees. There are two National Board Certified teachers on staff at Lesslie.

Lesslie is fortunate to have an active PTO and a dedicated group of parents who volunteer their time.

Lesslie continues to be an outstanding institution of learning, and we will continue to "Put Children First."

Seberina Myles, Ed. S., Principal
Julie Sessoms, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	76	51
Percent satisfied with learning environment	75.9%	91.8%	87.8%
Percent satisfied with social and physical environment	93.1%	81.6%	88.2%
Percent satisfied with school-home relations	92.9%	82.4%	86.3%

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

Abbreviations for Missing Data

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	0.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	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	244	100	22.1	39.1	38.7	86.8	85	83.5	Yes	Yes
Gender										
Male	125	100	29.8	39.7	30.6	80.2	81.2	80.1	N/A	N/A
Female	119	100	14	38.6	47.4	93.9	88.9	87	N/A	N/A
Racial/Ethnic Group										
White	182	100	17	38.6	44.3	91.5	91.6	89.6	Yes	Yes
African American	24	100	45.5	31.8	22.7	63.6	75.8	74.6	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	97.4	92.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	78.1	79.6	I/S	I/S
American Indian/Alaskan	29	100	39.3	39.3	21.4	75	76	85.1	I/S	I/S
Disability Status										
Disabled	37	100	57.1	28.6	14.3	54.3	55.3	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	9	I/S	I/S	I/S	I/S	I/S	74.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	126	100	28	44.1	28	81.4	77.5	76.9	Yes	Yes

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

All Students	244	100	20.9	41.3	37.9	86	83.7	80.4	Yes	Yes
Gender										
Male	125	100	24.8	42.1	33.1	82.6	81.2	78.4	N/A	N/A
Female	119	100	16.7	40.4	43	89.5	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	182	100	14.8	43.2	42	92	90.7	87.8	Yes	Yes
African American	24	100	45.5	27.3	27.3	63.6	73.3	69.3	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.4	93.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	80.3	78.3	I/S	I/S
American Indian/Alaskan	29	100	32.1	39.3	28.6	75	76	83.2	I/S	I/S
Disability Status										
Disabled	37	100	48.6	48.6	2.9	51.4	51.1	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	9	I/S	I/S	I/S	I/S	I/S	78.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	126	100	28.8	39.8	31.4	79.7	75.3	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	161	100	24	60.4	15.6	76	70.3	67.3
Gender								
Male	85	100	22	61	17.1	78	69.8	66.9
Female	76	100	26.4	59.7	13.9	73.6	70.9	67.7
Racial/Ethnic Group								
White	125	100	22.5	58.3	19.2	77.5	83.7	79.6
African American	11	100	I/S	I/S	I/S	I/S	50.7	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.1	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	61.1	59.4
American Indian/Alaskan	19	100	N/A	N/A	N/A	73.7	65.5	69.5
Disability Status								
Disabled	27	100	N/A	N/A	N/A	52	38.9	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	5	I/S	I/S	I/S	I/S	I/S	58.3	58.6
Socio-Economic Status								
Subsidized meals	80	100	28.4	60.8	10.8	71.6	56.4	55.4

Social Studies

All Students	160	100	17.5	44.8	37.7	82.5	74.3	70.9
Gender								
Male	79	100	22.7	41.3	36	77.3	73	70.1
Female	81	100	12.7	48.1	39.2	87.3	75.6	71.7
Racial/Ethnic Group								
White	110	100	10.4	48.1	41.5	89.6	82.9	79.2
African American	20	100	42.1	31.6	26.3	57.9	61.2	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.8	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69.6	68
American Indian/Alaskan	22	100	23.8	33.3	42.9	76.2	68.2	71.2
Disability Status								
Disabled	28	100	50	26.9	23.1	50	43.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	73.1	68
Socio-Economic Status								
Subsidized meals	90	100	22.6	48.8	28.6	77.4	63.4	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	242	100	26.8	49.4	23.8	73.2	73.5	72.1	95.7	96.5
Gender										
Male	125	100	39.7	41.3	19	60.3	66.5	65.2	95.8	96.4
Female	117	100	13.2	57.9	28.9	86.8	80.7	79.2	95.6	96.6
Racial/Ethnic Group										
White	180	100	21.6	51.1	27.3	78.4	83.5	80.8	95.9	96.4
African American	24	100	36.4	36.4	27.3	63.6	59.2	59.7	97	96.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.1	87	98.5	97.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	64.3	64.6	94.8	96.3
American Indian/Alaskan	29	100	42.9	50	7.1	57.1	64.3	73.4	93.2	94.9
Disability Status										
Disabled	36	100	61.8	32.4	5.9	38.2	32.4	27.7	95.5	95.6
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	9	I/S	I/S	I/S	I/S	I/S	60.1	63.7	95.9	96.7
Socio-Economic Status										
Subsidized meals	121	100	31	51.7	17.2	69	61.6	61.9	95	96

Abbreviations for Missing Data

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	31.6	31.6	36.8	68.4
	4	82	100	22.1	42.9	35.1	77.9
	5	79	100	24.4	42.3	33.3	75.6
	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
2010	3	86	100	23.5	27.1	49.4	76.5
	4	77	100	27.4	39.7	32.9	72.6
	5	81	100	15.6	51.9	32.5	84.4
	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	80	100	26.3	43.4	30.3	73.7
	4	82	98.8	13.2	55.3	31.6	86.8
	5	79	100	29.5	42.3	28.2	70.5
	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	86	100	24.7	29.4	45.9	75.3
	4	77	100	16.4	54.8	28.8	83.6
	5	81	100	20.8	41.6	37.7	79.2
	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	40	100	28.9	47.4	23.7	71.1
	4	82	100	24.7	63.6	11.7	75.3
	5	39	94.9	36.1	58.3	5.6	63.9
	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	43	100	32.6	32.6	34.9	67.4
	4	77	100	20.5	71.2	8.2	79.5
	5	41	100	21.1	71.1	7.9	78.9
	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	40	100	10.5	39.5	50	89.5
	4	82	100	5.2	46.8	48.1	94.8
	5	40	100	35	40	25	65
	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	23.8	38.1	38.1	76.2
	4	77	100	9.6	47.9	42.5	90.4
	5	40	100	25.6	46.2	28.2	74.4
	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	80	100	35.1	41.6	23.4	64.9
	4	83	96.4	22.7	44	33.3	77.3
	5	79	100	42.3	33.3	24.4	57.7
	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	86	100	28.2	36.5	35.3	71.8
	4	77	100	28.8	47.9	23.3	71.2
	5	79	100	23.4	64.9	11.7	76.6
	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

Abbreviations for Missing Data