

## LADYS ISLAND ELEMENTARY

73 Chowan Creek Bluff  
Beaufort, SC 29907

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	339 Students	
<b>Principal</b>	Mrs. Marvelle L. Ulmer	843-322-2292
<b>Superintendent</b>	Dr. Valerie Truesdale	843-322-2300
<b>Board Chair</b>	Fred Washington	843-322-2356

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Average
2009	Average	Average
2008	Average	Below Average
2007	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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

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

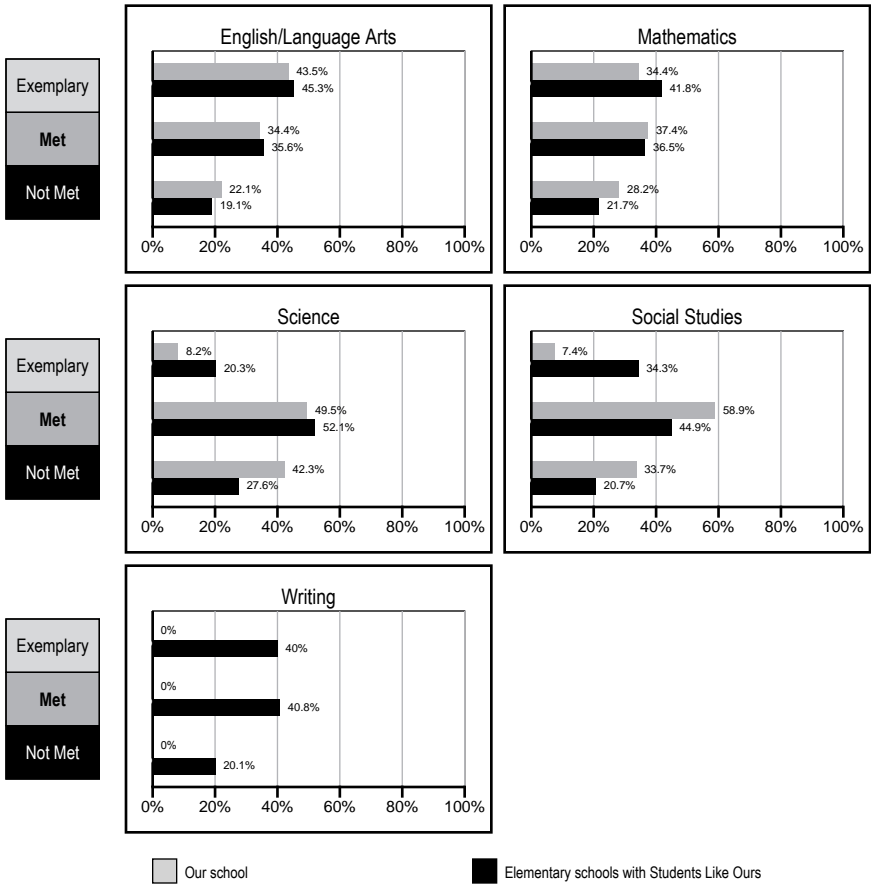
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
31	35	36	0	0

\* Ratings are calculated with data available by 11/09/2011.

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    /S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=339)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Up from 0.6%	1.2%	1.1%
Attendance rate	96.0%	Down from 96.7%	96.1%	96.2%
Served by gifted and talented program	27.5%	Up from 14.7%	16.5%	13.4%
With disabilities other than speech	4.8%	Up from 4.3%	4.4%	4.1%
Older than usual for grade	0.3%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.1%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=30)</b>				
Teachers with advanced degrees	80.0%	Up from 78.6%	62.5%	62.5%
Continuing contract teachers	73.3%	Down from 85.7%	90.3%	88.2%
Teachers returning from previous year	77.9%	Down from 83.9%	89.0%	87.8%
Teacher attendance rate	94.7%	Up from 92.4%	95.4%	95.2%
Average teacher salary*	\$51,790	Up 6.6%	\$47,285	\$46,773
Professional development days/teacher	10.0 days	Up from 9.9 days	11.2 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 2.0	5.0	4.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 20.5 to 1	20.5 to 1	19.9 to 1
Prime instructional time	88.4%	Up from 86.5%	90.4%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,428	Up 17.6%	\$7,042	\$7,447
Percent of expenditures for instruction**	67.8%	Down from 71.5%	68.8%	68.4%
Percent of expenditures for teacher salaries**	66.0%	Down from 70.2%	66.2%	65.8%

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

\*\* 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

Lady's Island Elementary is located in Beaufort, South Carolina. It is nestled in a remote corner of Lady's Island bordered by the marshes of Chowan Creek and Distant Island. It is a school with a commitment to academic excellence through arts integration. A school of choice, students from across the district choose to attend Lady's Island Elementary along with those who are in our attendance zone. The school's community designates student achievement as its highest priority while maintaining a safe, productive, and family-oriented environment.

L.I.E.S. is an extraordinary school. In addition to the traditional subjects of physical education, art, and music, Lady's Island also boasts outstanding drama, dance, show choir, and strings programs. These programs are embedded into our curriculum through collaboration between academic and fine arts teachers that allows students to master academic standards in engaging, multisensory classroom settings. Students learn about math, science, social studies, and ELA through dance, music, and visual arts. With the arts-infused curriculum, students are provided opportunities to exceed South Carolina academic standards while excelling in the arts. The arts allow us to meet the diverse needs of our school population on a daily basis. This year, our school was awarded the Arts in Basic Curriculum grant and the Distinguished Art Program grant. As a result, our school community participated in work with five different artists in residence, attended community theatre performances, and visited a local art gallery. We also expanded our instruments to include African drums. Additional grants were awarded to support various programs in our school.

Other highlights of our year are equally noteworthy. We held a successful dinner theatre where both students and faculty entertained the audience. Our students and staff participated in numerous arts events around town. Students learned about local water sheds through a national project called River of Words that combined art, poetry, and science. One of our own third grader's artwork was featured on the front cover of the book produced showcasing student artwork and poetry from across the district. We participated and placed in local, regional, and national cup stacking events.

Our school family also gave back to our community in numerous ways. The show choir and dance groups performed for residents in assisted living facilities. The show choir sang carols and performed at Night on the Town. The school as a whole collected Toys for Tots, coats, and canned goods, as well as raising money for Relay for Life and Jump Rope for Heart. In celebration of Beaufort's Tricentennial, students created birthday cards and framed art that can be found on display in several local businesses.

Lady's Island is committed to creating optimal learning environments while focusing on helping each student reach his or her personal best. Boasting strong parent participation, dedicated classroom instructors, an active PTO and SIC, and supportive community stakeholders, Lady's Island is an incredible place where all children excel and realize their potential.

Marvelle L. Ulmer, Principal

Melanie Gallion, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	67	51
Percent satisfied with learning environment	93.8%	89.6%	94.0%
Percent satisfied with social and physical environment	96.8%	95.5%	90.2%
Percent satisfied with school-home relations	96.9%	85.1%	82.4%

\* 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 13 out of 17 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	4.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	10.4%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	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
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	146	100	21.2	35	43.8	86.1	83.3	82.4	Yes	Yes
<b>Gender</b>										
Male	70	100	25	31.3	43.8	82.8	80.1	78.7	N/A	N/A
Female	76	100	17.8	38.4	43.8	89	86.5	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	64	100	6.5	24.2	69.4	98.4	93.3	88.9	Yes	Yes
African American	71	100	37.5	39.1	23.4	73.4	72.2	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.7	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	78.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	95.2	83	I/S	I/S
<b>Disability Status</b>										
Disabled	26	100	47.8	21.7	30.4	60.9	44.1	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	3	I/S	I/S	I/S	I/S	I/S	75	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	76.2	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	80	100	32	41.3	26.7	77.3	75.6	75.4	No	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	146	100	27.7	38	34.3	83.9	83.2	81.9	Yes	Yes
<b>Gender</b>										
Male	70	100	25	34.4	40.6	84.4	81.6	79.9	N/A	N/A
Female	76	100	30.1	41.1	28.8	83.6	84.9	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	64	100	11.3	38.7	50	98.4	93.2	88.9	Yes	Yes
African American	71	100	45.3	34.4	20.3	70.3	70.6	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.3	94.6	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	81.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.5	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	26	100	47.8	30.4	21.7	65.2	46.7	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	3	I/S	I/S	I/S	I/S	I/S	75	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	80	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	80	100	40	41.3	18.7	74.7	75.6	74.9	No	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	107	100	41.6	47.5	10.9	58.4	67.8	68.6
<b>Gender</b>								
Male	51	100	41.3	47.8	10.9	58.7	68.4	68.3
Female	56	100	41.8	47.3	10.9	58.2	67.3	68.9
<b>Racial/Ethnic Group</b>								
White	47	100	17.8	68.9	13.3	82.2	85.5	80.7
African American	52	100	64.6	25	10.4	35.4	49.5	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89	85.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	56.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	70.8
<b>Disability Status</b>								
Disabled	20	100	52.9	17.6	29.4	47.1	31.8	35.7
<b>Migrant Status</b>								
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	53.8	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	58	100	58.2	34.5	7.3	41.8	55.2	57.3
<b>Social Studies</b>								
All Students	105	98.1	33.7	58.2	8.2	66.3	71.9	72.5
<b>Gender</b>								
Male	54	98.2	32.7	57.1	10.2	67.3	72	72
Female	51	98	34.7	59.2	6.1	65.3	71.8	73.1
<b>Racial/Ethnic Group</b>								
White	49	100	21.3	66	12.8	78.7	85	81
African American	47	95.7	45.2	50	4.8	54.8	57.1	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.5	89
Hispanic	8	I/S	I/S	I/S	I/S	I/S	65.7	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	73.5
<b>Disability Status</b>								
Disabled	17	100	40	46.7	13.3	60	37.1	40.5
<b>Migrant Status</b>								
Migrant	3	I/S	I/S	I/S	I/S	I/S	30.8	53.8
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	62.4	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	60	96.7	49.1	47.3	3.6	50.9	61.7	62.9

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	2	I/S	I/S	I/S	I/S	I/S	73.8	73.2	96	96.5
<b>Gender</b>										
Male	2	I/S	I/S	I/S	I/S	I/S	67.9	67.2	95.5	96.5
Female	N/A	N/AV	N/A	N/A	N/A	N/A	79.9	79.4	96.5	96.6
<b>Racial/Ethnic Group</b>										
White	1	I/S	N/A	N/A	N/A	N/A	87.4	81.5	95.1	96.3
African American	1	I/S	I/S	I/S	I/S	I/S	59.1	61.3	96.7	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.5	87	97.6	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	65	66.7	96.9	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	91.1	95.6
<b>Disability Status</b>										
Disabled	2	I/S	I/S	I/S	I/S	I/S	23.5	26	95.3	96
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	97.4	97.9
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.1	65.7	96.9	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	1	I/S	I/S	I/S	I/S	I/S	62.7	63.2	96.1	96.4

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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>2010</b>	3	71	98.6	20.3	28.1	51.6	79.7
	4	67	98.5	27	47.6	25.4	73
	5	1	I/S	N/A	N/A	N/A	N/A
	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
<b>2011</b>	3	77	100	22.2	27.8	50	77.8
	4	67	100	19	42.9	38.1	81
	5	2	I/S	I/S	I/S	I/S	I/S
	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
<b>Mathematics</b>							
<b>2010</b>	3	71	100	29.7	29.7	40.6	70.3
	4	67	100	27	47.6	25.4	73
	5	1	I/S	N/A	N/A	N/A	N/A
	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
<b>2011</b>	3	77	100	34.7	31.9	33.3	65.3
	4	67	100	19	44.4	36.5	81
	5	2	I/S	I/S	I/S	I/S	I/S
	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
<b>Science</b>							
<b>2010</b>	3	37	100	42.4	36.4	21.2	57.6
	4	67	100	46	49.2	4.8	54
	5	1	I/S	N/A	N/A	N/A	N/A
	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
<b>2011</b>	3	39	100	40.5	45.9	13.5	59.5
	4	67	100	41.3	49.2	9.5	58.7
	5	1	I/S	I/S	I/S	I/S	I/S
	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

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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>2010</b>	3	36	100	60.6	30.3	9.1	39.4
	4	67	100	33.3	57.1	9.5	66.7
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	39	94.9	27.8	58.3	13.9	72.2
	4	65	100	36.1	59	4.9	63.9
	5	1	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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>Writing</b>						
<b>2010</b>	3	69	94.2	25	30	45	75
	4	68	98.5	39.7	27	33.3	60.3
	5	1	I/S	N/A	N/A	N/A	N/A
	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
<b>2011</b>	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	2	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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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