



B D LEE ELEMENTARY

401 Overbrook Drive
Gaffney, South Carolina

Grades	PK-5 Elementary School	
Enrollment	396 Students	
Principal	Mrs. Sharon Jefferies	864-489-5748
Superintendent	Dr. Edgar C. Taylor	864-902-3542
Board Chair	Mr. Donnie Smith	(864) 839-3499

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Average
2010	Below Average	Average
2009	Below Average	Average
2008	Below Average	At-Risk
2007	Below 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

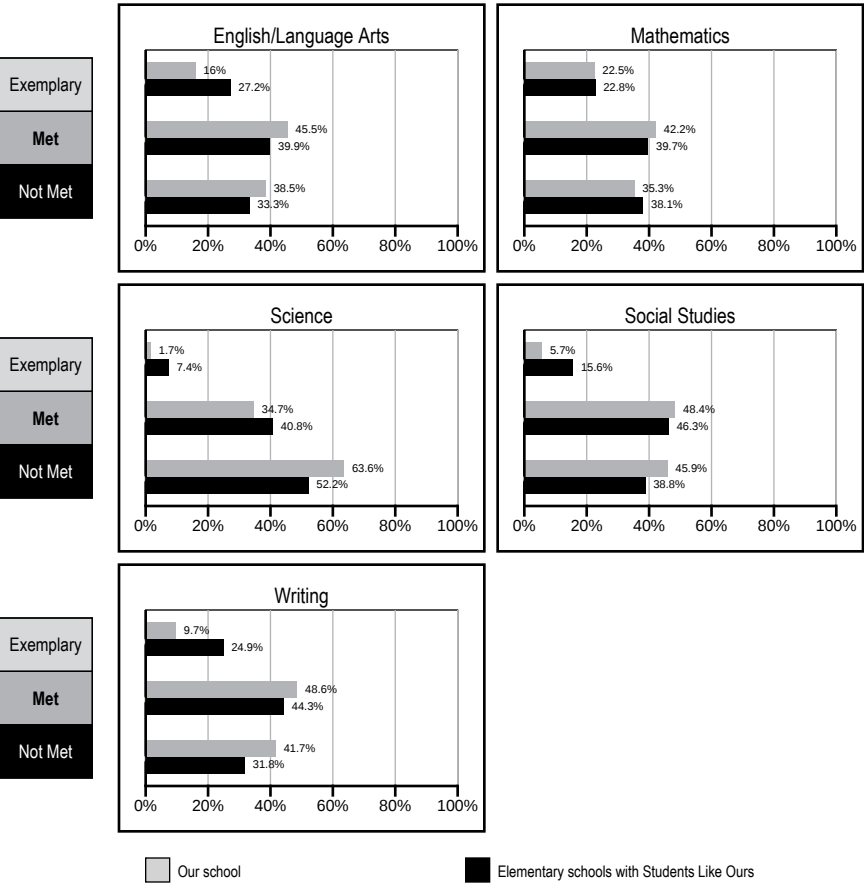
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	9	104	54	23

* 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 I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=396)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.3%	Down from 1.1%	1.5%	1.1%
Attendance rate	96.6%	Up from 96.5%	96.1%	96.2%
Served by gifted and talented program	11.6%	Up from 11.2%	5.7%	13.4%
With disabilities other than speech	1.3%	Down from 4.1%	4.3%	4.1%
Older than usual for grade	0.2%	Down from 0.3%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	56.5%	Down from 64.0%	61.8%	62.5%
Continuing contract teachers	91.3%	Down from 100.0%	82.9%	88.2%
Teachers returning from previous year	85.7%	Up from 85.4%	85.0%	87.8%
Teacher attendance rate	96.0%	Up from 95.9%	95.1%	95.2%
Average teacher salary*	\$45,831	Down 8.0%	\$45,147	\$46,773
Professional development days/teacher	5.4 days	Up from 5.0 days	10.6 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	3.3	4.0
Student-teacher ratio in core subjects	16.6 to 1	No Change	17.6 to 1	19.9 to 1
Prime instructional time	91.8%	Down from 92.1%	90.0%	90.4%
Opportunities in the arts	Good	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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,122	Down 4.0%	\$8,323	\$7,447
Percent of expenditures for instruction**	68.1%	Down from 71.4%	67.8%	68.4%
Percent of expenditures for teacher salaries**	67.1%	Down from 69.7%	64.2%	65.8%

* 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

The 2010-2011 school year at B.D.Lee Elementary was centered around Rigor and Character Education. This year our school goals were to implement rigorous and relevant lessons to assist with increasing student achievement and our school implemented PBIS as a method to implement an effective character education program.

In recognition for implementing an effective school-wide character program, our school has been recognized as a PBIS "Ribbon School". B.D.Lee Elementary has been recognized for receiving SCIRA Exemplary Reading Honor School for demonstrating an outstanding reading program, National School of Character and "Promising Practices" awards for implementing unique and specific strategies in Character Education, Exemplary Writing for demonstrating an outstanding writing program, and Red Carpet in recognition for its family friendly atmosphere.

Our students are given opportunities to experience hands-on science activities from South Carolina Standards and field trips. Our business partner "Nestle" has provided our school with community partnerships in reading and our community partner, the Boys & Girls Club, has provided our students with youth development and character programs.

The School Improvement Council, PTO, teachers, students, parents, and our business partners have worked very hard to make this another successful year.

Sharon Jefferies, Principal
Karen Henderson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	71	49
Percent satisfied with learning environment	77.3%	84.5%	91.5%
Percent satisfied with social and physical environment	72.7%	84.5%	85.4%
Percent satisfied with school-home relations	68.2%	88.7%	85.4%

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

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 9 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	
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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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	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 = 79.4% (Met or Exemplary)

All Students	192	100	38.5	45.5	16	75.4	74.4	82.4	Yes	Yes
Gender										
Male	84	100	36.6	45.1	18.3	74.4	69.9	78.7	N/A	N/A
Female	108	100	40	45.7	14.3	76.2	79	86.2	N/A	N/A
Racial/Ethnic Group										
White	15	100	28.6	42.9	28.6	85.7	79.7	88.9	I/S	I/S
African American	165	100	37.7	46.9	15.4	76.5	63.1	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.5	93	I/S	I/S
Hispanic	12	100	63.6	27.3	9.1	45.5	59.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	33.4	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	61.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	179	100	40.2	44.8	14.9	74.1	67.3	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	192	100	35.3	42.2	22.5	75.9	76.7	81.9	No	Yes
Gender										
Male	84	100	30.5	39	30.5	81.7	75.2	79.9	N/A	N/A
Female	108	100	39	44.8	16.2	71.4	78.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	15	100	14.3	57.1	28.6	92.9	82	88.9	I/S	I/S
African American	165	100	36.4	40.7	22.8	75.3	64.1	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.9	94.6	I/S	I/S
Hispanic	12	100	45.5	45.5	9.1	63.6	67.4	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	39.6	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	69.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	179	100	37.4	43.7	19	74.1	70.1	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
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Science

All Students	125	100	63.6	34.7	1.7	36.4	59.3	68.6
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Gender

Male	53	100	52.9	45.1	2	47.1	59.7	68.3
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Female	72	100	71.4	27.1	1.4	28.6	58.8	68.9
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Racial/Ethnic Group

White	9	I/S	I/S	I/S	I/S	I/S	68.3	80.7
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African American	108	100	63.8	34.3	1.9	36.2	39.5	51.4
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	78.9	85.3
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Hispanic	8	I/S	I/S	I/S	I/S	I/S	38.1	61.6
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
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Disability Status

Disabled	5	I/S	I/S	I/S	I/S	I/S	28.2	35.7
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
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English Proficiency

Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	42.4	60.7
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Socio-Economic Status

Subsidized meals	120	100	65.5	33.6	0.9	34.5	50.4	57.3
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Social Studies

All Students	126	100	45.9	48.4	5.7	54.1	57.9	72.5
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Gender

Male	60	100	36.2	55.2	8.6	63.8	58.2	72
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Female	66	100	54.7	42.2	3.1	45.3	57.7	73.1
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Racial/Ethnic Group

White	10	I/S	I/S	I/S	I/S	I/S	63.7	81
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African American	109	100	43.9	51.4	4.7	56.1	45.3	60
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	74.2	89
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Hispanic	7	I/S	I/S	I/S	I/S	I/S	40.5	69.6
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
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Disability Status

Disabled	8	I/S	I/S	I/S	I/S	I/S	23.1	40.5
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
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English Proficiency

Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	46.4	69.7
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Socio-Economic Status

Subsidized meals	117	100	46.9	49.6	3.5	53.1	49.9	62.9
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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	72	100	41.7	48.6	9.7	58.3	65.3	73.2	96.6	96.3
Gender										
Male	30	100	53.3	36.7	10	46.7	58.2	67.2	96.4	96.2
Female	42	100	33.3	57.1	9.5	66.7	72.8	79.4	96.7	96.3
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	72.2	81.5	95	96
African American	60	100	43.3	48.3	8.3	56.7	50.6	61.3	96.8	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	75	87	99.3	97.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	45.3	66.7	96.3	97.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.4
Disability Status										
Disabled	5	I/S	I/S	I/S	I/S	I/S	16.9	26	95.7	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	46.4	65.7	96.9	97.6
Socio-Economic Status										
Subsidized meals	66	100	43.9	48.5	7.6	56.1	56.2	63.2	96.5	96

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							
2010	3	61	100	39.7	29.3	31	60.3
	4	72	100	38	45.1	16.9	62
	5	69	100	43.3	43.3	13.4	56.7
	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
2011	3	60	100	39	33.9	27.1	61
	4	59	100	44.6	44.6	10.7	55.4
	5	73	100	33.3	55.6	11.1	66.7
	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
Mathematics							
2010	3	61	100	43.1	31	25.9	56.9
	4	72	100	38	39.4	22.5	62
	5	69	100	35.8	41.8	22.4	64.2
	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
2011	3	60	100	44.1	28.8	27.1	55.9
	4	59	100	35.7	46.4	17.9	64.3
	5	73	100	27.8	50	22.2	72.2
	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							
2010	3	31	100	N/A	N/A	N/A	24.1
	4	72	100	N/A	N/A	N/A	28.2
	5	35	100	N/A	N/A	N/A	35.3
	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
2011	3	29	100	N/AV	N/AV	N/AV	24.1
	4	59	100	N/AV	N/AV	N/AV	37.5
	5	37	100	55.6	38.9	5.6	44.4
	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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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							
2010	3	30	100	N/A	N/A	N/A	48.3
	4	72	100	39.4	56.3	4.2	60.6
	5	34	100	51.5	33.3	15.2	48.5
	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
2011	3	31	100	40	40	20	60
	4	59	100	N/AV	N/AV	N/AV	48.2
	5	36	100	41.7	55.6	2.8	58.3
	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							
2010	3	61	100	45.8	40.7	13.6	54.2
	4	72	100	43.7	36.6	19.7	56.3
	5	69	100	34.3	49.3	16.4	65.7
	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
2011	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	72	100	41.7	48.6	9.7	58.3
	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

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