



THEODORE LESTER ELEMENTARY

3501E. Palmetto Street
Florence, South Carolina

Grades	PK-6 Elementary School	
Enrollment	473 Students	
Principal	Gregory J. Mingo	843-664-8459
Superintendent	Dr. Allie E. Brooks	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	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 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

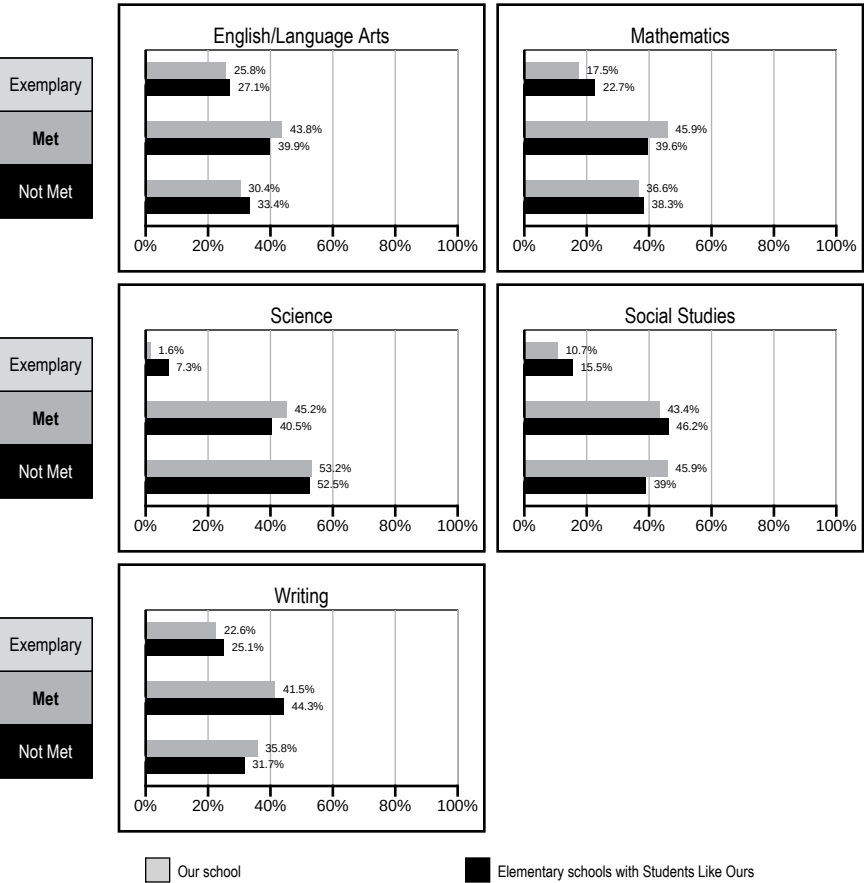
98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	9	99	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=473)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.9%	Down from 5.7%	1.5%	1.1%
Attendance rate	95.0%	Up from 94.8%	96.1%	96.2%
Served by gifted and talented program	5.6%	Up from 4.3%	5.7%	13.4%
With disabilities other than speech	7.4%	Down from 22.4%	4.3%	4.1%
Older than usual for grade	3.0%	Up from 2.5%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	68.9%	Down from 71.4%	61.7%	62.5%
Continuing contract teachers	86.7%	Up from 83.3%	82.8%	88.2%
Teachers returning from previous year	94.5%	Up from 93.5%	84.9%	87.8%
Teacher attendance rate	96.8%	Up from 95.7%	95.1%	95.2%
Average teacher salary*	\$47,397	Down 1.2%	\$45,027	\$46,773
Professional development days/teacher	16.4 days	Up from 15.6 days	10.5 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 20.4 to 1	17.6 to 1	19.9 to 1
Prime instructional time	91.3%	Up from 90.0%	90.1%	90.4%
Opportunities in the arts	Fair	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**	\$13,987	Down 1.7%	\$8,344	\$7,447
Percent of expenditures for instruction**	67.6%	Down from 68.2%	67.8%	68.4%
Percent of expenditures for teacher salaries**	65.5%	Up from 65.3%	64.2%	65.8%

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

** Prior year audited financial data are reported.

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 parental involvement at the school by supporting events like the following: PASS Pep Rally, 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. All of these efforts helped to improve the overall instructional program.

The faculty and staff of Theodore Lester Elementary are committed to improving teaching and learning. Our vision for the school is to inspire in all the desire to learn and succeed. It is our vision that our school will be a safe learning community that celebrates our achievements and encourages active partnerships with families and the entire community. We will empower students to embrace the challenges and opportunities of the future.

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

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	41	24
Percent satisfied with learning environment	80.6%	82.9%	83.3%
Percent satisfied with social and physical environment	77.1%	87.8%	95.7%
Percent satisfied with school-home relations	48.6%	90.2%	82.6%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 12 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	CA
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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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	6.5%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.1%	0.0%	No
Student attendance rate	95.0%	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 = 79.4% (Met or Exemplary)

All Students	235	99.6	29.2	41.1	29.7	78.5	84.3	82.4	Yes	Yes
Gender										
Male	119	100	33.3	40.4	26.3	74.6	81.6	78.7	N/A	N/A
Female	116	99.1	24.8	41.9	33.3	82.9	87	86.2	N/A	N/A
Racial/Ethnic Group										
White	37	100	21.9	40.6	37.5	84.4	90.6	88.9	I/S	I/S
African American	193	99.5	31.3	41.2	27.5	76.9	78.2	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.5	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	85.6	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	96	83	I/S	I/S
Disability Status										
Disabled	65	100	45.2	29	25.8	56.5	54.6	48.1	Yes	Yes
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	3	I/S	I/S	I/S	I/S	I/S	85.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	217	99.5	28.4	42.8	28.9	78.1	78.5	75.4	Yes	Yes

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

All Students	235	99.6	35.2	45.2	19.6	68	81.6	81.9	No	Yes
Gender										
Male	119	100	36	42.1	21.9	63.2	79.2	79.9	N/A	N/A
Female	116	99.1	34.3	48.6	17.1	73.3	84.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	37	100	18.8	46.9	34.4	71.9	90.1	88.9	I/S	I/S
African American	193	99.5	38.5	44.5	17	67	73.3	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	97	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	85.6	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	96	84.4	I/S	I/S
Disability Status										
Disabled	65	100	51.6	32.3	16.1	33.9	49.2	47.3	No	Yes
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	3	I/S	I/S	I/S	I/S	I/S	89.5	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	217	99.5	34.8	46.3	18.9	69.7	74.9	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
Science								
All Students	150	99.3	47.9	42.9	9.3	52.1	69.7	68.6
Gender								
Male	71	100	45.6	41.2	13.2	54.4	70	68.3
Female	79	98.7	50	44.4	5.6	50	69.4	68.9
Racial/Ethnic Group								
White	21	100	33.3	50	16.7	66.7	83.9	80.7
African American	126	99.2	50.4	42	7.6	49.6	56.4	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	87.1	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	69.7	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	70.8
Disability Status								
Disabled	43	100	57.1	14.3	28.6	42.9	42.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	72.7	60.7
Socio-Economic Status								
Subsidized meals	140	99.3	46.9	44.6	8.5	53.1	58.7	57.3

Social Studies

All Students	151	99.3	42.9	45	12.1	57.1	72.8	72.5
Gender								
Male	86	100	47.6	37.8	14.6	52.4	72.3	72
Female	65	98.5	36.2	55.2	8.6	63.8	73.4	73.1
Racial/Ethnic Group								
White	25	100	34.8	52.2	13	65.2	81.2	81
African American	122	99.2	45.1	43.4	11.5	54.9	64.4	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.5	89
Hispanic	3	I/S	I/S	I/S	I/S	I/S	74.1	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	73.5
Disability Status								
Disabled	45	100	48.8	41.9	9.3	51.2	45.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	81.6	69.7
Socio-Economic Status								
Subsidized meals	139	99.3	44.5	43.8	11.7	55.5	64.6	62.9

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	60	95	35.8	41.5	22.6	64.2	73.8	73.2	95	95.9
Gender										
Male	29	96.6	38.5	34.6	26.9	61.5	67.8	67.2	94.9	95.8
Female	31	93.6	33.3	48.1	18.5	66.7	79.8	79.4	95.2	96.1
Racial/Ethnic Group										
White	11	100	I/S	I/S	I/S	I/S	82	81.5	94.4	95.7
African American	49	93.9	36.4	40.9	22.7	63.6	66	61.3	95.2	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	80	87	91.5	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	66.7	94.6	95.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	96.3	95.3
Disability Status										
Disabled	13	76.9	I/S	I/S	I/S	I/S	28	26	94.2	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	N/A	N/AV	N/A	N/A	N/A	N/A	65.5	65.7	95.7	96
Socio-Economic Status										
Subsidized meals	56	94.6	36.7	42.9	20.4	63.3	65.2	63.2	94.9	95.5

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	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
2011	3	59	100	25.5	41.8	32.7	74.5
	4	62	98.4	31.6	36.8	31.6	68.4
	5	60	100	38.2	45.5	16.4	61.8
	6	53	100	21.6	41.2	37.3	78.4
	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	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
2011	3	59	100	43.6	38.2	18.2	56.4
	4	62	98.4	33.3	49.1	17.5	66.7
	5	60	100	38.2	38.2	23.6	61.8
	6	53	100	25.5	56.9	17.6	74.5
	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
Science							
2010	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
2011	3	31	100	46.7	43.3	10	53.3
	4	61	98.4	50	46.4	3.6	50
	5	29	100	59.3	33.3	7.4	40.7
	6	28	100	34.6	46.2	19.2	65.4
	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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N/AV–Not Available

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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							
2010	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
2011	3	30	100	48.1	40.7	11.1	51.9
	4	60	98.3	41.8	49.1	9.1	58.2
	5	31	100	53.6	28.6	17.9	46.4
	6	29	100	31	58.6	10.3	69
	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	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
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	60	95	35.8	41.5	22.6	64.2
	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

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