



LOWER LEE ELEMENTARY

5142 St. Charles Road
Mayesville, SC 29104

Grades	PK-5 Elementary School	
Enrollment	285 Students	
Principal	Sam Whack, Jr., Ed.D.	803-428-3637
Superintendent	Dr. Cleo Richardson	803-484-5327
Board Chair	Sanya Moses	803-428-5603

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

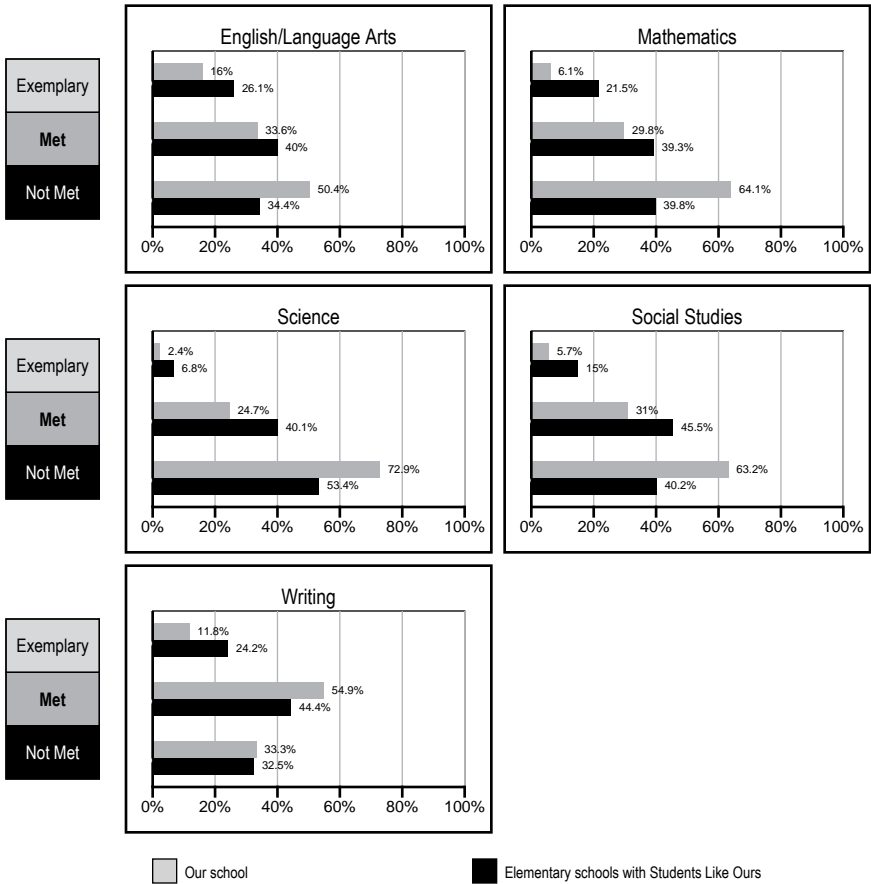
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	6	80	51	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=285)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 1.1%	1.5%	1.1%
Attendance rate	99.8%	Up from 97.0%	96.0%	96.2%
Served by gifted and talented program	3.6%	Down from 4.1%	5.3%	13.4%
With disabilities other than speech	3.5%	Up from 2.7%	4.3%	4.1%
Older than usual for grade	0.0%	No Change	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=18)				
Teachers with advanced degrees	44.4%	Down from 60.0%	61.9%	62.5%
Continuing contract teachers	66.7%	Down from 90.0%	82.1%	88.2%
Teachers returning from previous year	79.5%	Down from 93.6%	84.6%	87.8%
Teacher attendance rate	89.7%	Down from 93.4%	95.2%	95.2%
Average teacher salary*	\$40,068	Down 6.5%	\$45,155	\$46,773
Professional development days/teacher	16.2 days	Up from 13.1 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	19.8 to 1	Up from 16.7 to 1	17.5 to 1	19.9 to 1
Prime instructional time	86.0%	Down from 87.0%	90.3%	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	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$8,800	Up 10.6%	\$8,514	\$7,447
Percent of expenditures for instruction**	66.2%	Down from 74.1%	67.6%	68.4%
Percent of expenditures for teacher salaries**	60.7%	Down from 64.6%	63.9%	65.8%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Lower Lee Elementary School, a small, rural, Title I school of 287 brilliant bears had an outstanding school year in 2010-11. Our school truly placed an intensive and thorough focus on improving student achievement through providing research-based, best practices for classroom teachers that in turn provide high quality, effective instructional delivery that led to our school meeting Adequate Yearly Progress in 2010, and as of June 2011, we were no longer recognized as a Palmetto Priority School. During this past year at Lower Lee, the following have been examples of the curricular and instructional focus:

- Pre-K continued its implementation of the Creative Curriculum program
 - Balanced Literacy in all K—5 classrooms (Read Aloud, Writing, Shared Reading, Guided Reading, Word Development)
 - Four Frame Mathematics instituted within grades K-5.
 - Small group instruction was provided at all grade levels. K-2 small groups focused on best practices in reading and supporting the five core areas of reading (Comprehension, Fluency, Phonics, Phonemic Awareness, and Vocabulary) . While, grades 3-5 focused on RIT band instruction to support students weak areas in Math and Reading.
 - 75% of all classrooms have smart board technology, with 100% having document camera technology.
 - 26 station mobile lab is available students to utilize within their classroom to support academic learning.
 - Grades 1-5 teachers participate in Loyal Learners Excelling Study group that focuses on literacy instruction.
- Additionally, Lower Lee is proud of its newly instituted Parent University Workshops. During these workshops, parents are given strategies to aide in supporting their child academically from home. We are proud of our Lunch-N-Learn and Dinner –N-Data programs. During this time, parents get short, but effective workshops in reading, student testing data, conferencing tips, and summer support materials and ideas for students during a long vacation season.
- All students received small group assistance from interventions hired to focus K-2 on reading instruction, and 3 -5 reading and math strategies.

In addition, our School Improvement Council Chairperson was recognized as the SC School Improvement Council Advocate of the Year. What a phenomenal honor for our school and district! Moreover, our SIC had a great year of meetings and through community collaborations earned a recreational grant that will provide \$23,000 toward the purchase and construction of a much needed school playground.

At Lower Lee Elementary, we have zeroed in with laser focus on student achievement and expect that our students will be Learners Leading through Excellence for the coming year. Our brilliant bears believe that if better is possible, then good is just not enough!

Dr. Sam Whack, Jr., Principal
 Carrie Toney, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	46	28
Percent satisfied with learning environment	95.0%	87.0%	65.4%
Percent satisfied with social and physical environment	90.0%	84.8%	57.7%
Percent satisfied with school-home relations	70.0%	78.3%	80.8%

* 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 7 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

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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	9.4%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.8%	94.0%**	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	136	100	50.4	33.6	16	64.9	59.1	82.4	No	Yes
Gender										
Male	68	100	55.4	30.8	13.8	60	52.3	78.7	N/A	N/A
Female	68	100	45.5	36.4	18.2	69.7	65.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	67.9	88.9	I/S	I/S
African American	132	100	51.6	32	16.4	64.1	58.5	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	71.4	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	16	100	66.7	26.7	6.7	60	34.5	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	1	I/S	I/S	I/S	I/S	I/S	75	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	132	100	51.2	33.9	15	63.8	58.4	75.4	No	Yes

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

All Students	136	100	64.1	29.8	6.1	51.1	56.4	81.9	No	Yes
Gender										
Male	68	100	63.1	32.3	4.6	50.8	55.3	79.9	N/A	N/A
Female	68	100	65.2	27.3	7.6	51.5	57.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	71.4	88.9	I/S	I/S
African American	132	100	64.8	28.9	6.3	50.8	55.6	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	94.6	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	71.4	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	16	100	73.3	20	6.7	33.3	26.3	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	1	I/S	I/S	I/S	I/S	I/S	75	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	132	100	63.8	30.7	5.5	52	55.3	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	90	100	72.9	24.7	2.4	27.1	34.6	68.6
Gender								
Male	44	100	70.7	24.4	4.9	29.3	37	68.3
Female	46	100	N/AV	N/AV	N/AV	25	32.3	68.9
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	50	80.7
African American	87	100	73.5	24.1	2.4	26.5	33.9	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	41.7	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	13	100	N/AV	N/AV	N/AV	25	9.3	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	1	I/S	I/S	I/S	I/S	I/S	42.9	60.7
Socio-Economic Status								
Subsidized meals	88	100	73.5	25.3	1.2	26.5	32.9	57.3
Social Studies								
All Students	90	100	63.2	31	5.7	36.8	39.5	72.5
Gender								
Male	46	100	68.2	22.7	9.1	31.8	37.1	72
Female	44	100	58.1	39.5	2.3	41.9	41.7	73.1
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	52.4	81
African American	88	100	62.8	31.4	5.8	37.2	39	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	89
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	12	100	N/AV	N/AV	N/AV	27.3	17	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	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	69.7
Socio-Economic Status								
Subsidized meals	87	100	64.3	31	4.8	35.7	38.8	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
Writing										
All Students	52	96.2	32	56	12	68	53.2	73.2	99.8	96.6
Gender										
Male	24	91.7	36.4	54.5	9.1	63.6	46.4	67.2	99.8	96.2
Female	28	100	28.6	57.1	14.3	71.4	59.6	79.4	99.8	97.1
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	50	81.5	99.9	95
African American	49	98	33.3	54.2	12.5	66.7	53	61.3	99.8	96.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	N/A	N/A
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	99.5	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	96.3
Disability Status										
Disabled	5	I/S	I/S	I/S	I/S	I/S	16	26	99.9	95.8
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	I/S	65.7	99.6	96.6
Socio-Economic Status										
Subsidized meals	49	98	31.3	58.3	10.4	68.8	52.8	63.2	99.8	96.7

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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	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
2011	3	42	100	52.5	20	27.5	47.5
	4	44	100	43.9	41.5	14.6	56.1
	5	50	100	54	38	8	46
	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	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
2011	3	42	100	70	22.5	7.5	30
	4	44	100	58.5	31.7	9.8	41.5
	5	50	100	64	34	2	36
	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	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
2011	3	21	100	78.9	15.8	5.3	21.1
	4	44	100	63.4	34.1	2.4	36.6
	5	25	100	N/AV	N/AV	N/AV	16
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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
2011	3	21	100	52.4	38.1	9.5	47.6
	4	44	100	63.4	34.1	2.4	36.6
	5	25	100	72	20	8	28
	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	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
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	52	96.2	32	56	12	68
	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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