



WEST LEE ELEMENTARY

55 West Lee School Road
Rembert, SC 29128

Grades	PK-5 Elementary School	
Enrollment	206 Students	
Principal	Robert Ervin	803-428-3147
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	Below Average	Average
2010	At-Risk	Below Average
2009	At-Risk	Below Average
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

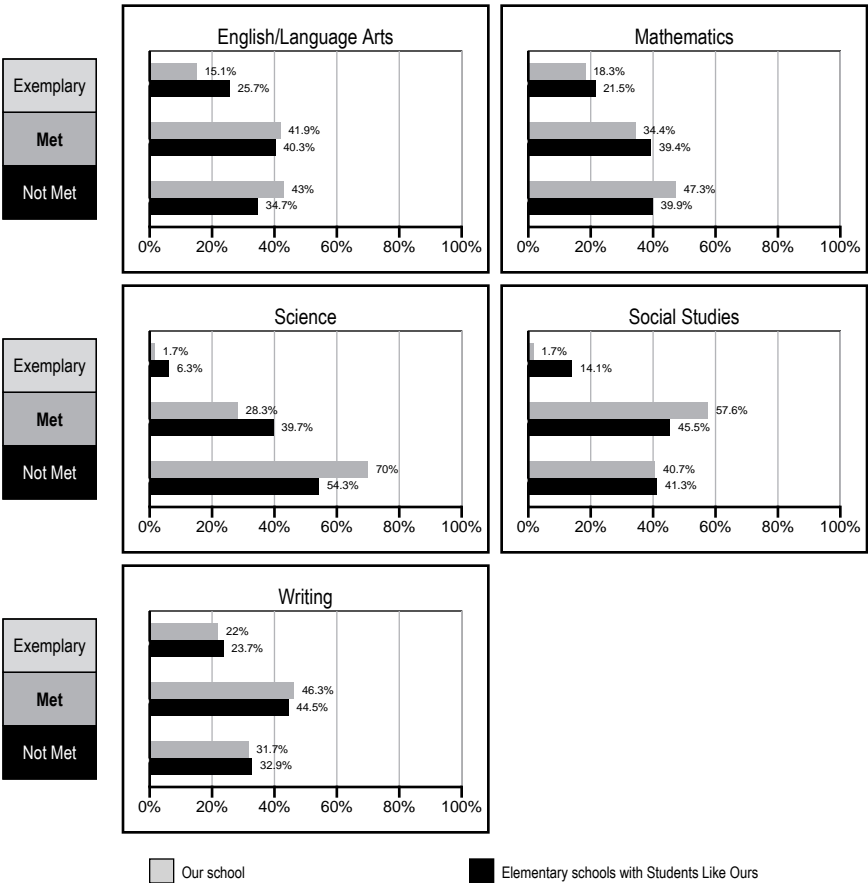
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	65	44	19

* 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=206)				
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	5.0%	Down from 6.9%	5.1%	13.4%
With disabilities other than speech	2.8%	Down from 5.9%	4.4%	4.1%
Older than usual for grade	0.0%	Down from 0.7%	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=13)				
Teachers with advanced degrees	46.2%	Down from 60.0%	61.7%	62.5%
Continuing contract teachers	69.2%	Down from 90.0%	81.8%	88.2%
Teachers returning from previous year	65.2%	Down from 73.9%	84.4%	87.8%
Teacher attendance rate	96.3%	Up from 93.4%	95.2%	95.2%
Average teacher salary*	\$37,725	Down 10.0%	\$45,155	\$46,773
Professional development days/teacher	14.6 days	Up from 8.9 days	10.8 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 19.3 to 1	17.5 to 1	19.9 to 1
Prime instructional time	93.1%	Up from 89.1%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,648	Down 14.0%	\$8,733	\$7,447
Percent of expenditures for instruction**	51.2%	Down from 63.9%	67.3%	68.4%
Percent of expenditures for teacher salaries**	56.0%	Down from 58.4%	63.8%	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

During the 2010-2011 school year, our instruction was data driven along with our School Renewal Plan, curriculum and pacing guides. Our professional development focused on providing appropriate differentiated instruction and character building.

We analyzed data from the Report Card, Measure of Academic Progress (MAP), District Benchmark Testing and quarterly reading assessments, to plan instruction and remediation. We also continued to implement collaborative learning groups to reinforce skills taught during regular instruction to strengthen math and reading skills.

We were the proud recipients of the School Improvement Grant. The instructional schedule provided 90 minute reading and math blocks in addition to meeting the State minimum requirements in other content areas. The grant also provided funds for staff development, an after school program, and a parent community involvement program.

We continued to implement the Save the Children Grant that provides funding for Early Childhood Services to 50 children from birth to 5 years of age and a reading intervention program for students in grades K- 2. It also provides services to their parents and an After School Literacy Program to Target 45 children in grades 2-5. The Save the Children Grant will also fund a summer enrichment program for the 2010-2011 school year.

We are the proud recipients of the Red Carpet Award for 2010-2013. We are also proud of the fact that we met standards for AYP!

Parental involvement continues to increase as we offer opportunities for parent and community involvement through our School Improvement Council, PTO, parent conferences, and awards programs. We continue to communicate with stake holders through newsletters, progress reports, school messenger and report cards. Ms. Jessica Mays, a 3rd Grade Teacher, was elected Teacher of the Year.

Staff development in all academic areas is ongoing as we strive to prepare our children to be successful at the next level.

Robert Ervin, Principal
Karen Boyd, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	33	16
Percent satisfied with learning environment	88.2%	100.0%	56.3%
Percent satisfied with social and physical environment	88.2%	93.9%	75.0%
Percent satisfied with school-home relations	81.3%	93.9%	80.0%

* 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

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	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	99	99	43	41.9	15.1	75.3	59.1	82.4	Yes	Yes
Gender										
Male	49	100	53.3	37.8	8.9	64.4	52.3	78.7	N/A	N/A
Female	50	98	33.3	45.8	20.8	85.4	65.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	67.9	88.9	I/S	I/S
African American	95	99	44	40.7	15.4	74.7	58.5	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	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	14	100	N/AV	N/AV	N/AV	61.5	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	N/A	N/AV	N/A	N/A	N/A	N/A	75	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	93	100	41.6	42.7	15.7	75.3	58.4	75.4	Yes	Yes

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

All Students	99	99	47.3	34.4	18.3	61.3	56.4	81.9	Yes	Yes
Gender										
Male	49	100	53.3	33.3	13.3	57.8	55.3	79.9	N/A	N/A
Female	50	98	41.7	35.4	22.9	64.6	57.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	71.4	88.9	I/S	I/S
African American	95	99	47.3	34.1	18.7	61.5	55.6	71.4	Yes	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	N/A	N/AV	N/A	N/A	N/A	N/A	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	14	100	N/AV	N/AV	N/AV	46.2	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	N/A	N/AV	N/A	N/A	N/A	N/A	75	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	93	100	47.2	33.7	19.1	61.8	55.3	74.9	Yes	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	65	98.5	70	28.3	1.7	30	34.6	68.6
Gender								
Male	35	100	71.9	25	3.1	28.1	37	68.3
Female	30	96.7	N/AV	N/AV	N/AV	32.1	32.3	68.9
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	50	80.7
African American	62	98.4	69.5	28.8	1.7	30.5	33.9	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	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	11	100	I/S	I/S	I/S	I/S	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	N/A	N/AV	N/A	N/A	N/A	N/A	42.9	60.7
Socio-Economic Status								
Subsidized meals	61	100	69	29.3	1.7	31	32.9	57.3
Social Studies								
All Students	63	98.4	40.7	57.6	1.7	59.3	39.5	72.5
Gender								
Male	32	100	N/AV	N/AV	N/AV	56.7	37.1	72
Female	31	96.8	37.9	58.6	3.4	62.1	41.7	73.1
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	52.4	81
African American	62	98.4	41.4	56.9	1.7	58.6	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	N/A	N/A	N/A	N/A	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	7	I/S	I/S	I/S	I/S	I/S	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	N/A	N/A	N/A	N/A	I/S	69.7
Socio-Economic Status								
Subsidized meals	60	100	40.4	57.9	1.8	59.6	38.8	62.9

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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	43	100	31.7	46.3	22	68.3	53.2	73.2	99.8	96.6
Gender										
Male	19	100	47.1	35.3	17.6	52.9	46.4	67.2	99.8	96.2
Female	24	100	20.8	54.2	25	79.2	59.6	79.4	99.9	97.1
Racial/Ethnic Group										
White	1	I/S	N/A	N/A	N/A	N/A	50	81.5	99.8	95
African American	42	100	31.7	46.3	22	68.3	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	99.9	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	8	I/S	I/S	I/S	I/S	I/S	16	26	99.7	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	99.9	96.6
Socio-Economic Status										
Subsidized meals	41	100	33.3	46.2	20.5	66.7	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	29	96.6	53.6	28.6	17.9	46.4
	4	42	90.5	51.3	35.9	12.8	48.7
	5	27	100	48	44	8	52
	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	27	100	46.2	26.9	26.9	53.8
	4	29	96.6	46.2	50	3.8	53.8
	5	43	100	39	46.3	14.6	61
	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	29	100	71.4	25	3.6	28.6
	4	42	100	61.5	23.1	15.4	38.5
	5	27	100	52	36	12	48
	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	27	100	50	23.1	26.9	50
	4	29	96.6	61.5	26.9	11.5	38.5
	5	43	100	36.6	46.3	17.1	63.4
	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
Science							
2010	3	15	100	86.7	6.7	6.7	13.3
	4	42	100	74.4	23.1	2.6	25.6
	5	13	100	N/A	N/A	N/A	8.3
	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	14	100	69.2	23.1	7.7	30.8
	4	29	96.6	N/AV	N/AV	N/AV	26.9
	5	22	100	N/AV	N/AV	N/AV	33.3
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	14	100	53.8	38.5	7.7	46.2
	4	42	100	61.5	33.3	5.1	38.5
	5	14	100	61.5	30.8	7.7	38.5
	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	13	100	N/AV	N/AV	N/AV	61.5
	4	29	96.6	N/AV	N/AV	N/AV	53.8
	5	21	100	35	60	5	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
Writing							
2010	3	29	100	67.9	17.9	14.3	32.1
	4	41	100	51.3	41	7.7	48.7
	5	26	100	60	24	16	40
	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	43	100	31.7	46.3	22	68.3
	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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