



## LEMIRA ELEMENTARY

952 Fulton Street  
Sumter, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	565 Students	
<b>Principal</b>	Delcia Harper-Baxter	803-775-0658
<b>Superintendent</b>	Mr. Randolph Bynum, Sr.	803-469-6900
<b>Board Chair</b>	Mr. Larry D. Addison	803-469-6900

# 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	Excellent
2008	Below Average	Good
2007	Below Average	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

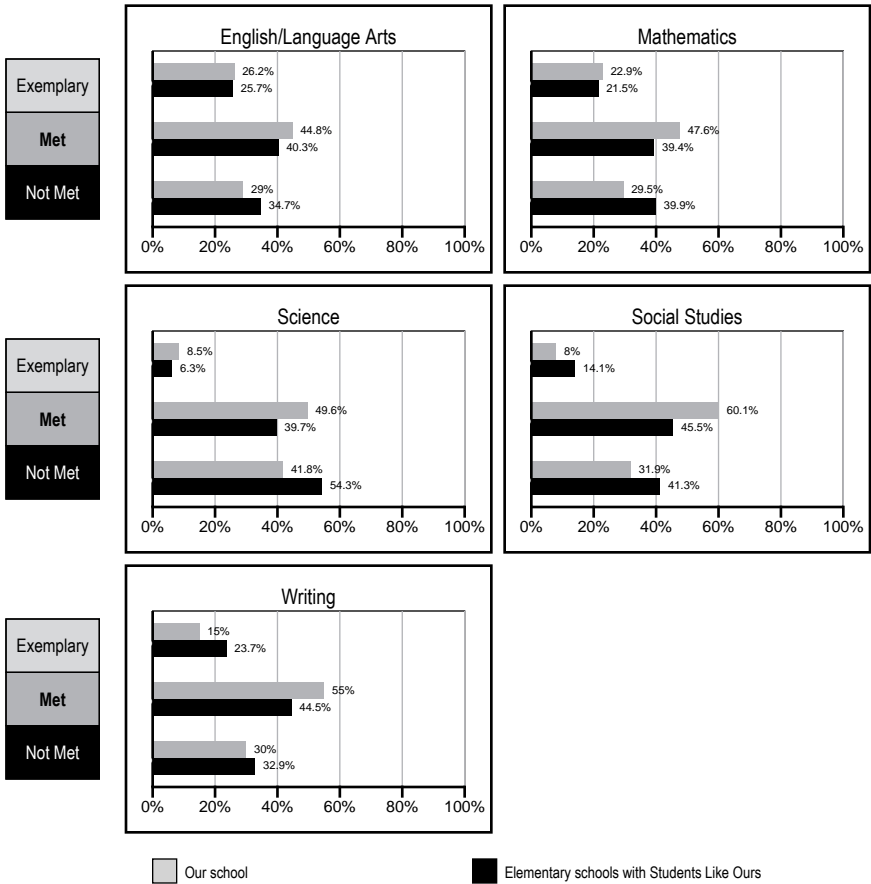
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.3%

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
<b>Students (n=565)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.8%	Down from 5.6%	1.5%	1.1%
Attendance rate	95.3%	Down from 95.6%	96.0%	96.2%
Served by gifted and talented program	3.5%	Up from 1.7%	5.1%	13.4%
With disabilities other than speech	6.4%	Down from 11.2%	4.4%	4.1%
Older than usual for grade	0.4%	Down from 1.3%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=42)</b>				
Teachers with advanced degrees	57.1%	Up from 56.8%	61.7%	62.5%
Continuing contract teachers	90.5%	Up from 81.8%	81.8%	88.2%
Teachers returning from previous year	91.0%	Up from 89.6%	84.4%	87.8%
Teacher attendance rate	94.0%	Down from 95.1%	95.2%	95.2%
Average teacher salary*	\$43,766	Up 2.0%	\$45,155	\$46,773
Professional development days/teacher	8.3 days	Down from 17.2 days	10.8 days	10.5 days
<b>School</b>				
Principal's years at school	17.0	Up from 16.0	3.0	4.0
Student-teacher ratio in core subjects	13.2 to 1	Down from 15.2 to 1	17.5 to 1	19.9 to 1
Prime instructional time	88.9%	Down from 89.5%	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%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,829	Up 2.8%	\$8,733	\$7,447
Percent of expenditures for instruction**	69.9%	Up from 69.6%	67.3%	68.4%
Percent of expenditures for teacher salaries**	65.5%	Down from 66.7%	63.8%	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

"Excellence by Exceeding Expectations: Creating College Bound Students," the school-wide theme embraced by the Lemira family and community was inspired by our mission to develop the whole child to be productive and competent members of society through challenging learning opportunities.

Teachers participating in on-going professional development used their knowledge to address individual needs through small and whole group instruction with strategies such as using reading to teach math and effective math notebooking. Students attended both the math and science labs at least twice a month using these learned strategies. Driven by sources of data, instruction incorporated critical thinking and problem solving. Teachers were equipped with skills for effective implementation of conferencing in reading, writing, and math. Daily conferencing occurred during independent reading and Writer's Workshop. Conferencing provided opportunities for students to take ownership of their learning and assisted teachers in gathering information for small group instruction.

Mrs. Kimberly Johnston was the 2010-2011 Teacher of the Year for both Lemira Elementary School and Sumter School District 17! The South Carolina Counselor's Association awarded our counselor, Mr. Zan Pender with the Human Rights Award, and our principal, Mrs. Delcia Harper-Baxter, with the Administrator of the Year Award. Mrs. Harper-Baxter also received the Principal of the Year Award from the National Alliance of Black School Educators.

One of 21 schools in the state, Lemira received recognition as an exemplary school for implementation of the Positive Behavior Intervention Support Initiative and improved discipline. In its inaugural year, the Lemira Golden Steppers won first and second place in local competitions. The Lemira Percussion Ensemble performed at the 4th Annual World's Children Festival in Washington, D C, and performed during the opening ceremony at the Spoleto Festival in Charleston, S C. SCETV broadcasted a special entitled "It Can Be Done" which focused on the literacy program at Lemira.

As we educate the whole child by teaching with rigor and challenging them to achieve excellence, our children WILL EXCEED EXPECTATIONS!

Delcia Harper-Baxter, Principal  
Leslie Dowling, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	80	59
Percent satisfied with learning environment	100.0%	86.3%	94.3%
Percent satisfied with social and physical environment	97.1%	85.0%	92.6%
Percent satisfied with school-home relations	88.6%	89.7%	98.2%

\* 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	3.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.3%	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
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## English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	228	100	29	44.8	26.2	84.3	79.8	82.4	Yes	Yes
<b>Gender</b>										
Male	118	100	30	47.3	22.7	83.6	75.9	78.7	N/A	N/A
Female	110	100	28	42	30	85	84	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	17	100	31.3	31.3	37.5	81.3	91.4	88.9	I/S	I/S
African American	204	100	28.9	44.9	26.2	85	75.2	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	69.6	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
<b>Disability Status</b>										
Disabled	35	100	62.5	28.1	9.4	59.4	44.9	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	58.3	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	221	100	30	45.3	24.6	83.7	75.1	75.4	Yes	Yes

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

All Students	228	100	29.5	47.6	22.9	81.9	79.1	81.9	Yes	Yes
<b>Gender</b>										
Male	118	100	31.8	45.5	22.7	81.8	77	79.9	N/A	N/A
Female	110	100	27	50	23	82	81.4	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	17	100	18.8	37.5	43.8	100	91.1	88.9	I/S	I/S
African American	204	100	29.9	48.1	21.9	80.7	74	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.5	94.6	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	79.7	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
<b>Disability Status</b>										
Disabled	35	100	N/AV	N/AV	N/AV	40.6	43.2	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	71.7	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	221	100	30.5	47.3	22.2	81.3	74.3	74.9	Yes	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	155	100	41.8	49.6	8.5	58.2	65.3	68.6
<b>Gender</b>								
Male	78	100	39.4	49.3	11.3	60.6	63.9	68.3
Female	77	100	44.3	50	5.7	55.7	66.8	68.9
<b>Racial/Ethnic Group</b>								
White	13	100	33.3	50	16.7	66.7	85.4	80.7
African American	135	100	43.4	48.4	8.2	56.6	56.5	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	80	85.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	68.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	22	100	N/AV	N/AV	N/AV	20	33.8	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	61.9	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	149	100	43.7	49.6	6.7	56.3	57.9	57.3
<b>Social Studies</b>								
All Students	151	100	31.9	60.1	8	68.1	71	72.5
<b>Gender</b>								
Male	79	100	30.1	61.6	8.2	69.9	71.3	72
Female	72	100	33.8	58.5	7.7	66.2	70.7	73.1
<b>Racial/Ethnic Group</b>								
White	12	100	9.1	72.7	18.2	90.9	87.4	81
African American	137	100	33.6	59.2	7.2	66.4	64.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	71.4	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	26	100	N/AV	N/AV	N/AV	39.1	45.7	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	55.9	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	146	100	32.3	60.9	6.8	67.7	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
<b>Writing</b>										
All Students	83	100	30	55	15	70	69	73.2	95.3	95.7
<b>Gender</b>										
Male	44	100	35.7	57.1	7.1	64.3	62.6	67.2	94.7	95.4
Female	39	100	23.7	52.6	23.7	76.3	76.2	79.4	95.9	95.9
<b>Racial/Ethnic Group</b>										
White	4	I/S	I/S	I/S	I/S	I/S	85.6	81.5	93.5	95.7
African American	76	100	30.1	54.8	15.1	69.9	62	61.3	95.4	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	87	N/A	96.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	53.6	66.7	96.8	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	97.1
<b>Disability Status</b>										
Disabled	15	100	N/AV	N/AV	N/AV	28.6	15.9	26	94.9	94.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	42.9	65.7	96.9	96.8
<b>Socio-Economic Status</b>										
Subsidized meals	81	100	30.8	53.8	15.4	69.2	62.1	63.2	95.2	95.2

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>English/Language Arts</b>							
<b>2010</b>	3	71	100	21.2	43.9	34.8	78.8
	4	84	98.8	38.2	42.1	19.7	61.8
	5	65	100	36.1	50.8	13.1	63.9
	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
<b>2011</b>	3	67	100	21.3	32.8	45.9	78.7
	4	78	100	34.8	44.9	20.3	65.2
	5	83	100	30	53.8	16.3	70
	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	27.3	43.9	28.8	72.7
	4	84	100	32.9	51.3	15.8	67.1
	5	65	100	34.4	49.2	16.4	65.6
	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	67	100	31.1	41	27.9	68.9
	4	78	100	29	58	13	71
	5	83	100	28.8	43.8	27.5	71.3
	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
<b>Science</b>							
<b>2010</b>	3	36	100	50	38.2	11.8	50
	4	84	100	36.8	55.3	7.9	63.2
	5	33	100	33.3	60	6.7	66.7
	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
<b>2011</b>	3	36	100	39.4	48.5	12.1	60.6
	4	78	100	42	52.2	5.8	58
	5	41	100	43.6	46.2	10.3	56.4
	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

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	35	100	31.3	53.1	15.6	68.8
	4	84	100	26.3	63.2	10.5	73.7
	5	32	100	45.2	38.7	16.1	54.8
	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
<b>2011</b>	3	31	100	35.7	60.7	3.6	64.3
	4	78	100	29	60.9	10.1	71
	5	42	100	34.1	58.5	7.3	65.9
	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>Writing</b>							
<b>2010</b>	3	72	98.6	50.7	35.8	13.4	49.3
	4	87	100	46.2	43.6	10.3	53.8
	5	66	100	38.7	43.5	17.7	61.3
	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
<b>2011</b>	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	83	100	30	55	15	70
	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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