



Lady's Island Elementary

73 Chowan Creek Bluff
Beaufort, SC 29907

Grades	PK-5 Elementary School	
Enrollment	299 Students	
Principal	Marvelle L. Ulmer	843-322-2240
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Good	Excellent
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	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://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

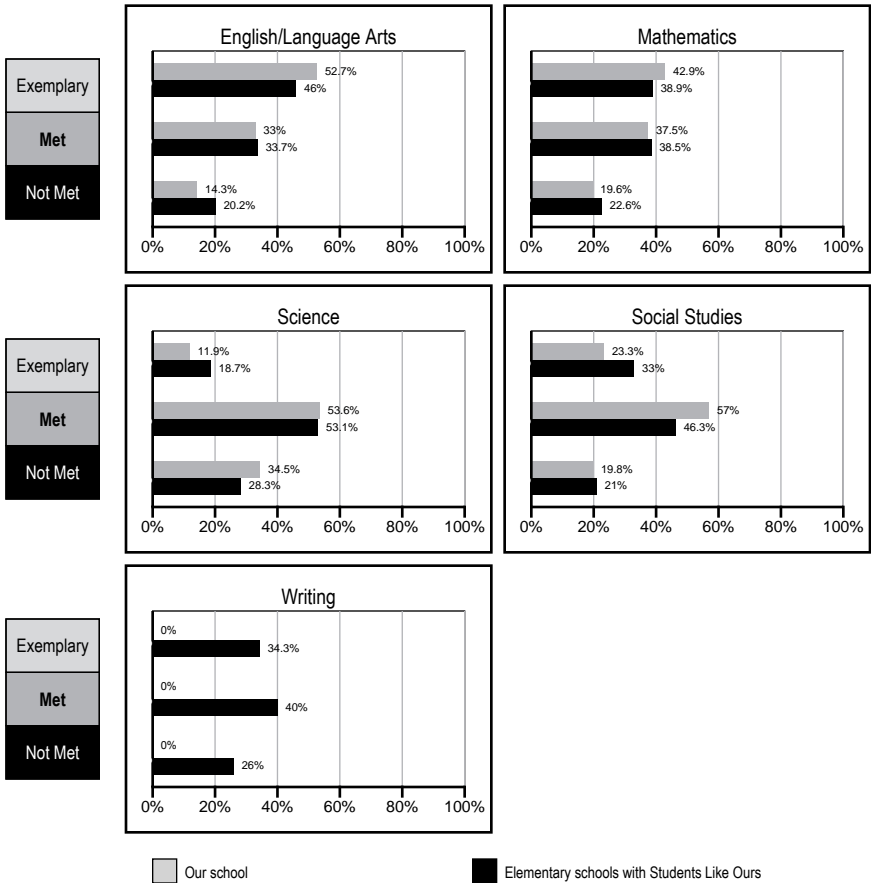
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 95.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
33	44	38	1	0

* Ratings are calculated with data available by 11/07/2012.

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=299)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	Down from 1.0%	1.0%	1.0%
Attendance rate	96.8%	Up from 96.0%	96.5%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 2.1%	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	78.6%	Down from 80.0%	61.9%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	81.1%	Up from 77.9%	89.4%	88.7%
Teacher attendance rate	96.0%	Up from 94.7%	95.2%	95.1%
Average teacher salary*	\$50,782	Down 1.9%	\$47,380	\$47,210
Professional development days/teacher	10.8 days	Up from 10.0 days	11.3 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 21.7 to 1	19.9 to 1	20.0 to 1
Prime instructional time	91.6%	Up from 88.4%	90.3%	90.5%
Opportunities in the arts	Excellent	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 Good	Excellent	Excellent
Dollars spent per pupil**	\$10,248	Up 8.7%	\$6,909	\$7,247
Percent of expenditures for instruction**	67.8%	No Change	68.0%	68.2%
Percent of expenditures for teacher salaries**	64.4%	Down from 66.0%	65.9%	65.7%

* 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

Lady's Island Elementary is located in Beaufort, South Carolina. It is nestled in a remote corner of Lady's Island bordered by the marshes of Chowan Creek and Distant Island. It is a school with a commitment to academic excellence through arts integration. A school of choice, students from across the district choose to attend Lady's Island Elementary along with those who are in our attendance zone. The school's community designates student achievement as its highest priority while maintaining a safe, productive, and family-oriented environment.

L.I.E.S. is an extraordinary school. In addition to the traditional subjects of physical education, art, and music, Lady's Island also boasts outstanding drama, dance, show choir, and strings programs. These programs are embedded into our curriculum through collaboration between academic and fine arts teachers that allows students to master academic standards in engaging, multisensory classroom settings. Students learn about math, science, social studies, and ELA through dance, music, and visual arts. With the arts-infused curriculum, students are provided opportunities to exceed South Carolina academic standards while excelling in the arts.

The arts allow us to meet the diverse needs of our school population on a daily basis. This year, our school was awarded the Arts in Basic Curriculum grant and the Distinguished Art Program grant. As a result, our school community participated in work with five different artists in residence, attended community theatre performances, and visited a local art gallery. We also expanded our instruments to include African drums. Additional grants were awarded to support various programs in our school.

Other highlights of our year are equally noteworthy. We held a successful dinner theatre where both students and faculty entertained the audience. Our students and staff participated in numerous arts events around town. Students learned about local water sheds through a national project called River of Words that combined art, poetry, and science. One of our own third grader's artwork was featured on the front cover of the book produced showcasing student artwork and poetry from across the district. We participated and placed in local, regional, and national cup stacking events.

Our school family also gave back to our community in numerous ways. The show choir and dance groups performed for residents in assisted living facilities. The show choir caroled downtown, as well as performing at Night on the Town. The school as a whole collected Toys for Tots, coats, and canned goods, as well as raising money for Relay for Life and Jump Rope for Heart. In celebration of Beaufort's Tricentennial, students created birthday cards and framed art that can be found on display in several local businesses.

Lady's Island is committed to creating optimal learning environments while focusing on helping each student reach his or her personal best. Boasting strong parent participation, dedicated classroom instructors, an active PTO and SIC, and supportive community stakeholders, Lady's Island is an incredible place where all children excel and realize their potential.

Marvelle L. Ulmer, Principal

Melanie Gallion, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	60	45
Percent satisfied with learning environment	91.7%	88.1%	88.4%
Percent satisfied with social and physical environment	95.8%	81.7%	84.4%
Percent satisfied with school-home relations	91.7%	86.7%	68.9%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	99.3
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Lady's Island Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	6.9%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	8.9%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	668.6	658.5	619.6	634.6	100.0	100.0
Male	665.2	653.2	622.0	638.8	100.0	100.0
Female	671.9	663.6	617.2	631.5	100.0	100.0
White	690.8	676.9	634.6	647.2	100.0	100.0
African American	642.1	631.4	603.9	617.4	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	653.3	647.1	609.7	623.9	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
2011	3	77	100	22.2	27.8	50	77.8
	4	67	100	19	42.9	38.1	81
	5	2	I/S	I/S	I/S	I/S	I/S
	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
2012	3	61	100	21.4	17.9	60.7	78.6
	4	66	100	6.6	45.9	47.5	93.4
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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							
2011	3	77	100	34.7	31.9	33.3	65.3
	4	67	100	19	44.4	36.5	81
	5	2	I/S	I/S	I/S	I/S	I/S
	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
2012	3	61	100	25	21.4	53.6	75
	4	66	100	13.1	52.5	34.4	86.9
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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							
2011	3	39	100	40.5	45.9	13.5	59.5
	4	67	100	41.3	49.2	9.5	58.7
	5	1	I/S	I/S	I/S	I/S	I/S
	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
2012	3	31	100	50	21.4	28.6	50
	4	64	100	25	66.7	8.3	75
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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							
2011	3	39	94.9	27.8	58.3	13.9	72.2
	4	65	100	36.1	59	4.9	63.9
	5	1	I/S	I/S	I/S	I/S	I/S
	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
2012	3	31	100	24.1	41.4	34.5	75.9
	4	66	100	18	62.3	19.7	82
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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							
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	2	I/S	I/S	I/S	I/S	I/S
	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
2012	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

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