



Theodore Lester Elementary

3501 E. Palmetto St.
Florence, SC 29501

Grades	PK-6 Elementary School	
Enrollment	482 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 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Good
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Below 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

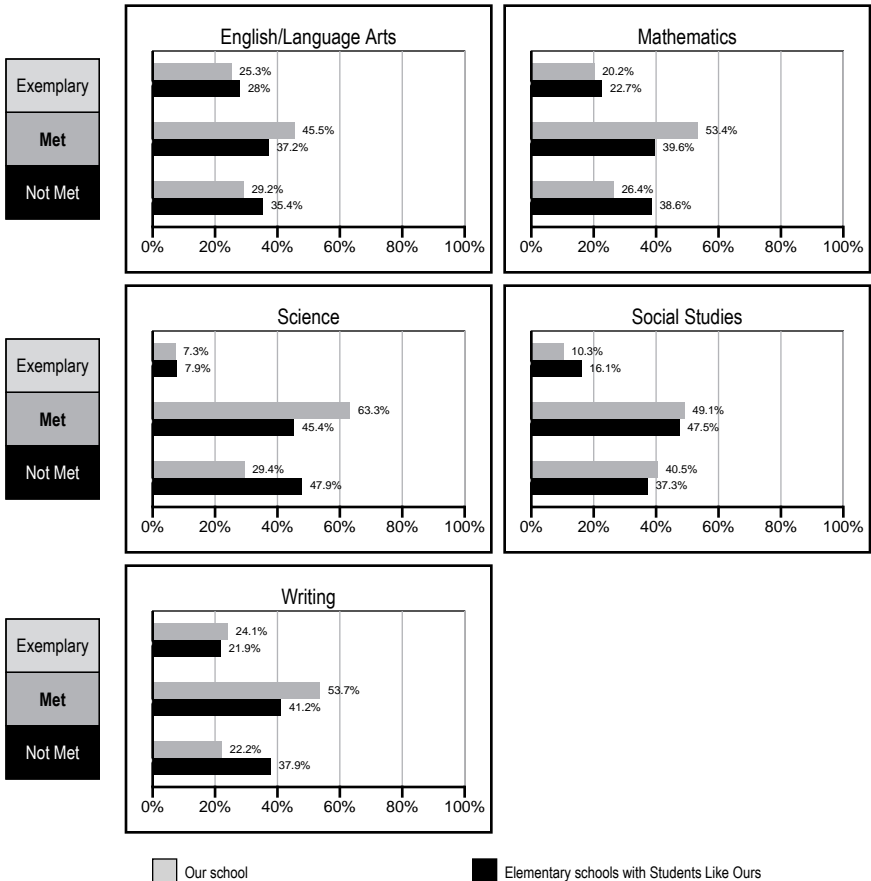
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	13	102	51	20

* 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=482)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.4%	Down from 4.9%	1.3%	1.0%
Attendance rate	95.9%	Up from 95.0%	96.3%	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%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	70.5%	Up from 68.9%	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	96.5%	Up from 94.5%	85.6%	88.7%
Teacher attendance rate	98.7%	Up from 96.8%	95.2%	95.1%
Average teacher salary*	\$47,050	Down 0.7%	\$45,241	\$47,210
Professional development days/teacher	16.8 days	Up from 16.4 days	10.1 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	14.5 to 1	Down from 18.8 to 1	18.3 to 1	20.0 to 1
Prime instructional time	94.1%	Up from 91.3%	90.5%	90.5%
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**	\$12,587	Down 10.0%	\$8,211	\$7,247
Percent of expenditures for instruction**	73.3%	Up from 67.6%	66.4%	68.2%
Percent of expenditures for teacher salaries**	70.9%	Up from 65.5%	63.3%	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

Dear Parents and Community of Theodore Lester Elementary,

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.

We believe that student success in reading is the key to student success in other subject areas. With that in mind, we continue to implement the Reading Renaissance Program.

We encourage students to read as much as possible and try to instill in them a love for reading. We believe that this will positively impact student learning and students' performance on standardized tests.

Our teachers provide lessons which promote 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 use differentiated instruction for students' varied learning styles. We use journal writing and note-booking as a means of capturing students' ideas and assessing what they have learned.

We use student data to guide instruction and to narrow our focus on students' individual weaknesses and strengths. We use 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 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	35	42	26
Percent satisfied with learning environment	82.9%	63.4%	88.0%
Percent satisfied with social and physical environment	82.9%	65.9%	76.9%
Percent satisfied with school-home relations	63.6%	69.0%	84.6%

* 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	93.5
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

Theodore Lester 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	1.8%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	4.0%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.3%	0.0%	No
Student attendance rate	95.9%	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	645.7	638.3	619.7	615.0	99.5	99.5
Male	634.3	631.0	611.8	607.6	99.1	99.1
Female	662.0	648.6	631.8	625.2	100.0	100.0
White	652.6	643.6	637.9	629.5	100.0	100.0
African American	643.1	636.1	614.3	611.5	99.3	99.3
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	621.3	613.1	602.1	596.7	97.6	97.6
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	645.0	637.8	619.1	613.5	99.4	99.4
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0
Grades 6-8						
All Students	631.4	639.7	620.3	601.2	99.5	99.5
Male	642.8	645.0	628.6	610.9	99.1	99.1
Female	620.5	634.6	613.7	590.5	100.0	100.0
White	662.9	648.9	638.0	637.3	100.0	100.0
African American	623.8	637.4	618.1	588.4	99.3	99.3
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	611.3	601.4	594.0	616.2	97.6	97.6
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	626.0	638.9	620.2	589.5	99.4	99.4
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0
SC-ALT, ELA						
All Students	513.9	527.5	518.1	508.4	100.0	100.0
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A
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	513.9	527.5	518.1	508.4	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	N/A	N/A	N/A	N/A	100.0	100.0
Annual Measurable Objective (AMO)	453.0	453.0	453.0	453.0	95.0	95.0

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
SC-ALT, Math						
All Students	533.6	525.2	508.5	525.9	100.0	100.0
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A
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	533.6	525.2	508.5	525.9	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	N/A	N/A	N/A	N/A	100.0	100.0
Annual Measurable Objective (AMO)	461.0	461.0	461.0	461.0	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	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
2012	3	51	100	29.2	33.3	37.5	70.8
	4	55	98.2	21.2	55.8	23.1	78.8
	5	65	100	20	50	30	80
	6	53	100	40	34	26	60
	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	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
2012	3	51	100	29.2	43.8	27.1	70.8
	4	55	98.2	25	53.8	21.2	75
	5	65	100	28.3	46.7	25	71.7
	6	53	100	30	56	14	70
	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	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
2012	3	23	100	63.6	18.2	18.2	36.4
	4	54	98.2	27.5	68.6	3.9	72.5
	5	33	100	6.7	66.7	26.7	93.3
	6	27	100	26.9	65.4	7.7	73.1
	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	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
2012	3	28	100	42.3	50	7.7	57.7
	4	54	100	17.3	65.4	17.3	82.7
	5	33	100	61.3	22.6	16.1	38.7
	6	31	100	55.2	37.9	6.9	44.8
	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
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	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
2012	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	65	89.2	22.2	53.7	24.1	77.8
	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

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