



## Lower Lee Elementary

5142 St. Charles Road  
Mayesville, SC 29104

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	249 Students	
<b>Principal</b>	Sam Whack, Jr., Ed.D.	803-428-3637
<b>Superintendent</b>	Dr. Cleo F. Richardson	803-484-5327
<b>Board Chair</b>	Ms. Sanya Moses	803-428-4493

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>At-Risk</b>	<b>At-Risk</b>
2012	Below Average	Excellent
2011	At-Risk	At-Risk
2010	At-Risk	Below Average
2009	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://www.eoc.sc.gov>

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

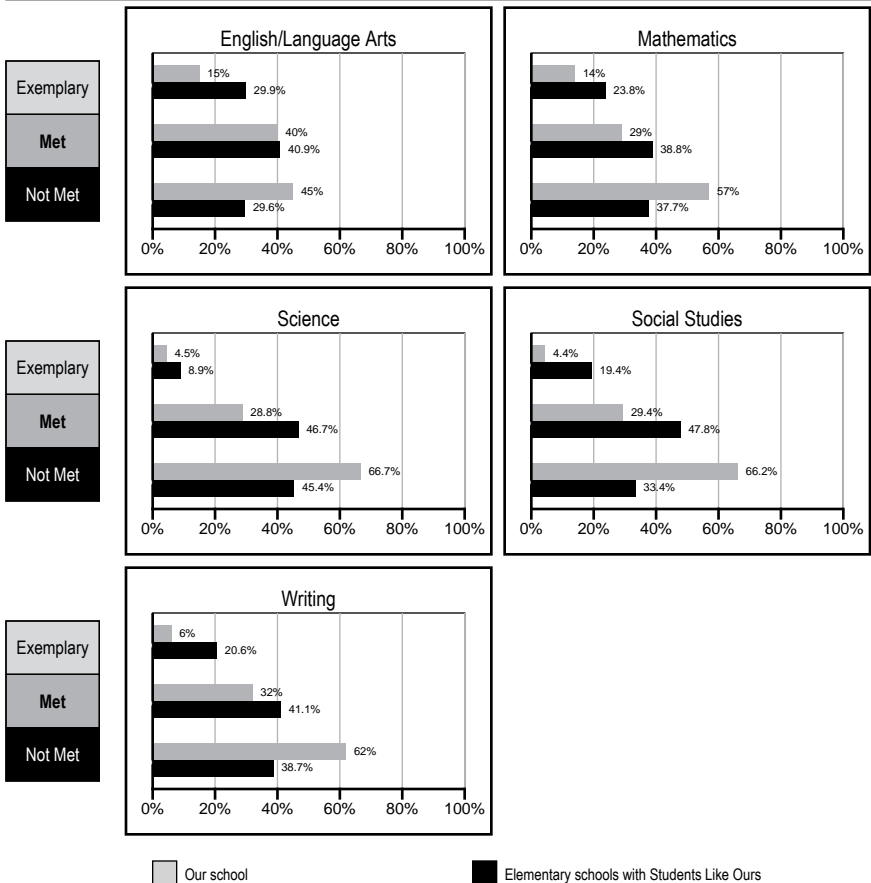
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.2%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
3	13	125	40	13

\* Ratings are calculated with data available by 12/14/2013.

**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    /S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=249)</b>				
First graders who attended full-day kindergarten	90.5%	Up from 80.0%	100.0%	100.0%
Retention rate	2.3%	Up from 0.0%	1.1%	0.9%
Attendance rate	98.7%	Down from 99.8%	95.9%	96.3%
Served by gifted and talented program	4.2%	N/A	3.5%	7.2%
With disabilities	11.8%	N/A	13.6%	12.4%
Older than usual for grade	1.3%	N/A	2.8%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=17)</b>				
Teachers with advanced degrees	58.8%	Up from 55.6%	60.4%	62.5%
Continuing contract teachers	70.6%	Up from 66.7%	78.6%	83.3%
Teachers returning from previous year	71.0%	Down from 75.0%	85.1%	88.3%
Teacher attendance rate	92.2%	Down from 94.5%	94.8%	95.0%
Average teacher salary*	\$42,440	Up 1.8%	\$46,330	\$48,193
Professional development days/teacher	24.5 days	Up from 14.5 days	10.8 days	11.0 days
<b>School</b>				
Principal's years at school	2.5	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	N/R	18.5 to 1	20.1 to 1
Prime instructional time	87.8%	Down from 90.4%	89.5%	90.0%
Opportunities in the arts	Poor	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	N/R	N/R	Excellent	Excellent
Dollars spent per pupil**	\$7,358	Up 4.9%	\$7,982	\$7,364
Percent of expenditures for instruction**	59.0%	Down from 59.4%	68.0%	68.0%
Percent of expenditures for teacher salaries**	55.0%	Up from 54.4%	64.0%	66.0%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Lower Lee Elementary School, a small, rural, Title I school of 240 brilliant bear students had an outstanding school year in 2012-13. Our school truly has 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, as of June 2013, no longer recognized as a Palmetto Priority School. We were also proud to have our very own Ms. Joy Dunson, be named our school's Teacher of the Year. Leading into the 2013-14 school year, we are proud to announce our school received an "A" on our ESEA Federal Accountability Report Card in July 2012 and earned a Palmetto Gold Award of Recognition as a result of the dramatic academic improvement of our students all four content areas.

During this past year at Lower Lee, the following have been examples of the curricular and instructional focus of 2012-13: (1) Our school has successfully continued Success for All's reading intervention program, (2) Continued the integration of RtI tiered instruction into our daily lesson plans to address the various learning styles and modalities of our students, (3) Students in 5K – 5th grade participate in our Save the Children intervention and after-school program, (4) Pre-K continued its implementation of the Creative Curriculum program, (5) Balanced Literacy in all K—5 classrooms (Read Aloud, Writing, Shared Reading, Guided Reading, Word Development), (6) All math teachers attended the USC Aiken Math Professional development throughout the 2012-13 school year, (7) 100% of all classrooms have smart board technology, with 100% having document camera technology and 100% of all staff having IPAD technology, (8) Two 26 station net book mobile labs and a 20 station IPAD lab are available for students to utilize within their classroom to support academic learning. Moreover, our SIC succeeded in writing and securing a \$26,000 playground grant that has led to a new playground at LLES, thanks in part to the partnership of our local political delegation of Senator Gerald Malloy, Grady Brown, and our local county councilmen. Our school also started our journey to becoming a Healthy School. We had another successful Jump Rope for Heart campaign with nearly \$800 raised. Also, we raised over \$2000 for Relay for Life. We also, donated over 500 canned goods to local shelter agencies in our Carolina versus Clemson drive. Moreover, our school serves as a Harvest Hope site where we give out 40 snack backpacks to needy families within our school. At Lower Lee Elementary, we have continued our 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  
Improvement Council Chairperson

LaToya Hopkins, School

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	41	27
Percent satisfied with learning environment	72.2%	58.5%	81.5%
Percent satisfied with social and physical environment	72.2%	64.1%	80.7%
Percent satisfied with school-home relations	72.3%	76.3%	76.9%

\* 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 2013, 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.

<b>Overall Weighted Points Total</b>	<b>23.5</b>
<b>Overall Grade Conversion</b>	<b>F</b>

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

Lower Lee 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	N/A	2.3%
Classes in high poverty schools not taught by highly qualified teachers	13.9%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	98.7%	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
<b>Grades 3-5</b>						
All Students	624.0	610.9	580.4	594.7	100.0	100.0
Male	618.4	606.1	578.4	593.8	100.0	100.0
Female	634.2	620.0	584.3	596.2	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	623.9	608.0	578.5	593.8	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	626.0	610.4	579.7	596.2	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	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
<b>English/Language Arts</b>							
<b>2012</b>	3	37	97.3	31.4	22.9	45.7	68.6
	4	43	97.7	30.6	13.9	55.6	69.4
	5	39	100	37.1	42.9	20	62.9
	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>2013</b>	3	34	100	41.4	37.9	20.7	58.6
	4	37	100	58.8	29.4	11.8	41.2
	5	41	100	35.1	51.4	13.5	64.9
	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>Mathematics</b>							
<b>2012</b>	3	37	100	58.3	36.1	5.6	41.7
	4	43	100	40.5	40.5	18.9	59.5
	5	39	100	42.9	54.3	2.9	57.1
	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>2013</b>	3	34	100	79.3	17.2	3.4	20.7
	4	37	100	47.1	35.3	17.6	52.9
	5	41	100	48.6	32.4	18.9	51.4
	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
<b>Science</b>							
<b>2012</b>	3	19	100	78.9	10.5	10.5	21.1
	4	43	100	N/AV	N/AV	N/AV	48.6
	5	20	100	N/AV	N/AV	N/AV	44.4
	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
<b>2013</b>	3	17	100	84.6	7.7	7.7	15.4
	4	37	100	64.7	29.4	5.9	35.3
	5	21	100	N/AV	N/AV	N/AV	42.1
	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
<b>Social Studies</b>							
<b>2012</b>	3	18	100	35.3	58.8	5.9	64.7
	4	43	100	32.4	59.5	8.1	67.6
	5	19	100	58.8	29.4	11.8	41.2
	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
<b>2013</b>	3	17	100	56.3	37.5	6.3	43.8
	4	37	100	58.8	35.3	5.9	41.2
	5	20	100	N/AV	N/AV	N/AV	11.1
	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>2012</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	39	100	47.2	41.7	11.1	52.8
	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
<b>2013</b>	3	34	100	75.9	20.7	3.4	24.1
	4	37	97.3	63.6	30.3	6.1	36.4
	5	41	100	48.6	43.2	8.1	51.4
	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

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