



## Lemira Elementary School

952 Fulton Street  
Sumter, SC 29153

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 559 Students           |              |
| <b>Principal</b>      | Delcia Harper-Baxter   | 803-775-0658 |
| <b>Superintendent</b> | Randolph D. Bynum, Sr. | 803-469-6900 |
| <b>Board Chair</b>    | E. Keith Schultz       | 803-469-6900 |

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING        |
|-------------|-----------------|----------------------|
| <b>2013</b> | <b>Average</b>  | <b>Below Average</b> |
| 2012        | Average         | Average              |
| 2011        | Average         | Average              |
| 2010        | Average         | Average              |
| 2009        | Average         | Excellent            |

## 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**

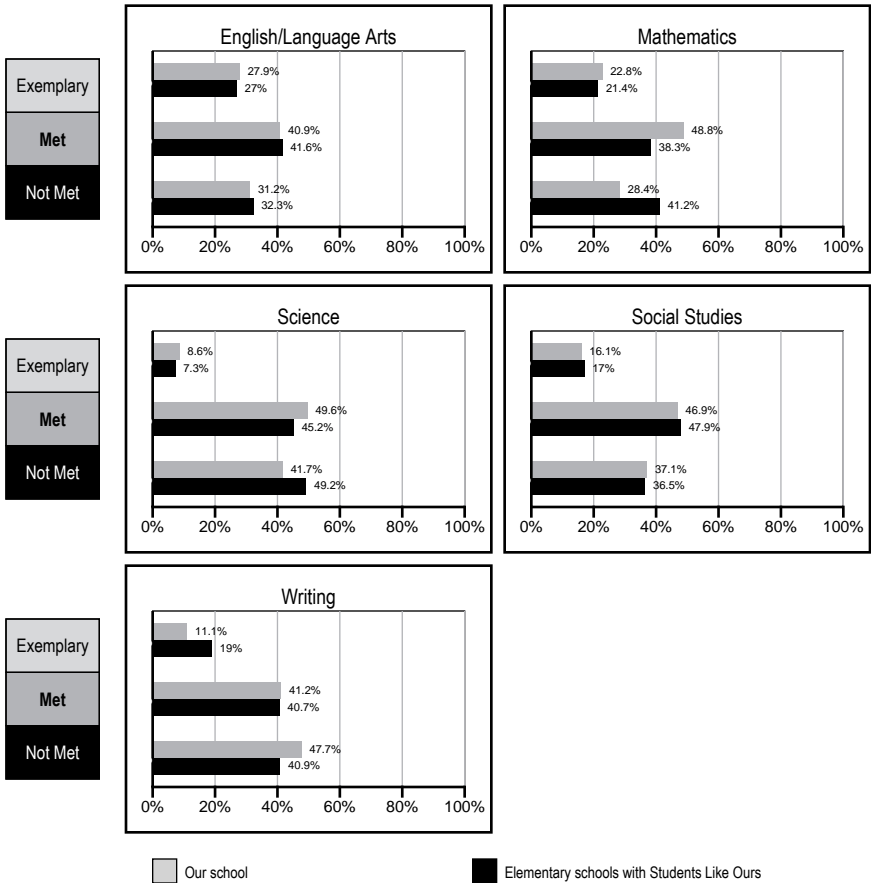
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 98%

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

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0         | 9    | 76      | 40            | 15      |

\* 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    I/S–Insufficient Sample

## School Profile

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=559)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 4.3%       | Down from 6.2%        | 1.1%                                       | 0.9%                     |
| Attendance rate  | 96.3%      | Down from 96.7%       | 95.9%                                      | 96.3%                    |
| Served by gifted and talented program  | 3.1%       | N/A                   | 2.5%                                       | 7.2%                     |
| With disabilities  | 15.5%      | N/A                   | 13.5%                                      | 12.4%                    |
| Older than usual for grade   | 7.3%       | N/A                   | 2.9%                                       | 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=41)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 65.9%      | Up from 62.5%         | 60.0%                                      | 62.5%                    |
| Continuing contract teachers   | 95.1%      | Up from 95.0%         | 74.3%                                      | 83.3%                    |
| Teachers returning from previous year  | 92.1%      | Up from 91.5%         | 84.6%                                      | 88.3%                    |
| Teacher attendance rate  | 94.0%      | Down from 94.8%       | 94.9%                                      | 95.0%                    |
| Average teacher salary*  | \$46,324   | Up 5.2%               | \$45,939                                   | \$48,193                 |
| Professional development days/teacher  | 8.9 days   | Up from 7.7 days      | 10.4 days                                  | 11.0 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 19.0       | Up from 18.0          | 4.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 18.4 to 1  | Down from 19.3 to 1   | 17.7 to 1                                  | 20.1 to 1                |
| Prime instructional time   | 89.8%      | Down from 91.0%       | 89.6%                                      | 90.0%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 99.6%      | Up from 20.0%         | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$6,996    | Down 5.7%             | \$8,612                                    | \$7,364                  |
| Percent of expenditures for instruction**                                    | 70.0%      | Down from 70.2%       | 67.0%                                      | 68.0%                    |
| Percent of expenditures for teacher salaries**                               | 70.0%      | Up from 67.5%         | 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

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**

For five years, Lemira Elementary School has embraced the theme: Excellence by Exceeding Expectations: Creating College Bound Students. This year, we have added an additional focus on developing leadership skills in all of our students using Sean Covey's book *The Seven Habits of Happy Kids*. All stakeholders promoted an atmosphere of leadership and high expectations for life- long learners. Leadership skills were integrated into the curriculum and were correlated with best practices

Students on all grade levels participated in real world activities that required them to apply their problem solving skills. A variety of technology was utilized in order to encourage students to apply higher order thinking skills in mathematics. Teachers provided various authentic problem solving opportunities.

The continuing involvement of parents and other community members is an integral part of Lemira' success. This year, we partnered with the Sumter Rotary Club to host a Literacy Night for our PK and Kindergarten students and their families. Parents and other community members served on school committees, attended conferences and other school events, served as chaperones for field trips and volunteered in our classrooms.

Our students and teachers were successful both inside and outside of the classroom. After earning an A rating with a score of 98.1 last year, Lemira was designated as a Title I Reward School for Performance, a designation given to the highest performing Title I schools in a given year. Ms. Michelle Hanenkraht, a fourth grade teacher, was honored as the 2012-2013 Teacher of the Year. Two of our 5th Grade classes ranked in the Top 10 in the state during Part I of the University of South Carolina's "Read With the Gamecocks" reading program. Our Percussion Ensemble performed all over the state and beyond, including at the South Carolina State Teacher of the Year celebration. Our Golden Steppers sponsored the First Annual Step Off Competition and won several trophies at various state competitions.

With our ongoing belief that all children can exceed expectations of excellence, we will continue to focus on our mission to develop the whole child as a productive, competent, college bound member of society through challenging learning opportunities.

Delcia Harper-Baxter, Principal  
Leslie Dowling, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

|  | <b>Teachers</b> | <b>Students*</b> | <b>Parents*</b> |
|--|-----------------|------------------|-----------------|
| Number of surveys returned                             | 38              | 73               | 41              |
| Percent satisfied with learning environment            | 100%            | 89%              | 97.5%           |
| Percent satisfied with social and physical environment | 100%            | 84.8%            | 90.3%           |
| Percent satisfied with school-home relations           | 94.7%           | 83.3%            | 85.7%           |

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## 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>66.7</b> |
| <b>Overall Grade Conversion</b>      | <b>D</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

Lemira Elementary School 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%         | 2.3%  |
| Classes in high poverty schools not taught by highly qualified teachers | 14.2%        | 4.9%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 14.0%      | 0.0%            | No                  |
| Student attendance rate                         | 96.3%      | 94.0%*          | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## Performance By Group

| Subgroups                         | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| <b>Grades 3-5</b>                 |          |           |              |                     |              |               |
| All Students                      | 642.1    | 636.9     | 610.2        | 620.8               | 100.0        | 100.0         |
| Male                              | 636.3    | 630.1     | 606.1        | 617.7               | 100.0        | 100.0         |
| Female                            | 648.2    | 644.1     | 614.4        | 624.3               | 100.0        | 100.0         |
| White                             | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| African American                  | 638.9    | 633.7     | 605.6        | 617.0               | 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                          | 601.0    | 603.3     | 578.0        | 588.4               | 100.0        | 100.0         |
| Limited English Proficient        | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Subsidized meals                  | 639.8    | 635.1     | 609.1        | 618.8               | 100.0        | 100.0         |
| Annual Measurable Objective (AMO) | 635.0    | 635.0     | 635.0        | 635.0               | 95.0         | 95.0          |

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 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     | 65                            | 100      | 23.1      | 25    | 51.9        | 76.9               |
|                              | 4     | 79                            | 100      | 40        | 32.9  | 27.1        | 60                 |
|                              | 5     | 66                            | 100      | 32.2      | 50.8  | 16.9        | 67.8               |
|                              | 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     | 79                            | 100      | 26.1      | 33.3  | 40.6        | 73.9               |
|                              | 4     | 78                            | 100      | 31.3      | 34.3  | 34.3        | 68.7               |
|                              | 5     | 86                            | 100      | 35.4      | 53.2  | 11.4        | 64.6               |
|                              | 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     | 65                            | 100      | 11.5      | 44.2  | 44.2        | 88.5               |
|                              | 4     | 79                            | 100      | 37.1      | 50    | 12.9        | 62.9               |
|                              | 5     | 66                            | 100      | 28.8      | 54.2  | 16.9        | 71.2               |
|                              | 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     | 79                            | 100      | 21.7      | 40.6  | 37.7        | 78.3               |
|                              | 4     | 78                            | 100      | 19.4      | 59.7  | 20.9        | 80.6               |
|                              | 5     | 86                            | 100      | 41.8      | 46.8  | 11.4        | 58.2               |
|                              | 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>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2012</b>                  | 3     | 34                            | 100      | 35.7      | 46.4  | 17.9        | 64.3               |
|                              | 4     | 79                            | 100      | 34.3      | 60    | 5.7         | 65.7               |
|                              | 5     | 32                            | 100      | 34.5      | 58.6  | 6.9         | 65.5               |
|                              | 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     | 39                            | 97.4     | 46.9      | 43.8  | 9.4         | 53.1               |
|                              | 4     | 78                            | 100      | 32.8      | 56.7  | 10.4        | 67.2               |
|                              | 5     | 42                            | 100      | 51.3      | 43.6  | 5.1         | 48.7               |
|                              | 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

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## 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     | 31                            | 100      | 25        | 37.5  | 37.5        | 75                 |
|                       | 4     | 79                            | 100      | 28.6      | 60    | 11.4        | 71.4               |
|                       | 5     | 34                            | 97.1     | 46.7      | 36.7  | 16.7        | 53.3               |
|                       | 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>2013</b>           | 3     | 40                            | 97.5     | 17.1      | 57.1  | 25.7        | 82.9               |
|                       | 4     | 78                            | 100      | 29.9      | 55.2  | 14.9        | 70.1               |
|                       | 5     | 44                            | 100      | 65        | 25    | 10          | 35                 |
|                       | 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     | 66                            | 100      | 44.1      | 39    | 16.9        | 55.9               |
|                       | 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     | 80                            | 100      | 42.9      | 45.7  | 11.4        | 57.1               |
|                       | 4     | 78                            | 100      | 41.8      | 43.3  | 14.9        | 58.2               |
|                       | 5     | 85                            | 100      | 57        | 35.4  | 7.6         | 43                 |
|                       | 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

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample