

Lower Lee Elementary

5142 St. Charles Road
Mayesville, SC 29104

Grades	PK-5 Elementary School	
Enrollment	320 Students	
Principal	David Montgomery	803-428-3637
Superintendent	Cleo Richardson	803-484-5327
Board Chair	Sanya Moses	803-428-5603

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**At-Risk**	**At-Risk**
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	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 GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

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

Lower Lee Elementary	06/01/10-3101011

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

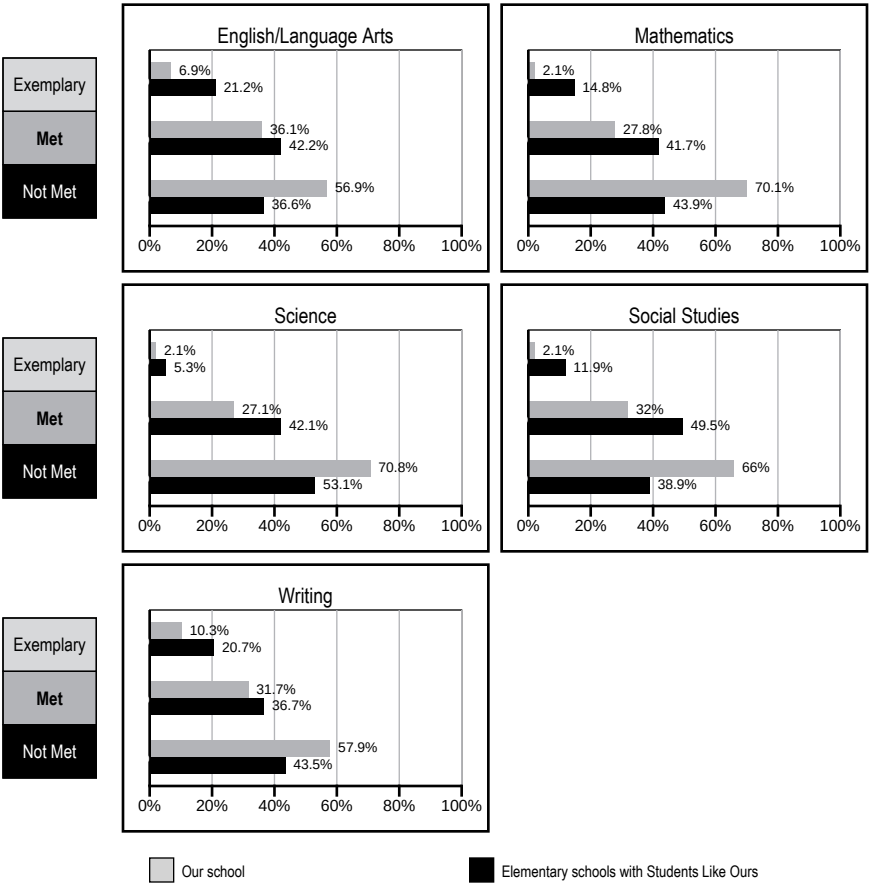
Percent of students tested in 2008-09 whose 2007-08 test scores were located	98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	54	51	31

* Ratings are calculated with data available by 06/01/2010.

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

Lower Lee Elementary 06/01/10-3101011

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=320)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Down from 2.7%	2.5%	1.9%
Attendance rate	96.0%	Up from 95.4%	96.0%	96.3%
Eligible for gifted and talented	0.0%	No Change	2.8%	10.0%
With disabilities other than speech	3.9%	Up from 2.6%	7.4%	7.7%
Older than usual for grade	0.4%	Up from 0.0%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	68.2%	Up from 63.6%	57.1%	59.4%
Continuing contract teachers	68.2%	Up from 59.1%	70.7%	80.0%
Teachers with emergency or provisional certificates	4.5%	Down from 5.6%	0.0%	0.0%
Teachers returning from previous year	92.3%	Up from 83.2%	81.2%	85.9%
Teacher attendance rate	95.1%	Up from 94.0%	95.2%	95.1%
Average teacher salary*	$45,558	Up 7.6%	$45,710	$47,149
Professional development days/teacher	11.1 days	Up from 2.8 days	10.7 days	11.1 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Up from 16.9 to 1	16.5 to 1	18.8 to 1
Prime instructional time	87.8%	Down from 89.0%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Up from 87.1%	100.0%	100.0%
Character development program	Excellent	No Change	Good	Excellent
Dollars spent per pupil**	$8,509	Up 18.4%	$8,727	$7,458
Percent of expenditures for instruction**	71.9%	Up from 67.0%	68.3%	68.8%
Percent of expenditures for teacher salaries**	63.2%	Up from 62.1%	61.8%	63.2%

* 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

The theme for the 2008-2009 school year at Lower Lee Elementary School was “Anchored in Excellence: Every Child, Every Chance, Everyday!” Data analysis and our Focus School Renewal Plan, which required professional development to enhance our instructional strategies, drove instruction for the 2008-2009 school year.

Lower Lee School is completing its second year of the South Carolina Reading First Grant. The grant continues to impact grades K – 3 while affording us the opportunity to purchase much needed equipment, supplies and classroom libraries. The grant also provided funds for a full-time literacy coach, a reading recovery teacher and opportunities for all K – 3 teachers to participate in a yearlong study group. We are also the proud recipients of an additional South Carolina Reading First Grant that will fund a Summer Enrichment Program for the 2008-2009 school year.

Parent involvement continues to be one of the key elements in closing the achievement gap for our students. We actively involved parents this year through morning and evening parent teacher conferences, PTO Meetings, parent workshops, surveys, Title 1 Parenting Activities, School Improvement Council, report cards, progress reports, newsletters and surveys. We celebrated student achievement through our Awards Day Programs.

The 21st Century After School Program and the Communities In Schools (CIS) After School Program operates five days a week. The students are able to engage in hands-on experiences, use technology effectively and promote character education through meaningful academic and enrichment activities.

At Lower Lee we continue to implement data driven instruction as we strive for excellence and providing opportunities for our students to reach their full potential.

Robert Ervin, Principal Carrie Toney, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	44	27
Percent satisfied with learning environment	96.2%	90.9%	85.2%
Percent satisfied with social and physical environment	100.0%	90.9%	92.0%
Percent satisfied with school-home relations	100.0%	97.7%	88.5%

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

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School Adequate Yearly Progress	NO

This school met 10 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	R

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	8.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

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Lower Lee Elementary										06/01/10-3101011
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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	152	100	56.9	36.1	6.9	61.8	57.5	82.8	Yes	Yes
Gender										
Male	73	100	61.4	30	8.6	57.1	51.1	79.3	N/A	N/A
Female	79	100	52.7	41.9	5.4	66.2	63.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	73	89.5	I/S	I/S
African American	143	100	57.4	35.3	7.4	61.8	56.7	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	92.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	65	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	17	100	N/AV	N/AV	N/AV	52.9	30.6	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	66.7	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	140	100	56.1	36.4	7.6	61.4	55.4	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	152	100	70.1	27.8	2.1	45.1	50	78.9	No	Yes
Gender										
Male	73	100	65.7	31.4	2.9	51.4	48.7	77	N/A	N/A
Female	79	100	74.3	24.3	1.4	39.2	51.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	64.9	87.2	I/S	I/S
African American	143	100	71.3	26.5	2.2	43.4	48.9	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	75	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	17	100	N/AV	N/AV	N/AV	35.3	20.6	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	83.3	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	140	100	70.5	28	1.5	45.5	48.4	70.2	No	Yes

***** Adjusted to account for natural variation in performance.

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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
Science								
All Students	102	100	70.8	27.1	2.1	29.2	28.7	67.5
Gender								
Male	47	100	68.9	26.7	4.4	31.1	28.1	67
Female	55	100	N/AV	N/AV	N/AV	27.5	29.2	68
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	52.4	79.5
African American	95	100	70	27.8	2.2	30	27.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	41.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	14	100	N/AV	N/AV	N/AV	14.3	8.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	43.8	59.6
Socio-Economic Status								
Subsized meals	94	100	71.6	26.1	2.3	28.4	26.6	55.1
Social Studies								
All Students	102	99	65.6	32.3	2.1	34.4	38.3	72.3
Gender								
Male	51	100	72	26	2	28	32.5	71.5
Female	51	98	58.7	39.1	2.2	41.3	43.8	73.2
Racial/Ethnic Group								
White	1	I/S	N/A	N/A	N/A	N/A	50	80.7
African American	96	99	68.1	29.7	2.2	31.9	37.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	75	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	15.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	61.5	67.9
Socio-Economic Status								
Subsized meals	94	98.9	65.9	33	1.1	34.1	36.7	62.1

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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	School Attendance Rate	District Attendance Rate
Writing										
All Students	153	96.7	57.9	31.7	10.3	42.1	40.6	70.2	96	95.5
Gender										
Male	74	96	66.2	28.2	5.6	33.8	34.5	63.2	95.6	94.8
Female	79	97.5	50	35.1	14.9	50	46.2	77.5	96.5	96.2
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	54.3	79.1	93.9	94.1
African American	144	97.2	57.7	31.4	10.9	42.3	40.3	57.6	96	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	97.2
Hispanic	7	I/S	I/S	I/S	I/S	I/S	35	62.6	97.7	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	90.8
Disability Status										
Disabled	17	100	N/AV	N/AV	N/AV	23.5	6.8	26.1	95.6	94.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	42.1	61.2	97.6	95.9
Socio-Economic Status										
Subsized meals	141	97.2	58.2	32.8	9	41.8	38.8	58.9	96	95.4

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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							
2009	3	54	100	58.8	29.4	11.8	41.2
	4	52	100	67.3	30.6	2	32.7
	5	46	100	43.2	50	6.8	56.8
	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
Mathematics							
2009	3	54	100	78.4	17.6	3.9	21.6
	4	52	100	65.3	32.7	2	34.7
	5	46	100	N/AV	N/AV	N/AV	34.1
	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
Science							
2009	3	27	100	N/AV	N/AV	N/AV	32
	4	52	100	79.6	18.4	2	20.4
	5	23	100	54.5	40.9	4.5	45.5
	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
Social Studies							
2009	3	27	96.3	84	12	4	16
	4	52	100	N/AV	N/AV	N/AV	40.8
	5	23	100	59.1	36.4	4.5	40.9
	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
Writing							
2009	3	55	96.4	57.7	32.7	9.6	42.3
	4	52	96.2	71.4	20.4	8.2	28.6
	5	46	97.8	43.2	43.2	13.6	56.8
	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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