

LEMIRA ELEMENTARY

952 Fulton Street
Sumter, South Carolina

Grades	PK-5 Elementary School	
Enrollment	547 Students	
Principal	Delcia Harper-Baxter	803-775-0658
Superintendent	Zona W. Jefferson, Ph.D.	803-469-8536
Board Chair	Mr. Greg L. Simonson	803-778-1886

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Excellent
2008	Below Average	Good
2007	Below Average	Average
2006	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 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.

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

Percent of students tested in 2009-10 whose 2008-09 test scores were located

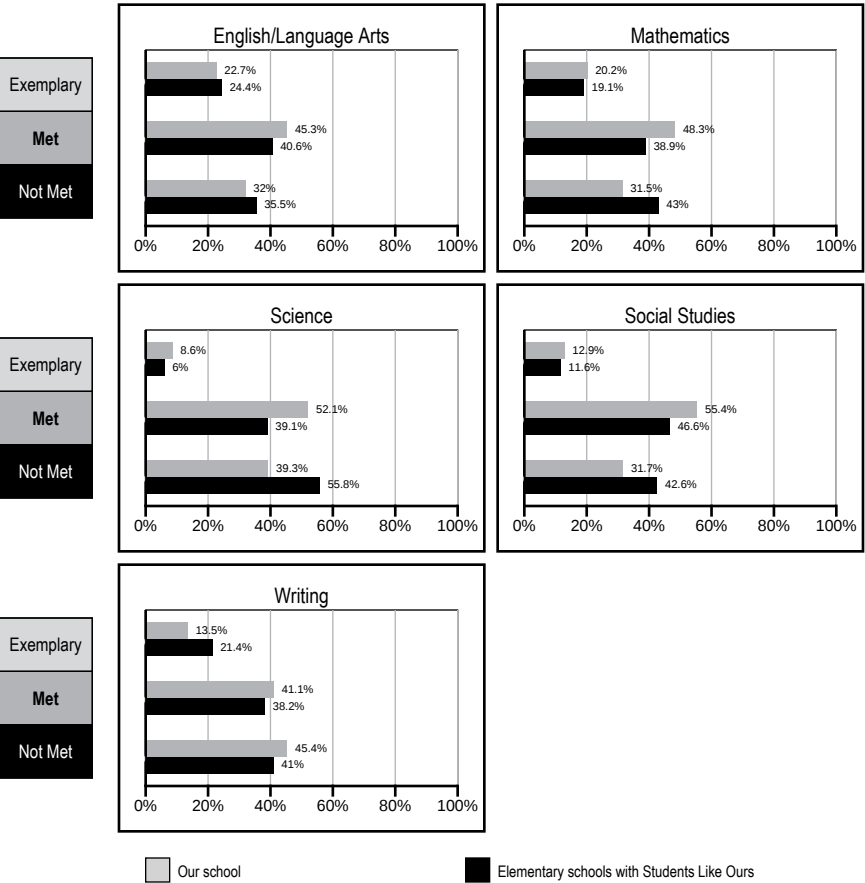
99.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	67	50	21

* Ratings are calculated with data available by 03/09/2011.

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=547)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.6%	Up from 3.7%	1.5%	1.2%
Attendance rate	95.6%	Up from 95.5%	95.9%	96.1%
Eligible for gifted and talented	1.7%	Up from 0.8%	4.1%	11.7%
With disabilities other than speech	11.2%	Up from 10.2%	8.4%	8.0%
Older than usual for grade	1.3%	Down from 2.2%	0.8%	0.4%
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	56.8%	Up from 54.3%	59.0%	60.5%
Continuing contract teachers	81.8%	Up from 80.4%	78.4%	84.6%
Teachers with emergency or provisional certificates	2.6%	Up from 2.5%	0.0%	0.0%
Teachers returning from previous year	89.6%	Up from 85.7%	82.4%	87.0%
Teacher attendance rate	95.1%	Down from 95.5%	95.4%	95.4%
Average teacher salary*	\$42,922	Down 1.4%	\$45,256	\$47,288
Professional development days/teacher	17.2 days	Down from 28.3 days	10.6 days	10.5 days
School				
Principal's years at school	16.0	Up from 15.0	3.0	4.0
Student-teacher ratio in core subjects	15.2 to 1	Up from 11.4 to 1	17.1 to 1	19.2 to 1
Prime instructional time	89.5%	Down from 90.3%	90.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 95.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,615	Down 10.6%	\$8,766	\$7,548
Percent of expenditures for instruction**	69.6%	Down from 69.9%	68.1%	68.7%
Percent of expenditures for teacher salaries**	66.7%	Up from 63.4%	62.4%	65.1%

* 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

For our second year, we embraced the "College Bound" initiative at Lemira Elementary School. "We are Lemira students and we are College Bound" resonated throughout the building daily, as we delivered on our promise to produce college-bound students. Driven by our mission to work closely with parents and the community to develop the whole child as a productive, competent member of society through challenging learning opportunities, we had a triumphant year!

Lemira received a 2010 Palmetto Gold Award for general performance and a Silver Award for Closing the Achievement Gap based on 2009 PASS scores. The school was recognized as one of the top three Title I schools in the state for successful implementation of the South Carolina Reading Initiative. For creating a family friendly environment, Lemira again received the Red Carpet Award.

Stakeholders continued monthly data meetings to review data and develop strategies to enhance student achievement. The data was used to drive instruction and create flexible groups to address areas of need. Grade levels were rewarded for meeting identified goals each quarter. Uninterrupted literacy blocks were implemented in all grade levels. A 90-minute literacy block was in all classrooms in kindergarten - third grade. Fourth and fifth grade implemented a two-hour literacy block. Students participated in independent reading daily, and teachers held conferences with them.

Teachers participated in professional development opportunities weekly. One of the most beneficial experiences was participation in the John Hopkins, Raising the Bar initiative. As part of the Center for Data Driven Reform in Education, focus was on instructional strategies and teaching with rigor.

Dawn Robertson, a kindergarten teacher was our 2009-2010 Teacher of the Year, and she also achieved National Board Certification. Kim Milledge, a third grade teacher, was SCIRA Distinguished Reading Teacher of the Year for Sumter County. Zan Pender, guidance counselor, was named the state winner for the elementary division and received the HEART (Higher Education Awareness Readiness Transition) Award. A Wal-Mart grant was received by Leila Long for the award-winning Percussion Ensemble.

The Lemira Percussion Ensemble performed at the Blue Ribbon Schools of Excellence National Conference in Orlando, Florida-Disney Resort, the LEAF Festival in Black Mountain, North Carolina, and the Spoleto Festival in Charleston, South Carolina.

We are committed to exceeding expectations so that all our children will understand the importance of knowledge enabling them to further their education. Lemira students are college bound!

Delcia Harper-Baxter, Principal
Leslie Dowling, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	59	43
Percent satisfied with learning environment	100.0%	89.8%	90.0%
Percent satisfied with social and physical environment	97.5%	94.8%	81.0%
Percent satisfied with school-home relations	85.0%	89.8%	84.6%

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

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School Adequate Yearly Progress

YES

This school met 15 out of 15 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

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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.0%	0.0%	No
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	220	99.6	32	45.3	22.7	83.3	82.9	83.5	Yes	Yes
Gender										
Male	116	100	38.1	42.9	19	80	79.6	80.1	N/A	N/A
Female	104	99	25.5	48	26.5	86.7	86.5	87	N/A	N/A
Racial/Ethnic Group										
White	12	100	27.3	9.1	63.6	81.8	93.3	89.6	I/S	I/S
African American	200	99.5	32.1	47.3	20.7	82.6	78.4	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	91.4	92.7	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	86.9	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	41	100	72.2	22.2	5.6	47.2	51.4	51.7	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	83.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	206	99.5	34.4	44.4	21.2	82	78.5	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	220	100	31.5	48.3	20.2	82.3	78.5	80.4	Yes	Yes
Gender										
Male	116	100	30.5	46.7	22.9	79	76.8	78.4	N/A	N/A
Female	104	100	32.7	50	17.3	85.7	80.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	12	100	18.2	54.5	27.3	81.8	91	87.8	I/S	I/S
African American	200	100	30.4	49.5	20.1	82.6	73	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	88.6	93.5	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	80.6	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	41	100	63.9	30.6	5.6	52.8	45.2	46.1	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	72	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	206	100	32.8	47.1	20.1	81	73.3	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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 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	153	100	39.3	52.1	8.6	60.7	66.4	67.3
Gender								
Male	79	100	37.1	55.7	7.1	62.9	65.6	66.9
Female	74	100	41.4	48.6	10	58.6	67.2	67.7
Racial/Ethnic Group								
White	9	I/S	I/S	I/S	I/S	I/S	86.9	79.6
African American	137	100	39.5	53.2	7.3	60.5	57.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	82.6	84.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	62.8	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	31	100	N/A	N/A	N/A	30.8	34.5	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	52.4	58.6
Socio-Economic Status								
Subsidized meals	144	100	39.7	52.7	7.6	60.3	58.7	55.4

Social Studies

All Students	151	100	31.7	55.4	12.9	68.3	70.4	70.9
Gender								
Male	80	100	34.7	51.4	13.9	65.3	69.4	70.1
Female	71	100	28.4	59.7	11.9	71.6	71.6	71.7
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	82.9	79.2
African American	141	100	32.3	54.6	13.1	67.7	65	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	79.2	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	72.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	27	100	N/A	N/A	N/A	39.1	40.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	62.1	68
Socio-Economic Status								
Subsidized meals	144	100	31.8	56.8	11.4	68.2	64	60.8

Abbreviations for Missing Data

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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	225	99.6	45.4	41.1	13.5	54.6	66.7	72.1	95.6	95.8
Gender										
Male	121	99.2	52.3	33.9	13.8	47.7	60.1	65.2	95.4	95.6
Female	104	100	37.8	49	13.3	62.2	73.9	79.2	95.9	96
Racial/Ethnic Group										
White	13	100	38.5	30.8	30.8	61.5	82.7	80.8	93.4	95.6
African American	204	99.5	44.1	43.5	12.4	55.9	60	59.7	95.8	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.6	87	N/A	97.2
Hispanic	8	I/S	I/S	I/S	I/S	I/S	54.8	64.6	96.3	95.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.2
Disability Status										
Disabled	38	100	80	17.1	2.9	20	17.6	27.7	95.6	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	98.1
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	44	63.7	96.3	96.3
Socio-Economic Status										
Subsidized meals	211	99.5	47.7	40.4	11.9	52.3	58.5	61.9	95.6	95.4

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	88	100	26.3	46.3	27.5	73.8
	4	66	100	24.6	47.5	27.9	75.4
	5	77	100	16.4	61.6	21.9	83.6
	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
2010	3	71	100	21.2	43.9	34.8	78.8
	4	84	98.8	38.2	42.1	19.7	61.8
	5	65	100	36.1	50.8	13.1	63.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	88	100	57.5	32.5	10	42.5
	4	66	100	24.6	57.4	18	75.4
	5	77	100	30.1	53.4	16.4	69.9
	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
2010	3	71	100	27.3	43.9	28.8	72.7
	4	84	100	32.9	51.3	15.8	67.1
	5	65	100	34.4	49.2	16.4	65.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	44	97.7	48.7	46.2	5.1	51.3
	4	66	100	32.8	59	8.2	67.2
	5	39	100	30.8	64.1	5.1	69.2
	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
2010	3	36	100	50	38.2	11.8	50
	4	84	100	36.8	55.3	7.9	63.2
	5	33	100	33.3	60	6.7	66.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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							
2009	3	44	97.7	17.9	59	23.1	82.1
	4	66	98.5	13.1	68.9	18	86.9
	5	38	100	32.4	52.9	14.7	67.6
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	35	100	31.3	53.1	15.6	68.8
	4	84	100	26.3	63.2	10.5	73.7
	5	32	100	45.2	38.7	16.1	54.8
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	86	100	40.7	35.8	23.5	59.3
	4	67	100	39.7	46	14.3	60.3
	5	77	100	41.1	46.6	12.3	58.9
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	72	98.6	50.7	35.8	13.4	49.3
	4	87	100	46.2	43.6	10.3	53.8
	5	66	100	38.7	43.5	17.7	61.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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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