



Lower Lee Elementary School

5142 St. Charles Road
Mayesville, SC 29104

Grades	PK-5 Elementary School	
Enrollment	254 Students	
Principal	Sam Whack, Jr., Ed.D.	803-428-3637
Superintendent	Dr. Cleo F. Richardson	803-484-5327
Board Chair	Ms. Sanya Moses	803-428-4493

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Below Average	Excellent*
2011	At-Risk	At-Risk
2010	At-Risk	Below Average
2009	At-Risk	At-Risk
2008	At-Risk	Below Average

* The School's 2012 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

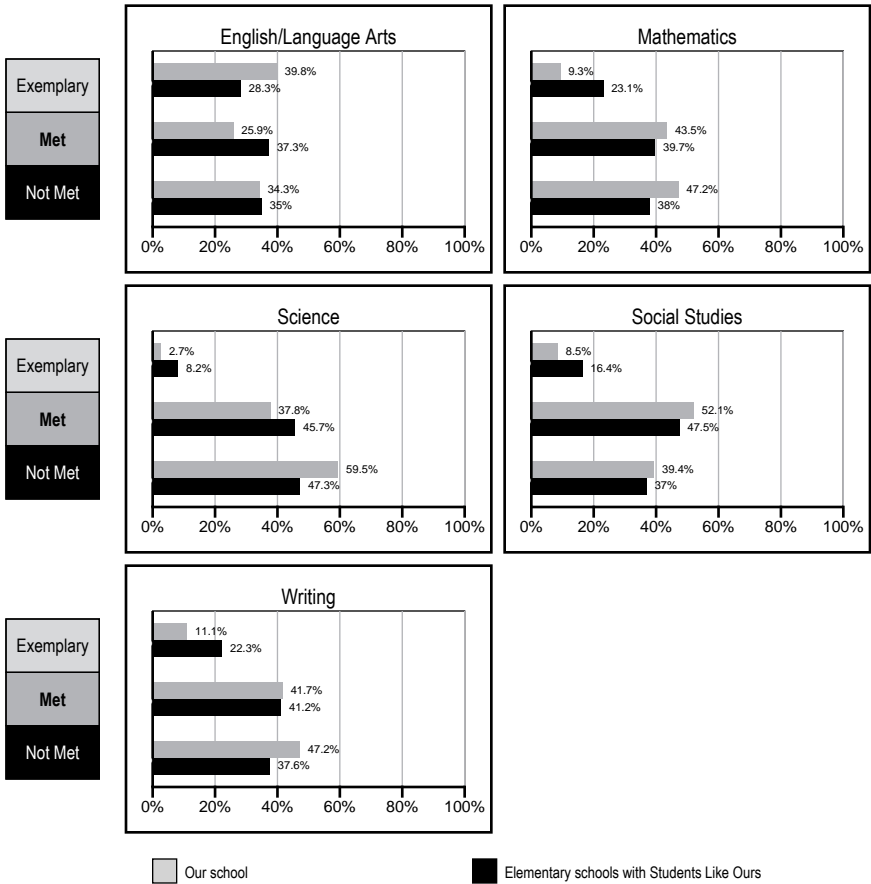
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	13	113	48	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=254)				
First graders who attended full-day kindergarten	80.0%	Down from 100.0%	100.0%	100.0%
Retention rate	0.0%	No Change	1.3%	1.0%
Attendance rate	99.8%	No Change	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=18)				
Teachers with advanced degrees	55.6%	Up from 44.4%	61.8%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	75.0%	Down from 79.5%	85.7%	88.7%
Teacher attendance rate	94.5%	Up from 89.7%	95.2%	95.1%
Average teacher salary*	\$41,680	Up 4.0%	\$45,175	\$47,210
Professional development days/teacher	14.5 days	Down from 16.2 days	10.4 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	18.4 to 1	20.0 to 1
Prime instructional time	90.4%	Up from 86.0%	90.6%	90.5%
Opportunities in the arts	Poor	Down from Good	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**	\$7,012	Down 20.3%	\$8,082	\$7,247
Percent of expenditures for instruction**	59.4%	Down from 66.2%	67.0%	68.2%
Percent of expenditures for teacher salaries**	54.4%	Down from 60.7%	63.5%	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

Lower Lee Elementary School, a small, rural, Title I school of 250 brilliant bear students had an outstanding school year in 2011-12. 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 2011, no longer recognized as a Palmetto Priority School. We were also proud to have our very own PE teacher, Mr. Joey Gainey, be named the Lee County District Teacher of the Year. Leading into the 2012-13 school year, we are proud to announce Ms. Jacqueline Helton as our Teacher of the Year. Moreover, our school received an "A" on our ESEA Federal Accountability Report Card 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 2011-12:

- Our school has successfully implemented Success for All's reading intervention program
- Implemented and integrated RtI tiered instruction into our daily lesson plans to address the various learning styles and modalities of our students.
- Students in 5K – 5th grade participate in our Save the Children intervention and after-school program
- Pre-K continued its implementation of the Creative Curriculum program
- Balanced Literacy in all K—5 classrooms (Read Aloud, Writing, Shared Reading, Guided Reading, Word Development)
- Four Frame Mathematics instituted within grades K-5.
- 100% of all classrooms have smart board technology, with 100% having document camera technology.
- Two 26 station mobile lab is available students to utilize within their classroom to support academic learning.

Additionally, Lower Lee is proud of its newly instituted Parent University Workshops. During these workshops, parents were given strategies to aid in supporting their child academically from home. We are proud of our Lunch-N-Learn workshops that specifically focused on Bullying this entire year. During this time, parents got short, but effective workshops on strategies on how to detect bullying with students and those who are being victimized.

Our school also started our journey to becoming a Healthy School. We had another successful Jump Rope for Heart campaign with nearly \$1000 raised. Also, we raised over \$800 for Pennies for Patients, and nearly \$2000 for Relay for Life. We also, donated over 600 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
LaToya Hopkins, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	55	28
Percent satisfied with learning environment	100.0%	81.1%	74.1%
Percent satisfied with social and physical environment	94.4%	77.8%	78.6%
Percent satisfied with school-home relations	88.9%	94.5%	92.6%

* 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	95.0
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

Lower Lee 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	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	14.1%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.8%	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	647.5	613.9	584.0	611.4	98.3	100.0
Male	648.4	612.6	583.7	613.2	96.9	100.0
Female	646.4	615.6	584.5	609.2	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	647.1	613.1	583.4	611.6	98.2	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	645.8	614.8	584.7	610.1	99.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	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	42	100	52.5	20	27.5	47.5
	4	44	100	43.9	41.5	14.6	56.1
	5	50	100	54	38	8	46
	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	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
Mathematics							
2011	3	42	100	70	22.5	7.5	30
	4	44	100	58.5	31.7	9.8	41.5
	5	50	100	64	34	2	36
	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	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
Science							
2011	3	21	100	78.9	15.8	5.3	21.1
	4	44	100	63.4	34.1	2.4	36.6
	5	25	100	N/AV	N/AV	N/AV	16
	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	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

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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	21	100	52.4	38.1	9.5	47.6
	4	44	100	63.4	34.1	2.4	36.6
	5	25	100	72	20	8	28
	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	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
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	52	96.2	32	56	12	68
	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	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

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