



Lexington Elementary

116 Azalea Drive
Lexington, SC 29072

Grades	PK-5 Elementary School	
Enrollment	950 Students	
Principal	Ruth J. Rish	803-359-4123
Superintendent	Dr. Karen C. Woodward	803-951-8363
Board Chair	G. Edwin Harmon, Ph.D.	803-359-0844



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	At-Risk
2007	Good	At-Risk
2006	Excellent	Average
2005	Good	Average
2004	Excellent	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

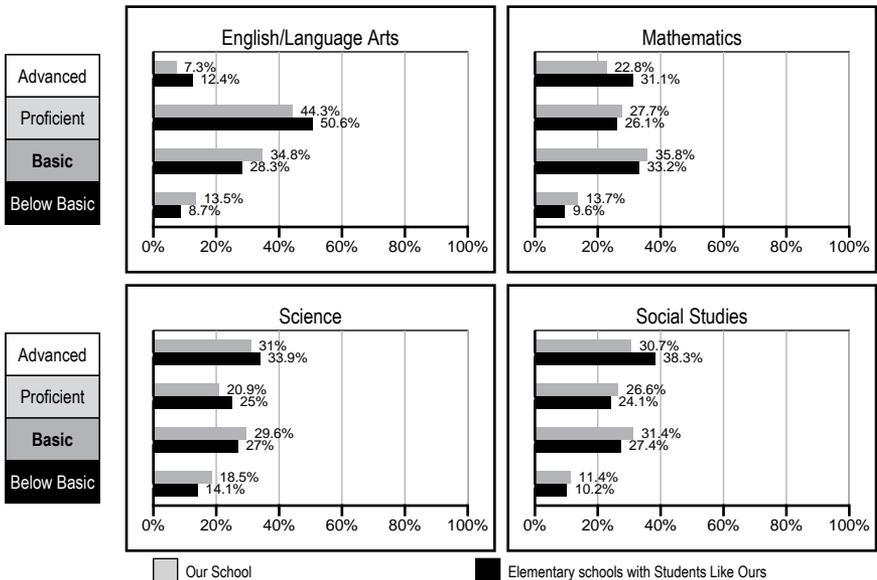
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	16	2	0	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=950)				
First graders who attended full-day kindergarten	100.0%	Up from 99.4%	100.0%	100.0%
Retention rate	0.6%	No Change	1.0%	2.3%
Attendance rate	96.5%	No Change	97.0%	96.3%
Eligible for gifted and talented	22.0%	Down from 24.3%	27.3%	10.4%
With disabilities other than speech	4.2%	Up from 3.3%	6.4%	7.5%
Older than usual for grade	0.0%	Down from 0.5%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=66)				
Teachers with advanced degrees	56.1%	Down from 56.3%	59.2%	56.7%
Continuing contract teachers	75.8%	Down from 81.3%	83.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.9%	Up from 87.6%	87.7%	86.4%
Teacher attendance rate	93.8%	Down from 94.8%	95.0%	94.9%
Average teacher salary	\$47,194	Up 4.7%	\$46,660	\$45,345
Professional development days/teacher	9.4 days	Down from 11.3 days	12.3 days	12.6 days
School				
Principal's years at school	1.0	Down from 3.0	5.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 20.1 to 1	19.5 to 1	18.5 to 1
Prime instructional time	89.5%	Down from 90.1%	90.3%	89.8%
Opportunities in the arts	Good	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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,436	Up 17.3%	\$6,685	\$7,052
Percent of expenditures for instruction*	72.8%	No Change	72.8%	69.1%
Percent of expenditures for teacher salaries*	70.8%	Down from 71.0%	62.8%	64.2%

* 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

Lexington Elementary School is a wonderful community school with a rich heritage of parental involvement and community support. In 2007–2008, almost 1,000 students and 120 full and part-time teachers and staff members called LES home. Due to the large growth in Lexington County School District One, however, part of our attendance area was rezoned this year. Some students will attend New Providence Elementary for the 2008–2009 school year, and our student population will decrease.

LES met 18 of 19 student performance targets set for our school by the No Child Left Behind Act. A data study showed that a barrier to success in mathematics was not fundamental skills, but rather in applying knowledge at higher levels, such as problem solving. We plan to address those needs. We met our school improvement plan goals and maintained our Southern Association of Colleges and Schools accreditation.

Much new technology was installed this year, and this past summer our school was renovated. SMARTBoard interactive whiteboards were installed in classrooms along with video projectors, document cameras, and sound systems. We have continued to implement Balanced Literacy (read alouds, shared reading, guided reading, and independent reading and writing workshops) in our English/language arts program. Our Character Education program focused on Wildcat Pride and emphasized being kind, courteous, considerate, and helpful in all that we say and do.

In addition to a strong academic program, LES has a rich arts program. Two students were accepted into the Grade 5 and 6 District Honors Orchestra. One student was selected for the SC Elementary Honors Choir, and five students were accepted for the District Honors Choir. Four fifth-grade students were selected for the Tri-District Arts Consortium summer program in the areas of voice, creative writing, theater, visual arts, and wind/percussion, while six were named as alternates. Twenty students had artwork selected for display at the Lexington One Winterfest Art exhibit, two students had artwork published in a National Crayola Crayon book, and 20 students had artwork displayed in Lexington Town Hall for Kids Day of Lexington. Ten students' entries advanced to state competition in the SC PTA Reflections Art Competition.

Students also contributed to the Lexington community through service projects. Fifth-grade band and chorus students performed at Deepwood Estates Retirement Home. Students donated more than 600 packages of diapers to benefit the Lexington One Parenting Center and raised more than \$700 of our total \$3,077 school donation to the American Cancer Society's Relay For Life.

The greatest challenges that we face in 2008–2009 are addressing the diverse needs of students through differentiated instruction and academic intervention programs and continuing to recognize and support positive student behavior. We look forward to working together to make LES even stronger in the future!

Ruth Rish, Principal
Julie Washburn and Wendy St. Clair, SIC Co-Chairs

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	166	107
Percent satisfied with learning environment	95.7%	89.2%	90.6%
Percent satisfied with social and physical environment	91.1%	85.8%	90.5%
Percent satisfied with school-home relations	95.7%	97.0%	89.4%

* 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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 18 out of 21 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. Sanction: Implement the restructuring plan.
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	1.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	491	99.8	13.3	34.7	44.3	7.6	63.5	57.1	48.2	Yes	Yes
Gender											
Male	264	100	15.6	35.8	44.9	3.7	60.9	50	41.7	N/A	N/A
Female	227	99.6	10.7	33.5	43.7	12.1	66.5	64.6	55	N/A	N/A
Racial/Ethnic Group											
White	390	100	11.5	34	46.8	7.8	67.6	59.6	60	Yes	Yes
African American	58	100	25.5	42.6	31.9	0	34	37.8	31.7	No	Yes
Asian/Pacific Islander	20	95	6.7	46.7	26.7	20	60	75.4	70.4	I/S	I/S
Hispanic	19	100	21.1	21.1	42.1	15.8	63.2	39.7	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	61.5	47	I/S	I/S
Disability Status											
Disabled	56	100	50	26.9	13.5	9.6	34.6	17.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	38.1	N/A	N/A						
English Proficiency											
Limited English Proficient	21	100	17.6	35.3	41.2	5.9	58.8	41.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	101	100	26.4	41.8	28.6	3.3	44	38.7	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	491	100	13.5	36	27.9	22.5	63.5	54.6	45.8	Yes	Yes
Gender											
Male	264	100	11.5	32.5	31.3	24.7	66.7	55.3	45.6	N/A	N/A
Female	227	100	15.8	40	24.2	20	60	53.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	390	100	12.3	32.4	30.5	24.9	67.4	57.7	59	Yes	Yes
African American	58	100	27.7	53.2	17	2.1	36.2	30.5	26.9	Yes	Yes
Asian/Pacific Islander	20	100	0	53.3	6.7	40	73.3	71.6	71.3	I/S	I/S
Hispanic	19	100	15.8	47.4	21.1	15.8	52.6	37.5	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	59	46.2	I/S	I/S
Disability Status											
Disabled	56	100	44.2	28.8	17.3	9.6	38.5	20.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	21	100	11.8	58.8	11.8	17.6	52.9	42	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	101	100	27.5	45.1	18.7	8.8	44	36.3	31.4	Yes	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	316	99.4	17.9	29.7	21	31.4	52.4	50.3	35.7	96.5	96.1
Gender											
Male	174	98.9	13.5	29	23.9	33.5	57.4	51.7	37.4	96.6	96.1
Female	142	100	23	30.4	17.8	28.9	46.7	48.7	33.8	96.4	96.1
Racial/Ethnic Group											
White	247	99.6	13.9	27.4	22.8	35.9	58.6	53.7	49.2	96.5	96.1
African American	43	100	43.8	40.6	12.5	3.1	15.6	25.1	17	96.3	96.1
Asian/Pacific Islander	14	100	10	50	20	20	40	65.8	58	96.9	96.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	31.9	24.9	95.9	95.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	65.2	37.4	94.7	94.8
Disability Status											
Disabled	36	97.2	53.1	15.6	12.5	18.8	31.3	20	14	96.4	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.1
English Proficiency											
Limited English Proficient	13	100	20	50	0	30	30	28.9	24.4	96.2	96.4
Socio-Economic Status											
Subsided meals	75	98.7	33.8	33.8	18.5	13.8	32.3	31.8	21.1	95.7	94.9
Social Studies											
All Students	312	99.7	11.3	31.2	27.1	30.5	57.5	47.1	34	96.5	96.1
Gender											
Male	166	99.4	9.1	22.1	29.9	39	68.8	52	36.6	96.6	96.1
Female	146	100	13.8	41.3	23.9	21	44.9	41.9	31.3	96.4	96.1
Racial/Ethnic Group											
White	248	99.6	10.9	29	27.7	32.4	60.1	49.4	44.5	96.5	96.1
African American	36	100	13.8	51.7	20.7	13.8	34.5	29.2	19.1	96.3	96.1
Asian/Pacific Islander	11	100	11.1	33.3	22.2	33.3	55.6	64.2	58.9	96.9	96.8
Hispanic	14	100	14.3	21.4	35.7	28.6	64.3	28	27.5	95.9	95.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	55.6	32.7	94.7	94.8
Disability Status											
Disabled	37	97.3	41.2	23.5	26.5	8.8	35.3	21.6	14.4	96.4	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.1
English Proficiency											
Limited English Proficient	13	100	18.2	27.3	18.2	36.4	54.5	30.5	27.3	96.2	96.4
Socio-Economic Status											
Subsided meals	62	98.4	19.6	48.2	21.4	10.7	32.1	28.2	21	95.7	94.9

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	139	99.3	8.5	20.8	59.2	11.5	70.8
	4	172	100	9.1	32.3	53	5.5	58.5
	5	140	100	7	48.4	43.8	0.8	44.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	173	100	12.4	26.1	53.4	8.1	61.5
	4	137	100	15.7	26	48	10.2	58.3
	5	181	99.5	12.4	49.4	32.9	5.3	38.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	139	100	6.9	42.3	33.1	17.7	50.8
	4	172	100	12.2	32.3	26.8	28.7	55.5
	5	140	100	11.7	41.4	24.2	22.7	46.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	173	100	11.2	38.5	24.2	26.1	50.3
	4	137	100	11.8	31.5	33.1	23.6	56.7
	5	181	100	17.1	37.1	27.6	18.2	45.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	70	100	13.8	35.4	36.9	13.8	50.8
	4	172	100	15.6	30.6	25.6	28.1	53.8
	5	70	100	13.8	36.9	21.5	27.7	49.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	87	100	16.3	30	26.3	27.5	53.8
	4	137	99.3	15.1	26.2	24.6	34.1	58.7
	5	92	98.9	23.8	34.5	10.7	31	41.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	70	100	6.3	18.8	48.4	26.6	75
	4	172	100	9.4	30	27.5	33.1	60.6
	5	70	100	15.9	33.3	34.9	15.9	50.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	86	100	7.4	33.3	38.3	21	59.3
	4	137	99.3	14.3	31.7	21.4	32.5	54
	5	89	100	10.6	28.2	24.7	36.5	61.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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