



Lexington Intermediate

420 Hendrix Street
Lexington, South Carolina

Grades	5-6 Middle School	
Enrollment	339 Students	
Principal	Sherry P. Cariens	803-359-5128
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	Excellent	Good
2007	Excellent	Average
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

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

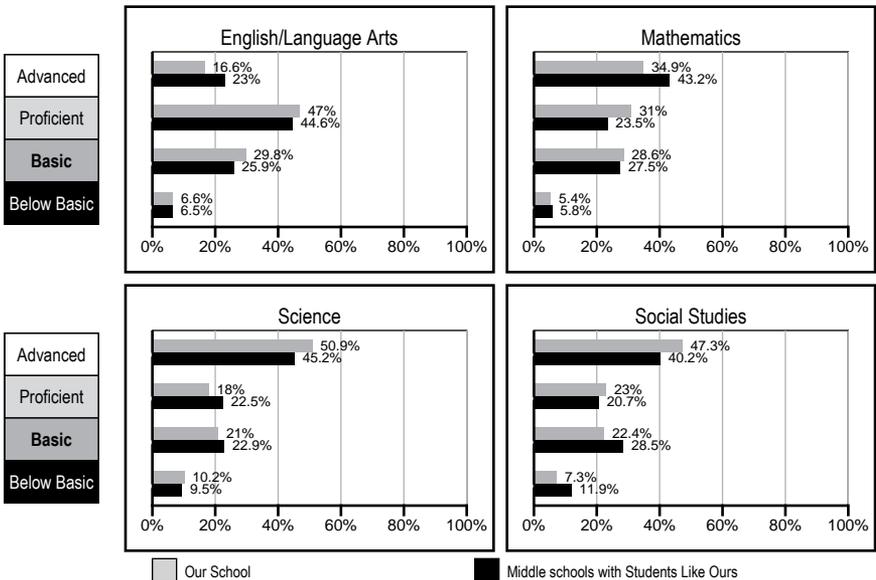
97%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	5	0	0	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



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

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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	0	100.0
English 1	0	100.0
Physical Science	0	100.0
All Subjects	0	100.0

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=339)				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	35.6%	19.4%
Retention rate	0.6%	Up from 0.0%	0.3%	1.8%
Attendance rate	97.3%	Down from 97.4%	97.1%	95.8%
Eligible for gifted and talented	46.0%	Up from 45.4%	42.9%	15.3%
With disabilities other than speech	6.7%	Up from 4.5%	6.3%	12.9%
Older than usual for grade	0.6%	No Change	0.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.1%	0.7%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	82.1%	Up from 73.1%	59.7%	55.0%
Continuing contract teachers	78.6%	Up from 76.9%	78.6%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	5.4%
Teachers returning from previous year	88.0%	Down from 90.7%	85.8%	83.4%
Teacher attendance rate	95.2%	Down from 96.1%	94.8%	94.9%
Average teacher salary	\$50,458	Up 5.8%	\$47,565	\$44,706
Professional development days/teacher	7.6 days	Down from 11.5 days	11.6 days	11.8 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 19.4 to 1	21.6 to 1	20.1 to 1
Prime instructional time	91.6%	Down from 92.3%	90.6%	89.3%
Opportunities in the arts	Good	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.3%	100.0%	98.0%
Character development program	Good	Down from Excellent	Excellent	Good
Dollars spent per pupil*	\$8,312	Up 13.0%	\$7,159	\$7,097
Percent of expenditures for instruction*	64.6%	Up from 64.4%	63.7%	64.4%
Percent of expenditures for teacher salaries*	63.0%	Up from 62.8%	59.8%	59.4%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

School administrators and the School Improvement Council jointly report that this has been a productive and rewarding year at Lexington Intermediate School. Our students continue to demonstrate excellence in academics and service learning. Dedicated students, teachers, administrators, and parents share the school's focus for "Learning, Inspiring and Succeeding" and the school's theme of "Lighting the Way." As a result, innovation, active learning, and multiple enrichment opportunities are all part of the LIS experience. Our staff feels strongly that a teacher's personal role in developing a child's life is reflected in school and state test scores. Additionally, LIS parents are active volunteers who gave the school approximately 4,536 documented volunteer service hours during the past year.

For the seventh consecutive year, LIS earned an "Excellent" rating on the 2007 School Report Card. We also earned the Palmetto Gold Award again. In addition, LIS has been asked to participate in the state's third Palmetto Gold Showcase. In grade five last year, 97.4 percent of the students scored above standard in English/language arts, and 96.1 percent scored above standard in mathematics. For grade six, 96.1 percent of the students scored above standard in English/language arts, and 95.0 percent scored above standard in mathematics.

Although our school doesn't face the barriers that many schools face, we have our challenges. We know that many of our children could perform even better and should be scoring "Advanced" on PACT.

As a result, we continue to work on differentiated instructional strategies, the creation of a high-performance learning culture, the organization of teacher-led collaborative planning sessions to further improve instruction and a greater emphasis on technology competency for all students.

At the beginning of the school year, all fifth and sixth-grade students participated in online learning styles testing, which provided both teachers and students with invaluable information regarding the individual learning skills of each student. In addition, the fifth-grade students and their parents participated in an interactive technology night at LIS, while the sixth-grade students participated in an English/language arts Electronic Portfolio project.

More than 93 percent of our students participated in service-learning projects this year. Students raised \$4,085.48 for the Leukemia Society through the Pasta for Pennies program. Two classes adopted a soldier on his second tour in Iraq and sent him candy, Girl Scout cookies, poems, letters, and e-mails. Student leadership opportunities included service on the school television team, yearbook, Just Say No Club, and Student Council.

Sherry P. Cariens, Principal
Kim Raber, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	129	59
Percent satisfied with learning environment	95.0%	90.7%	96.6%
Percent satisfied with social and physical environment	95.0%	86.8%	91.4%
Percent satisfied with school-home relations	100.0%	93.0%	93.1%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 9 out of 9 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	97.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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

All Students	334	100	6.6	29.8	47	16.6	75.3	57.1	48.2	Yes	Yes
Gender											
Male	179	100	10.6	35.2	44.7	9.5	67	50	41.7	N/A	N/A
Female	155	100	2	23.5	49.7	24.8	85	64.6	55	N/A	N/A
Racial/Ethnic Group											
White	297	100	5.1	29.8	47.5	17.6	76.3	59.6	60	Yes	Yes
African American	23	100	30.4	34.8	30.4	4.3	52.2	37.8	31.7	I/S	I/S
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	75.4	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	39.7	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	61.5	47	I/S	I/S
Disability Status											
Disabled	33	100	27.3	48.5	24.2	0	30.3	17.3	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	11	100	0	18.2	63.6	18.2	90.9	41.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	37	100	11.1	55.6	33.3	0	58.3	38.7	34	I/S	I/S

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

All Students	334	100	5.4	28.6	31	34.9	77.7	54.6	45.8	Yes	Yes
Gender											
Male	179	100	6.1	31.8	25.1	36.9	73.7	55.3	45.6	N/A	N/A
Female	155	100	4.6	24.8	37.9	32.7	82.4	53.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	297	100	4.4	27.5	33.2	34.9	80.7	57.7	59	Yes	Yes
African American	23	100	21.7	43.5	13	21.7	43.5	30.5	26.9	I/S	I/S
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	71.6	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	37.5	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	59	46.2	I/S	I/S
Disability Status											
Disabled	33	100	15.2	54.5	24.2	6.1	51.5	20.3	17.1	I/S	I/S
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	11	100	0	27.3	18.2	54.5	72.7	42	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	37	100	19.4	41.7	27.8	11.1	55.6	36.3	31.4	I/S	I/S

* 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	169	100	10.2	21	18	50.9	68.9	50.3	35.7	97.3	96.1
Gender											
Male	94	100	11.7	21.3	17	50	67	51.7	37.4	97.4	96.1
Female	75	100	8.2	20.5	19.2	52.1	71.2	48.7	33.8	97.2	96.1
Racial/Ethnic Group											
White	148	100	7.5	19.9	19.2	53.4	72.6	53.7	49.2	97.3	96.1
African American	14	100	42.9	28.6	7.1	21.4	28.6	25.1	17	96.5	96.1
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	65.8	58	99	96.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	31.9	24.9	98.4	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.2	37.4	98.3	94.8
Disability Status											
Disabled	17	100	23.5	17.6	35.3	23.5	58.8	20	14	97.5	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	6	I/S	I/S	I/S	I/S	I/S	I/S	28.9	24.4	98.7	96.4
Socio-Economic Status											
Subsided meals	20	100	31.6	26.3	26.3	15.8	42.1	31.8	21.1	96.2	94.9
Social Studies											
All Students	165	100	7.3	22.4	23	47.3	70.3	47.1	34	97.3	96.1
Gender											
Male	85	100	7.1	17.6	21.2	54.1	75.3	52	36.6	97.4	96.1
Female	80	100	7.5	27.5	25	40	65	41.9	31.3	97.2	96.1
Racial/Ethnic Group											
White	149	100	6.7	21.5	24.2	47.7	71.8	49.4	44.5	97.3	96.1
African American	9	I/S	I/S	I/S	I/S	I/S	I/S	29.2	19.1	96.5	96.1
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	64.2	58.9	99	96.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	28	27.5	98.4	95.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	55.6	32.7	98.3	94.8
Disability Status											
Disabled	16	100	25	37.5	12.5	25	37.5	21.6	14.4	97.5	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	5	I/S	I/S	I/S	I/S	I/S	I/S	30.5	27.3	98.7	96.4
Socio-Economic Status											
Subsided meals	17	100	17.6	29.4	5.9	47.1	52.9	28.2	21	96.2	94.9

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

Abbreviations for Missing Data

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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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	153	100	2.1	29	60	9	69
	6	182	100	3.4	27.3	52.3	17	69.3
	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	200	100	7.6	35.9	48.5	8.1	56.6
	6	134	100	5.2	20.9	44.8	29.1	73.9
	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	153	100	3.4	27.6	28.3	40.7	69
	6	182	100	4.5	31.8	27.8	35.8	63.6
	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	200	100	3.5	31.8	32.8	31.8	64.6
	6	134	100	8.2	23.9	28.4	39.6	67.9
	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	76	100	13.5	16.2	21.6	48.6	70.3
	6	91	100	3.3	18.9	21.1	56.7	77.8
	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	101	100	11.1	26.3	22.2	40.4	62.6
	6	68	100	8.8	13.2	11.8	66.2	77.9
	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	77	100	8.5	33.8	21.1	36.6	57.7
	6	91	100	1.2	25.6	26.7	46.5	73.3
	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	99	100	11.1	29.3	22.2	37.4	59.6
	6	66	100	1.5	12.1	24.2	62.1	86.4
	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

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