



SC Annual School Report Card Summary

LEXINGTON ELEMENTARY

Lexington 1

Grades: K-5

Enrollment: 746

Principal: James H. Hamby

Superintendent: Dr. Karen C. Woodward

Board Chair: Cynthia S. Smith

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

| YEAR | ABSOLUTE RATING | GROWTH RATING | PALMETTO GOLD AND SILVER AWARD | | AYP STATUS | NCLB IMPROVEMENT STATUS |
|------|-----------------|---------------|--------------------------------|-----------------|------------|-------------------------|
| | | | General Performance | Closing the Gap | | |
| 2011 | Excellent | Good | TBD | TBD | Met | N/A |
| 2010 | Good | Good | Silver | N/A | Met | N/A |
| 2009 | Good | Average | N/A | N/A | Met | N/A |

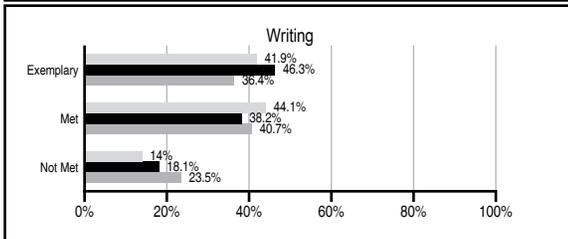
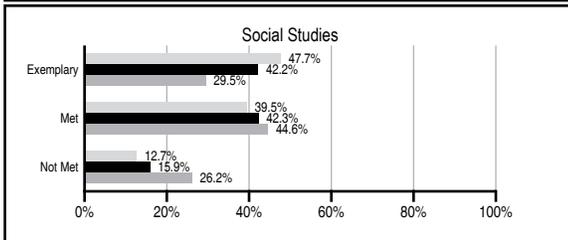
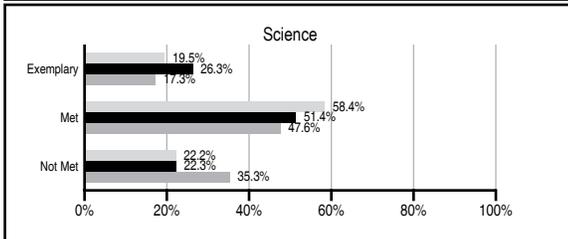
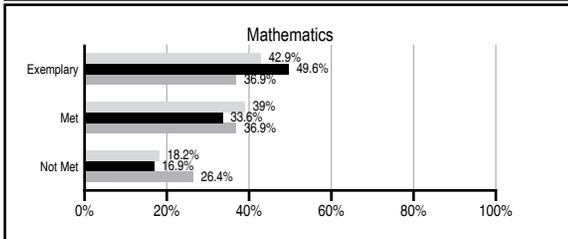
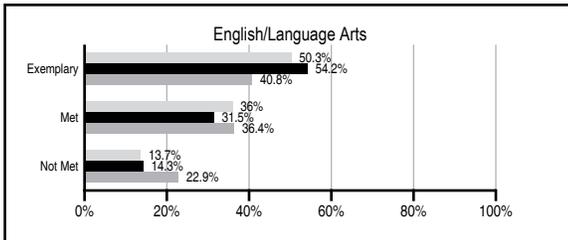
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| EXCELLENT | GOOD | AVERAGE | BELOW AVERAGE | AT-RISK |
|-----------|------|---------|---------------|---------|
| 29 | 13 | 1 | 2 | 0 |

* Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

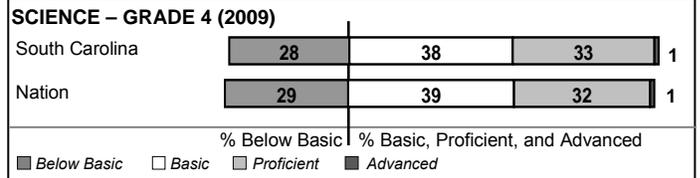
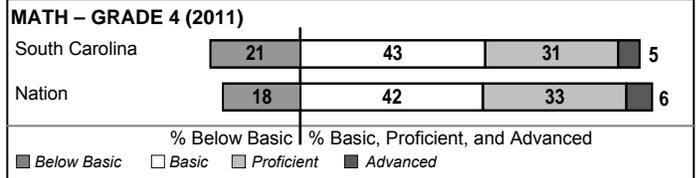
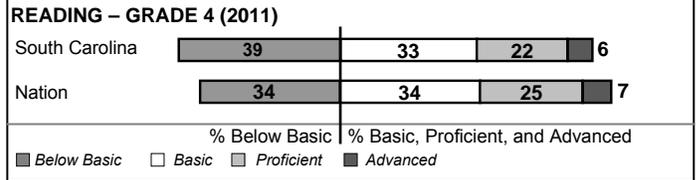
PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

LEXINGTON ELEMENTARY [Lexington 1]

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=746) | | | | |
| Retention rate | 0.1% | Up from 0.0% | 0.8% | 1.1% |
| Attendance rate | 95.9% | Down from 99.9% | 96.5% | 96.2% |
| Served by gifted and talented program | 22.2% | Down from 22.6% | 22.0% | 13.4% |
| With disabilities other than speech | 1.1% | Down from 4.4% | 4.7% | 4.1% |
| Older than usual for grade | 0.1% | Up from 0.0% | 0.2% | 0.3% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=48) | | | | |
| Teachers with advanced degrees | 62.5% | Up from 59.6% | 63.6% | 62.5% |
| Continuing contract teachers | 89.6% | Up from 82.7% | 89.6% | 88.2% |
| Teachers returning from previous year | 86.3% | Down from 88.6% | 87.9% | 87.8% |
| Teacher attendance rate | 96.1% | Up from 95.5% | 95.4% | 95.2% |
| Average teacher salary* | \$48,454 | Down 1.6% | \$48,174 | \$46,773 |
| Classes not taught by highly qualified teachers | 0.0% | No Change | 0.0% | 0.0% |
| Professional development days/teacher | 11.1 days | Down from 14.6 days | 9.6 days | 10.5 days |
| School | | | | |
| Principal's years at school | 4.0 | Up from 3.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 20.6 to 1 | Up from 20.5 to 1 | 21.0 to 1 | 19.9 to 1 |
| Prime instructional time | 91.3% | Down from 94.6% | 91.2% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 99.8% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$7,469 | Down 2.0% | \$7,105 | \$7,447 |
| Percent of expenditures for instruction** | 67.8% | Down from 70.9% | 68.8% | 68.4% |
| Percent of expenditures for teacher salaries** | 66.7% | Down from 69.6% | 67.8% | 65.8% |
| % of AYP objectives met | 100.0% | No Change | 95.2% | 90.5% |

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 51 | 138 | 56 |
| Percent satisfied with learning environment | 96.1% | 91.3% | 90.4% |
| Percent satisfied with social and physical environment | 100.0% | 89.0% | 94.5% |
| Percent satisfied with school-home relations | 96.1% | 91.2% | 92.5% |

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

In 2010-2011, Lexington Elementary School received a Palmetto Silver Award for closing the achievement gap and achieved 19 of 19 student performance targets set for our school by the No Child Left Behind Act. We examined a variety of data from district benchmark tests, common core assessments, Palmetto Assessment of State Standards and Measures of Academic Progress testing, as well as information provided by teachers in order to ensure academic rigor and excellent instruction.

Professional development focused on mathematics as we worked to improve and learn to provide students 21st century interactive and hands-on approaches to math. The web-based First in Math program delivered fluency in operations, while advancing higher-order thinking skills. In fact, our second- and third-grade students were recognized as best in South Carolina for their work in First in Math.

Teachers planned collaboratively, developed common assessments and analyzed results from those common assessments in an effort to monitor student progress and plan instruction. Differentiating instruction to meet the individual learning needs for all children continues to provide a challenge. To provide small-group differentiated instruction, teachers used technology such as interactive whiteboards and SMART Response interactive systems that allow students to participate actively. Students used iPad 2s and educational apps for individualized instruction. In addition, students used iPods, iTouch and hand-held GPS devices to explore and produce podcasts, VoiceThreads, geocaching, Wiki pages, blogging and more.

We trained all our teachers in Positive Behavioral Interventions and Supports, called "ROAR" (Respectful, On-task, Always safe and Responsible). We displayed our expectations throughout the school to promote positive behavior. Classroom teachers continued year two of "Acting Right: Drama as a Classroom Management Strategy" to develop their classroom communities.

Although our community is somewhat transient, we expect each child to be successful. Eighty-two percent of students in Grades 2-5 met or exceeded the 2011 Spring MAP target scores in reading. Our students had an average increase of 12 points in MAP mathematics scores. We are proud of these successes and look forward to continued success as we address the needs of our students.

LES participated in two community service projects. We donated supplies to Carolina Wildlife Cares and raised \$6,175 for the Juvenile Diabetes Research Foundation.

Teachers at LES also received recognition for their outstanding work. April Hughey received a Project Unify grant to promote the acceptance and recognition of special education students. Spring Bridgers was selected to attend the Mickelson ExxonMobil Teachers Academy in New Jersey. Sonoco supported our recycling efforts with a \$500 donation. The American Academy of Dermatology gave our school \$8,000 for sunshade structures, and we received six Michelin Golden Apple Grants.

James H. Hamby, Principal, and Patti Carson, School Improvement Council Chair

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