



## Lexington Middle

702 North Lake Drive  
Lexington, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	1,058 Students	
<b>Principal</b>	Laura S. McMahan	803-359-6169
<b>Superintendent</b>	Dr. Karen C. Woodward	803-951-8363
<b>Board Chair</b>	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
<b>2008</b>	<b>Good</b>	<b>Below Average</b>
2007	Good	Below Average
2006	Good	Below Average
2005	Excellent	Excellent
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**

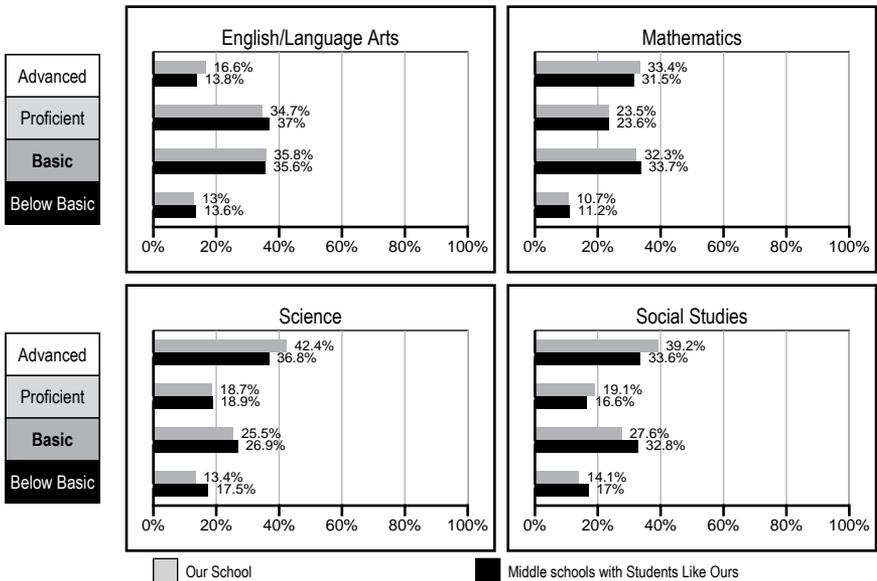
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.3%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	7	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	100.0	99.7
English 1	100.0	78.0
Physical Science	0	0
All Subjects	100.0	99.0

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=1,058)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	19.6%	Down from 29.0%	37.9%	19.4%
Retention rate	1.4%	No Change	0.7%	1.8%
Attendance rate	96.9%	No Change	96.9%	95.8%
Eligible for gifted and talented	31.9%	Up from 31.5%	31.9%	15.3%
With disabilities other than speech	7.5%	Up from 6.2%	7.6%	12.9%
Older than usual for grade	1.1%	Down from 1.3%	1.1%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Down from 1.0%	0.7%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=74)</b>				
Teachers with advanced degrees	63.5%	Down from 64.5%	63.2%	55.0%
Continuing contract teachers	79.7%	Down from 80.3%	77.8%	70.6%
Teachers with emergency or provisional certificates	1.5%	Down from 3.0%	2.1%	5.4%
Teachers returning from previous year	79.5%	Down from 81.7%	79.5%	83.4%
Teacher attendance rate	93.8%	Down from 94.1%	95.4%	94.9%
Average teacher salary	\$48,381	Up 3.6%	\$47,446	\$44,706
Professional development days/teacher	13.1 days	Up from 11.8 days	13.1 days	11.8 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.5	3.0
Student-teacher ratio in core subjects	22.5 to 1	Up from 22.0 to 1	22.5 to 1	20.1 to 1
Prime instructional time	89.8%	Down from 90.1%	89.8%	89.3%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.2%	Up from 95.3%	99.0%	98.0%
Character development program	Excellent	Up from Good	Excellent	Good
Dollars spent per pupil*	\$7,125	Up 61.5%	\$7,125	\$7,097
Percent of expenditures for instruction*	68.5%	Up from 67.3%	66.7%	64.4%
Percent of expenditures for teacher salaries*	66.8%	Up from 65.6%	58.0%	59.4%

\* 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

As stated in the campus mission statement, Lexington Middle School is a safe, caring environment dedicated to promoting the education of each student. The middle school experience prepares our students to demonstrate a high level of academic achievement and to make a successful transition to a rigorous high school curriculum. Reflecting on the 2007–2008 school year, it is once more apparent that the essence of the school is captured in the motto: "Learning Means Success."

Accomplishments reflecting a high level of academic achievement included 88 students who were named South Carolina Junior Scholars. One hundred, twenty-one students qualified to participate in the Duke Talent Identification Program, and 14 of those students were recognized as state finalists in the program. In addition, we recognized 542 students for classroom effort and achievement during our awards night.

Beyond the classroom, students continued to have a positive impact on the community. Organized by Service Learning students and Student Council Members, students participated in a variety of programs focused on giving back to the community.

On the court, the boys' and girls' basketball teams had an outstanding season. Both teams won the Palmetto Athletic Conference title and each team was recognized with a House Resolution, presented by Representatives Nikki Haley and Ted Pitts.

LMS is proud to be a Red Carpet School. We have taken great pride in having a family-friendly school environment and providing excellent customer service. LMS was also identified as the top middle school by the South Carolina Bar Association and received \$5,000. Math Teacher Genia Webb received the distinguished Milken Family National Educator Award for her effective instructional practices and her ability to motivate students and her colleagues.

Technology and literacy continue to be two strong programs at LMS. Teachers use technology to ensure that classroom resources are up-to-date and relevant. Expanded computer labs allow for more class time on computers. Through the literacy program, students were recognized for reading at least five books throughout the year beyond required reading. Students also read the equivalent of 25 books through their classroom literacy components.

We are continuing to address the individual academic needs of students. All students at LMS take Measures of Academic Progress tests in reading and math at least twice a year. Teachers were able to focus on reading this year and use the data provided from the tests to address instructional challenges. This enables our teachers to differentiate the instruction provided to each student. Students who faced academic weaknesses also participated in academic assistance throughout the school year to provide them with extra support for learning.

As a part of the Making Middle Grades Work initiative, LMS has implemented an Advisor/Advisee program in which each student on campus is paired with a faculty advisor. Students met in small groups with these advisors to develop organizational, goal-setting, and social skills. Advisors sought to support advisee students in academic and social settings.

LMS has an outstanding faculty and student body. Our continued accomplishments show our dedication to promote the education of each student.

Laura McMahan, Principal  
Ann Pitts, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	55	399	142
Percent satisfied with learning environment	96.4%	79.9%	85.8%
Percent satisfied with social and physical environment	98.2%	83.4%	83.8%
Percent satisfied with school-home relations	96.2%	87.9%	79.0%

\* 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

NO

This school met 15 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	96.9%	94.0%	Yes

\* Or greater than last year

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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	1064	100	14.6	38.8	35.1	11.5	59.5	57.1	48.2	Yes	Yes
<b>Gender</b>											
Male	568	100	20	42.3	31.6	6.1	51	50	41.7	N/A	N/A
Female	496	100	8.4	34.8	39.1	17.8	69.3	64.6	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	863	100	12	37.8	37.4	12.8	63.8	59.6	60	Yes	Yes
African American	122	100	30.2	44.3	23.6	1.9	33	37.8	31.7	No	Yes
Asian/Pacific Islander	31	100	10.7	42.9	25	21.4	64.3	75.4	70.4	I/S	I/S
Hispanic	39	100	33.3	41.7	19.4	5.6	36.1	39.7	38.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	61.5	47	I/S	I/S
<b>Disability Status</b>											
Disabled	83	100	67.5	30	2.5	0	6.3	17.3	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	30	100	34.6	50	15.4	0	34.6	41.7	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	214	100	32.7	44.9	18.9	3.6	33.7	38.7	34	No	Yes

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

All Students	1064	100	12.2	35.6	24.7	27.5	61.7	54.6	45.8	Yes	Yes
<b>Gender</b>											
Male	568	100	13.7	34.2	23.3	28.8	62.5	55.3	45.6	N/A	N/A
Female	496	100	10.5	37.1	26.4	26	60.7	53.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	863	100	9.7	34.1	26.2	30.1	65.7	57.7	59	Yes	Yes
African American	122	100	28.3	51.9	11.3	8.5	33	30.5	26.9	No	Yes
Asian/Pacific Islander	31	100	3.6	25	32.1	39.3	75	71.6	71.3	I/S	I/S
Hispanic	39	100	30.6	30.6	22.2	16.7	44.4	37.5	38.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	59	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	83	100	56.3	33.8	3.8	6.3	15	20.3	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	30	100	26.9	38.5	19.2	15.4	38.5	42	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	214	100	28.1	44.9	17.3	9.7	38.3	36.3	31.4	No	Yes

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

## 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*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	733	100	13.4	25.5	18.6	42.4	61	50.3	35.7	96.9	96.1
<b>Gender</b>											
Male	375	100	13.7	25.1	17.6	43.6	61.2	51.7	37.4	96.8	96.1
Female	358	100	13.1	26	19.7	41.2	60.9	48.7	33.8	96.9	96.1
<b>Racial/Ethnic Group</b>											
White	592	100	10.2	24.2	19.4	46.2	65.6	53.7	49.2	96.9	96.1
African American	86	100	37.3	32	16	14.7	30.7	25.1	17	96.5	96.1
Asian/Pacific Islander	21	100	10	10	15	65	80	65.8	58	97.8	96.8
Hispanic	28	100	16	52	16	16	32	31.9	24.9	96.3	95.9
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	65.2	37.4	93.9	94.8
<b>Disability Status</b>											
Disabled	58	100	44.6	33.9	7.1	14.3	21.4	20	14	95.2	95
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.1
<b>English Proficiency</b>											
Limited English Proficient	19	100	5.9	58.8	17.6	17.6	35.3	28.9	24.4	96.9	96.4
<b>Socio-Economic Status</b>											
Subsided meals	143	100	32.1	37.4	11.5	19.1	30.5	31.8	21.1	95.4	94.9
<b>Social Studies</b>											
All Students	734	100	14.1	27.7	19.1	39.1	58.2	47.1	34	96.9	96.1
<b>Gender</b>											
Male	406	100	16.1	23.1	17.9	43	60.9	52	36.6	96.8	96.1
Female	328	100	11.7	33.3	20.6	34.3	54.9	41.9	31.3	96.9	96.1
<b>Racial/Ethnic Group</b>											
White	603	100	12.4	27.2	19	41.4	60.3	49.4	44.5	96.9	96.1
African American	72	100	24.6	38.5	23.1	13.8	36.9	29.2	19.1	96.5	96.1
Asian/Pacific Islander	23	100	4.8	19	23.8	52.4	76.2	64.2	58.9	97.8	96.8
Hispanic	29	100	32.1	25	7.1	35.7	42.9	28	27.5	96.3	95.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	55.6	32.7	93.9	94.8
<b>Disability Status</b>											
Disabled	51	100	46.9	30.6	12.2	10.2	22.4	21.6	14.4	95.2	95
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.1
<b>English Proficiency</b>											
Limited English Proficient	22	100	40	15	20	25	45	30.5	27.3	96.9	96.4
<b>Socio-Economic Status</b>											
Subsided meals	139	100	29.2	36.9	16.2	17.7	33.8	28.2	21	95.4	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*
<b>English/Language Arts</b>								
<b>2007</b>	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	225	99.6	19.3	31.9	32.4	16.4	48.8
	7	430	99.1	17	35.2	41.6	6.2	47.8
	8	404	99.3	12.5	45.1	34.2	8.2	42.4
<b>2008</b>	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	238	100	15	38.8	35	11.2	46.3
	7	403	100	13.7	35.4	38.8	12.1	50.9
	8	423	100	15.3	42.1	31.5	11.1	42.6
<b>Mathematics</b>								
<b>2007</b>	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	225	99.6	11.1	28	29	31.9	60.9
	7	430	99.1	10.1	32.3	24.4	33.3	57.6
	8	404	99.5	11.7	47.7	18	22.5	40.6
<b>2008</b>	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	238	100	10.3	29.4	26.6	33.6	60.3
	7	403	100	7.2	31.8	26.4	34.6	61
	8	423	100	18	42.4	22.2	17.5	39.7
<b>Science</b>								
<b>2007</b>	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	114	100	11.4	29.5	21	38.1	59
	7	429	98.8	12.6	24.2	26.2	37	63.2
	8	200	100	4.9	29.5	23	42.6	65.6
<b>2008</b>	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	120	100	25.5	20.8	17	36.8	53.8
	7	403	100	9.8	28.9	18.1	43.2	61.2
	8	210	100	14	21.5	20.5	44	64.5
<b>Social Studies</b>								
<b>2007</b>	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	111	99.1	6.9	21.6	25.5	46.1	71.6
	7	429	98.6	15.1	28	21.3	35.6	56.9
	8	204	99	10.4	43.8	20.8	25	45.8
<b>2008</b>	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	118	100	8.3	19.4	20.4	51.9	72.2
	7	403	100	15.5	24.8	15.2	44.4	59.7
	8	213	100	14.6	37.4	25.7	22.3	48.1

Abbreviations for Missing Data

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