



## Lexington Elementary

116 Azalea Drive  
Lexington, SC 29072

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	775 Students	
<b>Principal</b>	Ruth J. Rish	803-821-4000
<b>Superintendent</b>	Dr. Karen C. Woodward	803-821-1000
<b>Board Chair</b>	G. Edwin Harmon, Ph.D.	803-359-0844

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Average</b>
2008	Good	At-Risk
2007	Good	At-Risk
2006	Excellent	Average
2005	Good	Average

## 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 GOAL

By 2010, SC'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.

## 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.

**Percent of Student PASS Records Matched for Purpose of Computing Growth Rating**

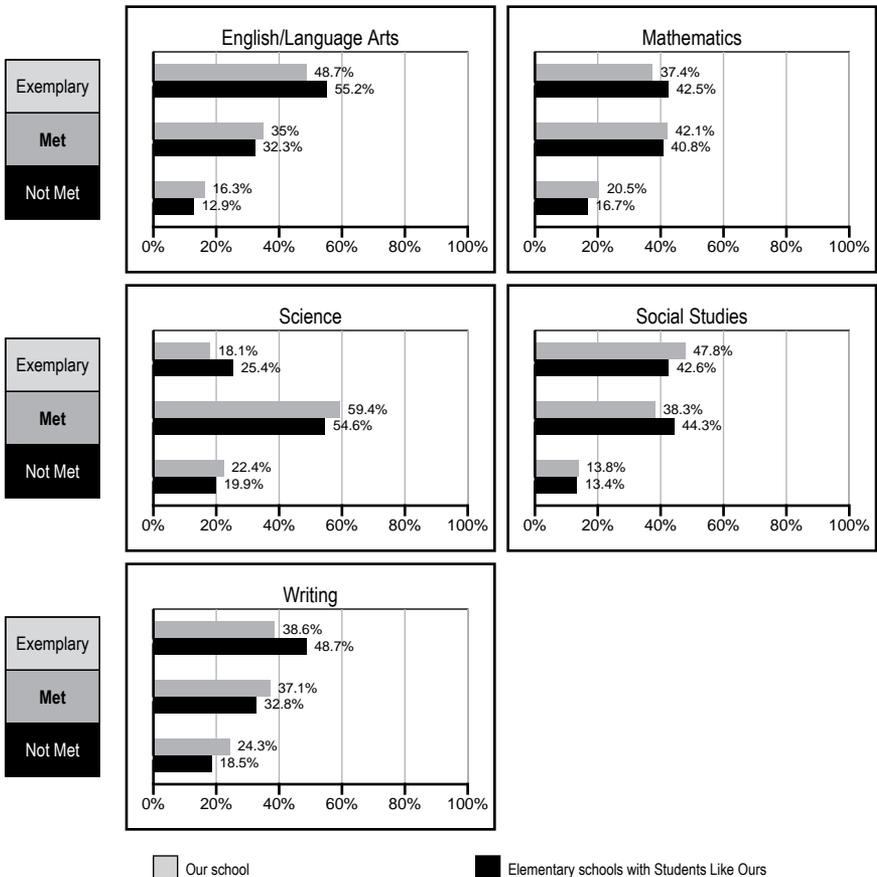
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 94.9%

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

Excellent	Good	Average	Below Average	At-Risk
24	6	3	0	0

\* Ratings are calculated with data available by 06/01/2010.

**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
<b>Students (n=775)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	Up from 0.6%	1.5%	1.9%
Attendance rate	96.5%	No Change	96.7%	96.3%
Eligible for gifted and talented	18.2%	Down from 22.0%	18.9%	10.0%
With disabilities other than speech	6.0%	Up from 4.2%	5.7%	7.7%
Older than usual for grade	0.2%	Up from 0.0%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=53)</b>				
Teachers with advanced degrees	54.7%	Down from 56.1%	61.9%	59.4%
Continuing contract teachers	88.7%	Up from 75.8%	80.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.1%	Down from 88.9%	86.7%	85.9%
Teacher attendance rate	95.8%	Up from 93.8%	95.2%	95.1%
Average teacher salary*	\$49,201	Up 4.3%	\$48,430	\$47,149
Professional development days/teacher	14.2 days	Up from 9.4 days	11.3 days	11.1 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	2.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 19.5 to 1	19.9 to 1	18.8 to 1
Prime instructional time	91.5%	Up from 89.5%	91.5%	90.4%
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**	\$6,763	Up 5.1%	\$6,785	\$7,458
Percent of expenditures for instruction**	74.7%	Up from 72.8%	69.8%	68.8%
Percent of expenditures for teacher salaries**	56.3%	Down from 70.8%	64.0%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* 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 met 18 of the 21 student performance targets set for our school by the No Child Left Behind Act. Only two subgroups did not meet their targets in English/language arts and one in mathematics. After thoroughly studying the available data, we know that our students grasp the basics; however, they have trouble applying what they know. For example, although they know their math facts they have trouble applying those facts to word problems. In reading, they can decode words and answer comprehension questions but have trouble reaching conclusions.

To better target instruction and meet the challenges outlined above, we implemented a new approach to data analysis. Twice a month, administrators and curriculum coaches met with teachers, reviewed data and developed instruction. We continued working with small groups to deliver additional instruction tailored to specific students' needs in ELA. Teachers also integrated ELA skills into social studies and science. Our related arts teachers provided additional reading and phonics instruction to kindergarten students. We used a computerized reading program, Ticket to Read, which can be used at home as well as at school to supplement classroom instruction. In mathematics we focused on understanding and using numbers, generating strategies for problem solving, showing reasoning and proofs for solutions, and math vocabulary. Again, we served individual student needs by working with small groups.

Teachers planned collaboratively and developed common assessments to compare student progress and plan instruction. Providing learning activities that meet the different learning styles of students continues to be a challenge. To better meet this challenge, teachers are using technology such as SMART Board™ interactive whiteboards that allow students to actively participate in mathematics activities using programs such as Riverdeep and Maths Packs. By using Senteo™ interactive response pads, students can review math facts, take tests and more. The remote controls let students and teachers review their responses to test items and get instant feedback. We also integrated voicethreads, iPods, podcasts, videos, flash cards and more into a variety of subjects to provide for small group differentiated instruction. We added a flexibly scheduled computer lab and gained a greater variety of resources for research, publishing student-created writings, and creating student and class projects.

In a continuing effort to promote positive student behavior, we implemented "Character Cash," positive behavior stickers and student incentives through a partnership with Outback Steakhouse. We also introduced "Acting Right: Drama as a Classroom Management Strategy" and developed the LES "Expectations for Success" to promote behavior expectations throughout campus.

In the spring, at least 50 percent of the students in Grades 2–5 met or exceeded their growth target in reading and mathematics on the Measure of Academic Progress testing, a district expectation. We look forward to continued success as we address the needs of students. We want each child to be successful.

Ruth Rish, Principal

Dawn Wetherley and Ashley Beach, SIC Co-chairs

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	59	114	47
Percent satisfied with learning environment	96.5%	86.0%	97.9%
Percent satisfied with social and physical environment	98.3%	88.6%	91.5%
Percent satisfied with school-home relations	98.3%	91.2%	89.1%

\* 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

YES

This school met 19 out of 19 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	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

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	410	100	16.1	36	47.9	91.2	88.8	82.8	Yes	Yes
<b>Gender</b>										
Male	208	100	19.5	34.9	45.6	88.7	86.3	79.3	N/A	N/A
Female	202	100	12.6	37.2	50.3	93.7	91.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	312	100	13.3	35	51.7	91.3	90.3	89.5	Yes	Yes
African American	59	100	29.6	42.6	27.8	92.6	77.7	73.7	Yes	Yes
Asian/Pacific Islander	19	100	23.5	35.3	41.2	88.2	95.4	92.3	I/S	I/S
Hispanic	17	100	15.4	38.5	46.2	84.6	81.9	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.7	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	43	100	53.8	38.5	7.7	53.8	54.1	52	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	20	100	26.7	46.7	26.7	80	82.1	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	124	100	27.5	48.6	23.9	87.2	79.9	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	410	100	20.2	43	36.8	86.5	85.7	78.9	Yes	Yes
<b>Gender</b>										
Male	208	100	17.4	41	41.5	87.2	85.1	77	N/A	N/A
Female	202	100	23	45	31.9	85.9	86.4	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	312	100	16.7	43.3	40	89.3	87.8	87.2	Yes	Yes
African American	59	100	40.7	46.3	13	72.2	69.9	66.7	Yes	Yes
Asian/Pacific Islander	19	100	29.4	17.6	52.9	76.5	93.2	93	I/S	I/S
Hispanic	17	100	7.7	53.8	38.5	92.3	78.2	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	85.4	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	43	100	53.8	35.9	10.3	51.3	53.2	45.5	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	20	100	26.7	33.3	40	80	80.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	124	100	35.8	45.9	18.3	75.2	74.2	70.2	Yes	Yes

\* 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

## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	275	99.6	22.1	59.7	18.2	77.9	80	67.5
<b>Gender</b>								
Male	143	100	20.1	61.2	18.7	79.9	80.3	67
Female	132	99.2	24.2	58.1	17.7	75.8	79.7	68
<b>Racial/Ethnic Group</b>								
White	204	100	17.9	62.1	20	82.1	82.7	79.5
African American	41	97.6	50	47.4	2.6	50	58.8	50.3
Asian/Pacific Islander	15	100	15.4	46.2	38.5	84.6	89.9	84.3
Hispanic	13	100	I/S	I/S	I/S	I/S	72.4	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.2	71.2
<b>Disability Status</b>								
Disabled	30	100	44.4	48.1	7.4	55.6	46.6	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	17	100	15.4	76.9	7.7	84.6	73.7	59.6
<b>Socio-Economic Status</b>								
Subsided meals	80	98.8	40.6	53.6	5.8	59.4	65.2	55.1
<b>Social Studies</b>								
All Students	275	99.6	13.6	39.5	46.9	86.4	82.4	72.3
<b>Gender</b>								
Male	140	100	13	33.6	53.4	87	82.3	71.5
Female	135	99.3	14.2	45.7	40.2	85.8	82.5	73.2
<b>Racial/Ethnic Group</b>								
White	216	99.5	11.2	39.3	49.5	88.8	83.8	80.7
African American	32	100	30	36.7	33.3	70	71	60
Asian/Pacific Islander	13	100	18.2	27.3	54.5	81.8	92.2	88.5
Hispanic	12	100	I/S	I/S	I/S	I/S	76.1	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	80.6	72.2
<b>Disability Status</b>								
Disabled	30	96.7	48	36	16	52	55.6	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	15	100	16.7	50	33.3	83.3	75.2	67.9
<b>Socio-Economic Status</b>								
Subsided meals	79	98.7	22.1	55.9	22.1	77.9	70.2	62.1

Abbreviations for Missing Data

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

## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	407	98	24.1	37.2	38.7	75.9	77.3	70.2	96.5	96.1
<b>Gender</b>										
Male	207	97.6	27.8	42.8	29.4	72.2	71.1	63.2	96.4	96.1
Female	200	98.5	20.2	31.4	48.4	79.8	83.8	77.5	96.6	96.2
<b>Racial/Ethnic Group</b>										
White	312	97.8	21.6	37.5	40.9	78.4	79.7	79.1	96.4	96.1
African American	58	98.3	40.7	35.2	24.1	59.3	61	57.6	96.7	96.3
Asian/Pacific Islander	18	100	17.6	41.2	41.2	82.4	88.6	86.2	97.2	97.4
Hispanic	16	100	23.1	30.8	46.2	76.9	64.5	62.6	97	95.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	77.6	68.7	99.4	95
<b>Disability Status</b>										
Disabled	51	86.3	61	22	17.1	39	34.3	26.1	96.1	95.1
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	98.6
<b>English Proficiency</b>										
Limited English Proficient	18	100	20	46.7	33.3	80	64.7	61.2	97.1	96.6
<b>Socio-Economic Status</b>										
Subsided meals	115	96.5	33.3	46.1	20.6	66.7	62	58.9	95.5	94.9

Abbreviations for Missing Data

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

## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	140	100	15.6	24.4	60	84.4
	4	140	100	21.7	38	40.3	78.3
	5	130	100	10.7	46.7	42.6	89.3
	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
<b>Mathematics</b>							
<b>2009</b>	3	140	100	21.5	29.6	48.9	78.5
	4	140	100	19.4	53.5	27.1	80.6
	5	130	100	19.7	46.7	33.6	80.3
	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
<b>Science</b>							
<b>2009</b>	3	69	100	35.4	41.5	23.1	64.6
	4	140	100	20.8	61.5	17.7	79.2
	5	66	98.5	11.1	74.6	14.3	88.9
	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
<b>Social Studies</b>							
<b>2009</b>	3	71	100	11.4	34.3	54.3	88.6
	4	140	99.3	11.6	45.7	42.6	88.4
	5	64	100	20.3	32.2	47.5	79.7
	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
<b>Writing</b>							
<b>2009</b>	3	139	97.8	19.7	33.3	47	80.3
	4	138	96.4	29.4	34.9	35.7	70.6
	5	130	100	23.4	43.5	33.1	76.6
	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

Abbreviations for Missing Data

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