



## Lexington Elementary

116 Azalea Drive  
Lexington, SC 29072

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	694 Students	
<b>Principal</b>	James H. Hamby	803-821-4000
<b>Superintendent</b>	Dr. Karen C. Woodward	803-821-1000
<b>Board Chair</b>	Cynthia S. Smith	803-957-5095

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Excellent</b>	<b>Excellent</b>
2011	Excellent	Good
2010	Good	Good
2009	Good	Average
2008	Good	At-Risk

## 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 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.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

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

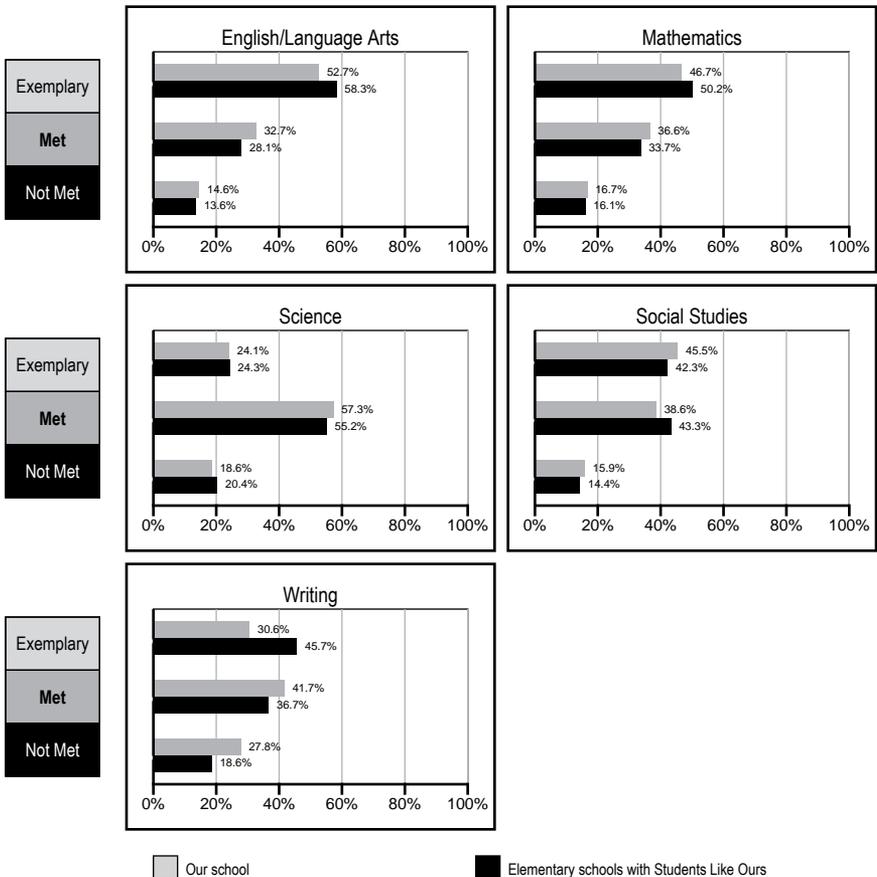
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 90.7%

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

Excellent	Good	Average	Below Average	At-Risk
37	12	0	1	0

\* Ratings are calculated with data available by 11/07/2012.

**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=694)</b>				
First graders who attended full-day kindergarten	97.0%	Down from 100.0%	100.0%	100.0%
Retention rate	0.2%	Up from 0.1%	1.0%	1.0%
Attendance rate	96.5%	Up from 95.9%	97.0%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	58.7%	Down from 62.5%	68.2%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	91.6%	Up from 86.3%	90.4%	88.7%
Teacher attendance rate	96.5%	Up from 96.1%	95.2%	95.1%
Average teacher salary*	\$49,563	Up 2.3%	\$48,820	\$47,210
Professional development days/teacher	10.5 days	Down from 11.1 days	9.6 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	No Change	20.9 to 1	20.0 to 1
Prime instructional time	92.5%	Up from 91.3%	91.5%	90.5%
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**	\$7,148	Down 4.3%	\$6,787	\$7,247
Percent of expenditures for instruction**	65.6%	Down from 67.8%	69.1%	68.2%
Percent of expenditures for teacher salaries**	64.5%	Down from 66.7%	67.9%	65.7%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

In an effort to ensure excellent classroom instruction, Lexington Elementary School examined data provided by classroom teachers, Universal Screening, district common assessments, Palmetto Assessment of State Standards (PASS) and Measures of Academic Progress (MAP) testing with good results.

Teachers planned collaboratively. They developed common assessments and analyzed results as they plotted student progress and planned instruction. Our greatest challenge lies in differentiating instruction to meet the individual learning needs for all children. To do this, teachers used a variety of technology in small-group instruction with the iPad 2, iPod touch, and handheld GPS devices to create podcasts, voice threads, Geocaching, WikiPages and blogs.

Teachers received a \$1,000 Project Unify grant for our special education program, a \$1,000 Bright Ideas Grant, the Disney Project Challenge Award for S.C. plus \$1,000, and four Michelin Golden Apple Grants.

The S.C. State Department of Education recognized Lexington Elementary with two academic awards, a Palmetto Gold Award for General Performance and a Silver Award for Closing the Achievement Gap. LES met all of its 21 student performance targets set by the No Child Left Behind Act. In 2012, LES added a student-led "LES Live" television program and finished the Sun Shades installation on the 5K playground.

The focus for this year's professional development was emphasizing instruction that nurtures students into becoming capable thinkers and learners while handling tasks in which they have not yet developed expertise. LES staff development included "Better Learning Through Structured Teaching" and "How High Can You Bounce?" We also began initial professional development for introducing the Common Core State Standards for English language arts and mathematics.

In an ongoing effort to promote positive student behavior, teachers received next-level training in Positive Behavioral Interventions and Supports (PBIS), which we call ROAR (Respectful, On-task, Always safe and Responsible). To support our ROAR initiative we began the "Prezzy's Prize Patrol" incentive program.

Eighty-two percent of LES students in grades 2 through 5 met or exceeded the District MAP target score in reading. In mathematics, LES was recognized as the top "First in Math" program school in Lexington One, while grades 2 and 3 were identified as the best in South Carolina.

LES participated in three community service projects. We donated 2,000 pounds of supplies to Carolina Wildlife Cares. Fourth- and fifth-grade students partnered with King Arthur Flour's Life Skills and Community Service Project. Each student baked bread and, collectively, we donated 165 loaves. LES joined forces again with the Juvenile Diabetes Research Foundation and donated more than \$10,000.

Principal James H. Hamby and SIC Chair Patti Carson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	110	43
Percent satisfied with learning environment	97.8%	85.3%	90.0%
Percent satisfied with social and physical environment	100.0%	92.7%	90.7%
Percent satisfied with school-home relations	97.8%	88.8%	90.7%

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

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## ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>86.7</b>
<b>Overall Grade Conversion</b>	<b>B</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

## Accountability Indicator for Title I Schools

Lexington Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	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

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	673.9	668.7	636.9	656.0	100.0	100.0
Male	666.1	664.9	635.7	656.6	100.0	100.0
Female	681.5	672.3	638.1	655.3	100.0	100.0
White	682.9	674.6	642.2	665.9	100.0	100.0
African American	641.4	643.4	609.4	625.5	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	628.6	622.4	621.0	618.0	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	650.1	647.6	613.6	634.9	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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## 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>2011</b>	3	112	100	11.9	20.8	67.3	88.1
	4	125	100	17.6	40.7	41.7	82.4
	5	143	100	13.9	42.3	43.8	86.1
	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>2012</b>	3	134	100	12.8	24.8	62.4	87.2
	4	110	100	13.2	31.1	55.7	86.8
	5	113	100	17.6	42.6	39.8	82.4
	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>2011</b>	3	112	100	17.8	30.7	51.5	82.2
	4	125	100	14.8	43.5	41.7	85.2
	5	143	99.3	22.1	42.6	35.3	77.9
	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>2012</b>	3	134	100	16	39.2	44.8	84
	4	110	100	10.4	30.2	59.4	89.6
	5	113	100	23.1	41.7	35.2	76.9
	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>Science</b>							
<b>2011</b>	3	55	100	16	48	36	84
	4	125	100	23.9	60.6	15.6	76.1
	5	73	100	23.2	58	18.8	76.8
	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>2012</b>	3	66	100	14.8	47.5	37.7	85.2
	4	110	100	17	66	17	83
	5	57	100	25.5	49.1	25.5	74.5
	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

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2011</b>	3	57	100	7.8	31.4	60.8	92.2
	4	125	99.2	17.4	44	38.5	82.6
	5	70	98.6	11.9	37.3	50.7	88.1
	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	N/A
<b>2012</b>	3	68	100	17.2	46.9	35.9	82.8
	4	110	100	12.3	36.8	50.9	87.7
	5	56	100	20.8	34	45.3	79.2
	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>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	144	97.2	12.7	44.8	42.5	87.3
	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	N/A
<b>2012</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	115	98.3	27.8	41.7	30.6	72.2
	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	N/A

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