



LEXINGTON ELEMENTARY

116 Azalea Drive
Lexington, SC 29072

Grades	K-5 Elementary School	
Enrollment	743 Students	
Principal	Ruth J. Rish	803-821-4000
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	Cynthia S. Smith	803-957-5095

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Good	Average
2008	Good	At-Risk
2007	Good	At-Risk
2006	Excellent	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 2009-10 whose 2008-09 test scores were located

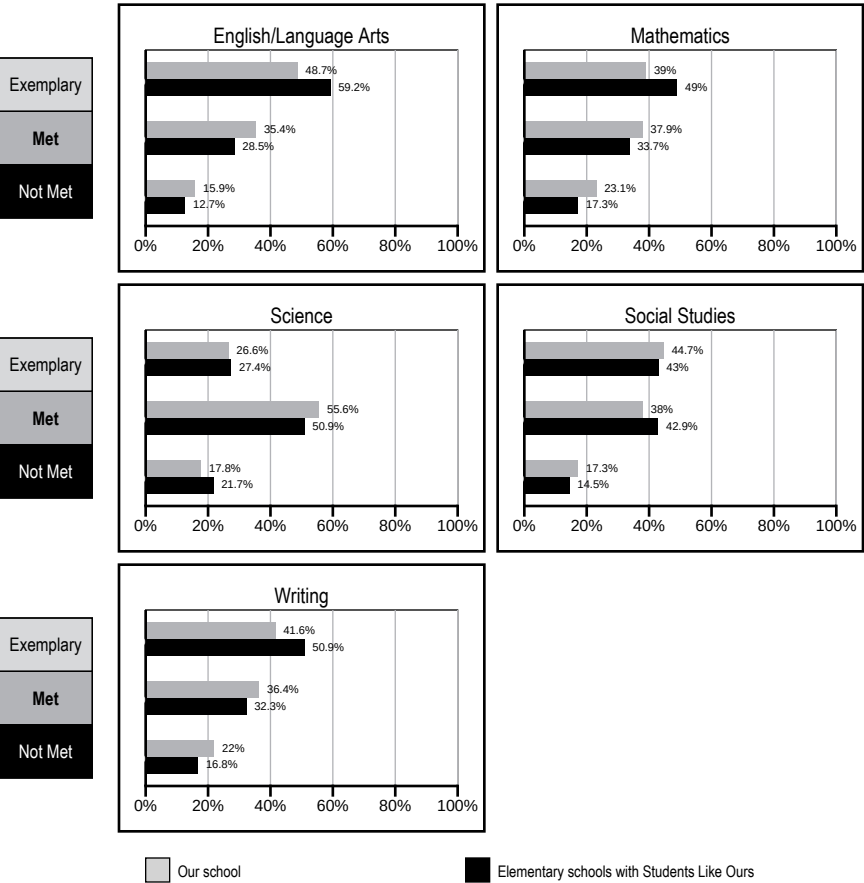
93.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	4	2	1	0

* Ratings are calculated with data available by 03/09/2011.

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
Students (n=743)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.7%	0.7%	1.2%
Attendance rate	99.9%	Up from 96.5%	96.4%	96.1%
Eligible for gifted and talented	22.6%	Up from 18.2%	20.8%	11.7%
With disabilities other than speech	4.4%	Down from 6.0%	5.9%	8.0%
Older than usual for grade	0.0%	Down from 0.2%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=52)				
Teachers with advanced degrees	59.6%	Up from 54.7%	62.5%	60.5%
Continuing contract teachers	82.7%	Down from 88.7%	88.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.6%	Up from 83.1%	88.6%	87.0%
Teacher attendance rate	95.5%	Down from 95.8%	95.6%	95.4%
Average teacher salary*	\$49,258	Up 0.1%	\$49,391	\$47,288
Professional development days/teacher	14.6 days	Up from 14.2 days	9.0 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 21.1 to 1	20.6 to 1	19.2 to 1
Prime instructional time	94.6%	Up from 91.5%	92.1%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,622	Up 12.7%	\$7,205	\$7,548
Percent of expenditures for instruction**	70.9%	Down from 74.7%	70.7%	68.7%
Percent of expenditures for teacher salaries**	69.6%	Up from 56.3%	65.8%	65.1%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Lexington Elementary School met 18 of the 18 student performance targets required for our school by the No Child Left Behind Act.

In an effort to continue to provide excellent classroom instruction, we examined the Palmetto Assessment of State Standards data, as well as data provided by classroom teachers, district benchmark assessments and Measure of Academic Progress testing.

All classroom teachers participated in reading/English/language arts staff development provided by the district's literacy specialists and focused on providing students with small group reading instruction. Everyday Mathematics, the new district-adopted mathematics series, provided a spiraled curriculum offering a more student-interactive, hands-on approach to math. Our math coach provided all math teachers with staff development and year-long support.

Teachers regularly planned collaboratively, developed common assessments, and analyzed the results of those common assessments comparing student progress and planning instruction. Differentiating instruction to meet the individual learning needs of each child continues to provide a challenge. To provide small group differentiated instruction, teachers use technology such as SMART Board interactive whiteboards that allow students to actively participate in lessons. We have also increased the use of iPods, iPod touch, podcasts, VoiceThreads, geocaching, blogging, and more.

In a continuing effort to promote positive student behavior, all teachers were trained in "Acting Right: Drama as a Classroom Management Strategy." The LES "Expectations for Success" are displayed throughout the school to promote behavior expectations across our campus. Through our daily announcements, children are reminded to show their Wildcat Pride by being kind, courteous, considerate, and helpful in all they say and do. We also continued our "Character Cash" program that provides positive behavior student incentives.

Students in grades 2–5 met or exceeded the district's 2010 Winter MAP target scores. All grade levels met or exceeded the district goal of 80% or more meeting their target text level for reading. We look forward to continued success as we address the needs of students. We want each child to be successful.

Teachers at LES received recognition for their outstanding work. Special Education Teacher April Hughey received a Project Unify grant to promote the acceptance and recognition of special education students both in the school and community. Third-grade Teacher Andrea Whitley was selected from more than 1,300 teachers nationwide to attend the Mickelson ExxonMobil Teachers Academy at the Liberty Science Center in New Jersey. Art Teacher Carol Robertson was awarded the MacArthur Goodwin Award by the Columbia Museum of Art in recognition of her collaboration with and support for community visual arts organizations.

Ruth Rish, Principal
Dawn Wetherley and Patti Carson, SIC Co-chairs

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	131	60
Percent satisfied with learning environment	94.7%	88.1%	91.5%
Percent satisfied with social and physical environment	100.0%	90.8%	87.9%
Percent satisfied with school-home relations	98.2%	93.0%	87.9%

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

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	0.6%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.9%	94.0%*	Yes

* Or greater than last year

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

All Students	385	100	16.1	34.9	49	91.6	89	83.5	Yes	Yes
Gender										
Male	197	100	19.6	36.5	43.9	89.4	86.2	80.1	N/A	N/A
Female	188	100	12.4	33.1	54.5	93.8	91.9	87	N/A	N/A
Racial/Ethnic Group										
White	289	100	13.7	34.5	51.8	93.5	90.7	89.6	Yes	Yes
African American	47	100	29.3	41.5	29.3	78	76.9	74.6	Yes	Yes
Asian/Pacific Islander	20	100	15.8	21.1	63.2	89.5	95.4	92.7	I/S	I/S
Hispanic	23	100	26.1	39.1	34.8	91.3	82.4	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	89.3	85.1	I/S	I/S
Disability Status										
Disabled	40	100	63.9	13.9	22.2	52.8	53.9	51.7	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	30	30	40	85	83.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	124	100	29.4	35.8	34.9	85.3	80.1	76.9	Yes	Yes

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

All Students	385	100	23.2	38.4	38.4	85.3	86.2	80.4	Yes	Yes
Gender										
Male	197	100	23.3	39.7	37	85.2	84.9	78.4	N/A	N/A
Female	188	100	23	37.1	39.9	85.4	87.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	289	100	20.1	42.1	37.8	87.4	88.2	87.8	Yes	Yes
African American	47	100	43.9	26.8	29.3	68.3	72	69.3	Yes	Yes
Asian/Pacific Islander	20	100	15.8	26.3	57.9	94.7	93.9	93.5	I/S	I/S
Hispanic	23	100	34.8	34.8	30.4	78.3	78.2	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	87.5	83.2	I/S	I/S
Disability Status										
Disabled	40	100	69.4	22.2	8.3	44.4	52.7	46.1	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	40	25	35	80	81.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	124	100	39.4	36.7	23.9	72.5	76.1	72.8	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	257	99.6	17.8	54.7	27.5	82.2	80.7	67.3
Gender								
Male	131	99.2	20	50.4	29.6	80	80.2	66.9
Female	126	100	15.6	59	25.4	84.4	81.2	67.7
Racial/Ethnic Group								
White	201	100	16.9	54.9	28.2	83.1	83.4	79.6
African American	27	96.3	30.4	47.8	21.7	69.6	59.9	49.7
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	90.4	84.4
Hispanic	17	100	23.5	58.8	17.6	76.5	70	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76.2	69.5
Disability Status								
Disabled	26	96.2	65.2	13	21.7	34.8	46.5	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	12	100	25	58.3	16.7	75	69.9	58.6
Socio-Economic Status								
Subsidized meals	73	98.6	31.8	48.5	19.7	68.2	68	55.4

Social Studies

All Students	254	99.6	17.4	38.4	44.2	82.6	81.5	70.9
Gender								
Male	126	99.2	18.2	38.8	43	81.8	81.5	70.1
Female	128	100	16.5	38	45.5	83.5	81.4	71.7
Racial/Ethnic Group								
White	195	99.5	15.1	37.6	47.3	84.9	82.9	79.2
African American	32	100	36.7	36.7	26.7	63.3	68.5	58.4
Asian/Pacific Islander	15	100	14.3	35.7	50	85.7	91.3	86.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	78.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	82.9	71.2
Disability Status								
Disabled	26	96.2	45.8	33.3	20.8	54.2	49.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	79.2	68
Socio-Economic Status								
Subsidized meals	82	100	26	50.7	23.3	74	69.1	60.8

Abbreviations for Missing Data

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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
Writing										
All Students	382	97.4	21.8	36.5	41.7	78.2	79.4	72.1	99.9	97.1
Gender										
Male	196	95.9	27.2	42.9	29.9	72.8	73.4	65.2	99.8	97.1
Female	186	98.9	16.3	29.8	53.9	83.7	85.6	79.2	99.9	97.2
Racial/Ethnic Group										
White	288	97.6	19.6	38.2	42.2	80.4	81.6	80.8	99.9	97.1
African American	45	95.6	30	37.5	32.5	70	65.2	59.7	99.7	97.3
Asian/Pacific Islander	20	100	21.1	21.1	57.9	78.9	87.7	87	99.9	97.9
Hispanic	23	95.7	40.9	22.7	36.4	59.1	66.3	64.6	99.9	97.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.8	73.4	99.9	96.3
Disability Status										
Disabled	48	81.3	65.8	28.9	5.3	34.2	35.6	27.7	98.5	96.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	50	25	25	50	67.1	63.7	99.9	97.8
Socio-Economic Status										
Subsidized meals	119	94.1	34.6	38.5	26.9	65.4	66.5	61.9	99.6	96.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	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
2010	3	120	100	10.1	29.4	60.6	89.9
	4	126	100	16.3	37.4	46.3	83.7
	5	139	100	20.7	37	42.2	79.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	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
2010	3	120	100	24.8	34.9	40.4	75.2
	4	126	100	16.3	44.7	39	83.7
	5	139	100	28.1	35.6	36.3	71.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	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
2010	3	61	98.4	23.2	42.9	33.9	76.8
	4	126	100	13.8	57.7	28.5	86.2
	5	70	100	20.6	58.8	20.6	79.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
Social Studies							
2009	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
2010	3	59	98.3	15.4	42.3	42.3	84.6
	4	126	100	12.2	40.7	47.2	87.8
	5	69	100	28.4	31.3	40.3	71.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	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
2010	3	117	95.7	19.8	27.4	52.8	80.2
	4	128	96.9	15.6	43.4	41	84.4
	5	137	99.3	29.1	37.3	33.6	70.9
	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

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