

LEXINGTON INTERMEDIATE

420 Hendrix Street
Lexington, South Carolina

Grades	5-6 Middle School	
Enrollment	284 Students	
Principal	Sherry P. Cariens	803-429-5898
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	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Average
2006	N/A	N/A

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

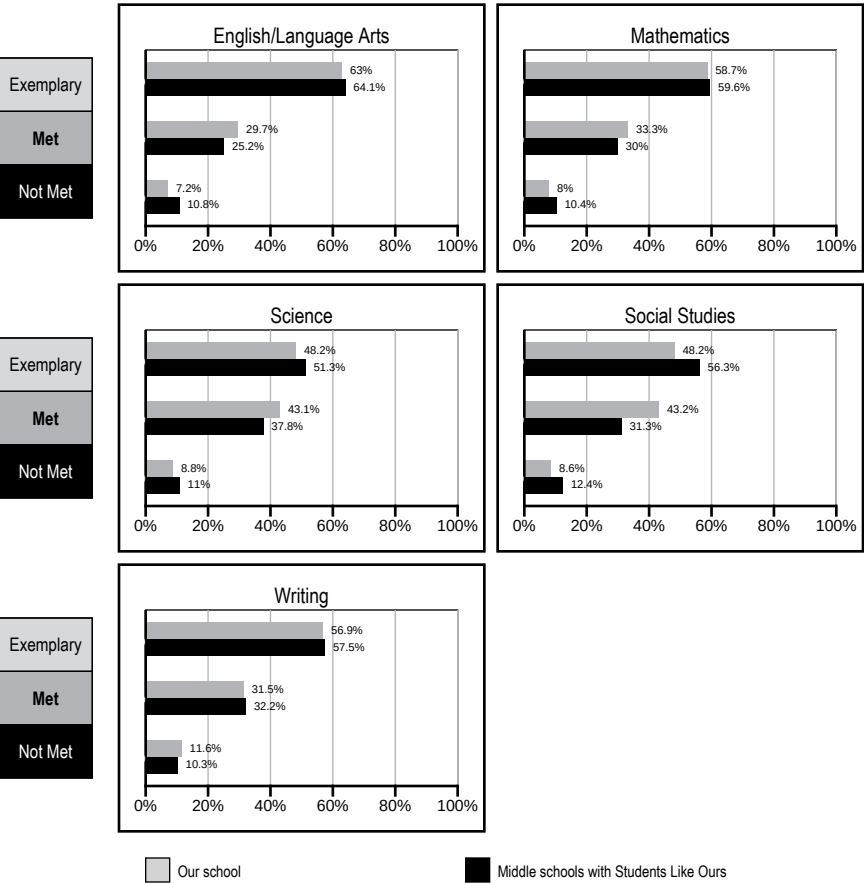
96%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
10	0	0	0	0

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

Palmetto Assessment of State Standards (PASS)



* 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

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

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	N/A	99.4%
English 1	N/A	99.5%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	N/A	99.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=284)				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	55.6%	24.2%
Retention rate	0.0%	Down from 0.3%	0.3%	0.7%
Attendance rate	99.9%	Up from 97.5%	96.7%	95.9%
Eligible for gifted and talented	39.6%	Up from 18.4%	38.4%	16.4%
With disabilities other than speech	3.9%	Down from 7.2%	6.9%	12.0%
Older than usual for grade	0.4%	Up from 0.3%	0.5%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.2%	0.5%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	82.6%	Down from 84.0%	60.5%	58.5%
Continuing contract teachers	95.7%	Up from 92.0%	82.9%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	3.1%	4.0%
Teachers returning from previous year	90.5%	Up from 89.4%	90.1%	84.6%
Teacher attendance rate	92.8%	Down from 95.4%	94.1%	95.4%
Average teacher salary*	\$55,773	Up 2.7%	\$48,313	\$46,561
Professional development days/teacher	8.3 days	Up from 7.3 days	7.7 days	10.2 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 18.6 to 1	22.2 to 1	21.1 to 1
Prime instructional time	91.6%	Down from 91.8%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.3%	Down from 100.0%	99.6%	98.1%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$9,487	Up 7.4%	\$6,391	\$7,802
Percent of expenditures for instruction**	65.7%	Up from 65.6%	66.1%	63.8%
Percent of expenditures for teacher salaries**	64.3%	Up from 49.2%	64.8%	60.0%

* 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 Intermediate School administrators and the School Improvement Council jointly report that this has been a productive and rewarding year at Lexington Intermediate School.

Our students continue to demonstrate excellence in academics and service learning. Dedicated students, teachers, administrators and parents share the school's focus on "Learning, Inspiring and Succeeding" and the school's theme of "Lighting the Way." As a result, innovation, active learning, and multiple enrichment opportunities are all part of the LIS experience. Our staff feels strongly that a teacher's personal role in developing a child's life is reflected in school and state test scores. Additionally, LIS parents are active volunteers and gave the school more than 4,000 documented hours of volunteer service during the past year.

For the ninth consecutive year, LIS earned an "Excellent" rating on the 2009 School Report Card. We also earned the Palmetto Gold Award and the Palmetto Silver Closing the Achievement Gap Award. In Grade 5 last year, 90.6% of our students met standard in writing, 86.6% met standard in English/language arts, and 90.6% met standard in mathematics. For Grade 6, 91.7% met standard in writing, 93.5% met standard in ELA, and 88.1% met standard in mathematics.

The LIS Data Team and Leadership Team renewed its commitment to our mission, vision and beliefs. Goals selected for this year included a greater emphasis on the Response To Intervention Program with a school-wide RTI block to help students who needed extra help in mathematics and reading. We held teacher-led collaborative planning sessions designed to improve instruction and to create common assessments.

LIS continues to make strides in the application of technology. One hundred percent of our teachers passed the technology level-one competency test and most have already passed the level-two technology competency test. Greater emphasis was evident this year in teachers' use of technology in the classroom, with integration of content and technology.

We also promoted the concept that failure is not an option. Posters were printed and displayed throughout the school that used the quote, "Learning is required. You can and will be successful here, and you may not choose to fail." We developed and posted expectations for students throughout the school. More than 95% of LIS students participated in service-learning projects this year. Students raised \$2,663 for the Leukemia Society through the Pasta for Pennies program and another \$2,481 for cancer research through the Relay For Life program. Student leadership opportunities included service on the school television team, yearbook, Just Say No Club and Student Council.

Sherry P. Cariens, Principal
Sandy Dawkins, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 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	281	100	7.2	29.7	63	96	89	83.5	Yes	Yes
Gender										
Male	134	100	4.5	37.9	57.6	97	86.2	80.1	N/A	N/A
Female	147	100	9.7	22.2	68.1	95.1	91.9	87	N/A	N/A
Racial/Ethnic Group										
White	242	100	3.8	29.5	66.7	97.9	90.7	89.6	Yes	Yes
African American	13	100	38.5	30.8	30.8	69.2	76.9	74.6	I/S	I/S
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	95.4	92.7	I/S	I/S
Hispanic	15	100	33.3	40	26.7	86.7	82.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	89.3	85.1	I/S	I/S
Disability Status										
Disabled	17	100	23.5	47.1	29.4	82.4	53.9	51.7	I/S	I/S
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	19	100	30	20	50	90	83.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	44	100	26.2	42.9	31	83.3	80.1	76.9	Yes	Yes

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

All Students	281	100	8	33.3	58.7	97.5	86.2	80.4	Yes	Yes
Gender										
Male	134	100	6.8	34.8	58.3	98.5	84.9	78.4	N/A	N/A
Female	147	100	9	31.9	59	96.5	87.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	242	100	5.5	33.8	60.8	97.9	88.2	87.8	Yes	Yes
African American	13	100	38.5	30.8	30.8	92.3	72	69.3	I/S	I/S
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	93.9	93.5	I/S	I/S
Hispanic	15	100	20	46.7	33.3	93.3	78.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	87.5	83.2	I/S	I/S
Disability Status										
Disabled	17	100	29.4	41.2	29.4	94.1	52.7	46.1	I/S	I/S
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	19	100	10	35	55	95	81.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	44	100	21.4	45.2	33.3	92.9	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	141	99.3	8.8	43.1	48.2	91.2	80.7	67.3
Gender								
Male	62	98.4	5	41.7	53.3	95	80.2	66.9
Female	79	100	11.7	44.2	44.2	88.3	81.2	67.7
Racial/Ethnic Group								
White	122	99.2	5.1	43.2	51.7	94.9	83.4	79.6
African American	7	I/S	I/S	I/S	I/S	I/S	59.9	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.4	84.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	70	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.2	69.5
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	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	41.7	33.3	75	69.9	58.6
Socio-Economic Status								
Subsidized meals	28	96.4	30.8	46.2	23.1	69.2	68	55.4

Social Studies								
All Students	140	99.3	8.6	43.2	48.2	91.4	81.5	70.9
Gender								
Male	72	100	9.7	38.9	51.4	90.3	81.5	70.1
Female	68	98.5	7.5	47.8	44.8	92.5	81.4	71.7
Racial/Ethnic Group								
White	120	99.2	6.7	43.7	49.6	93.3	82.9	79.2
African American	6	I/S	I/S	I/S	I/S	I/S	68.5	58.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	91.3	86.8
Hispanic	7	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	8	I/S	I/S	I/S	I/S	I/S	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	7	I/S	I/S	I/S	I/S	I/S	79.2	68
Socio-Economic Status								
Subsidized meals	16	100	18.8	56.3	25	81.3	69.1	60.8

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
Writing										
All Students	278	100	11.6	31.5	56.9	88.4	79.4	72.1	99.9	97.1
Gender										
Male	133	100	14.4	37.9	47.7	85.6	73.4	65.2	99.9	97.1
Female	145	100	9	25.7	65.3	91	85.6	79.2	99.9	97.2
Racial/Ethnic Group										
White	239	100	9.7	30.4	59.9	90.3	81.6	80.8	99.9	97.1
African American	13	100	23.1	61.5	15.4	76.9	65.2	59.7	99.9	97.3
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	87.7	87	99.9	97.9
Hispanic	15	100	33.3	33.3	33.3	66.7	66.3	64.6	99.9	97.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.8	73.4	N/A	96.3
Disability Status										
Disabled	17	100	52.9	29.4	17.6	47.1	35.6	27.7	99.9	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	19	100	20	35	45	80	67.1	63.7	99.9	97.8
Socio-Economic Status										
Subsidized meals	43	100	26.2	45.2	28.6	73.8	66.5	61.9	99.9	96.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	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	150	99.3	7.7	30.8	61.5	92.3
	6	167	100	5	26.1	68.9	95
	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	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	153	100	5.4	32.4	62.2	94.6
	6	128	100	9.4	26.6	64.1	90.6
	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	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	150	99.3	8.4	39.2	52.4	91.6
	6	167	100	10.6	40.4	49.1	89.4
	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	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	153	100	8.8	33.8	57.4	91.2
	6	128	100	7	32.8	60.2	93
	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	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	74	100	10	58.6	31.4	90
	6	84	100	5	43.8	51.3	95
	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	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	77	98.7	11	49.3	39.7	89
	6	64	100	6.3	35.9	57.8	93.8
	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	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	75	100	13.5	28.4	58.1	86.5
	6	83	100	4.9	44.4	50.6	95.1
	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	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	76	98.7	9.3	42.7	48	90.7
	6	64	100	7.8	43.8	48.4	92.2
	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	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	148	100	11.8	25.7	62.5	88.2
	6	168	98.8	6.3	33.1	60.6	93.8
	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	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	150	100	11.5	32.4	56.1	88.5
	6	128	100	11.7	30.5	57.8	88.3
	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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