

LEXINGTON MIDDLE

702 North Lake Drive
Lexington, South Carolina

Grades	6-8 Middle School	
Enrollment	1,172 Students	
Principal	Laura S. McMahan	803-821-3700
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	Good
2008	Good	Below Average
2007	Good	Below Average
2006	Good	Below 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

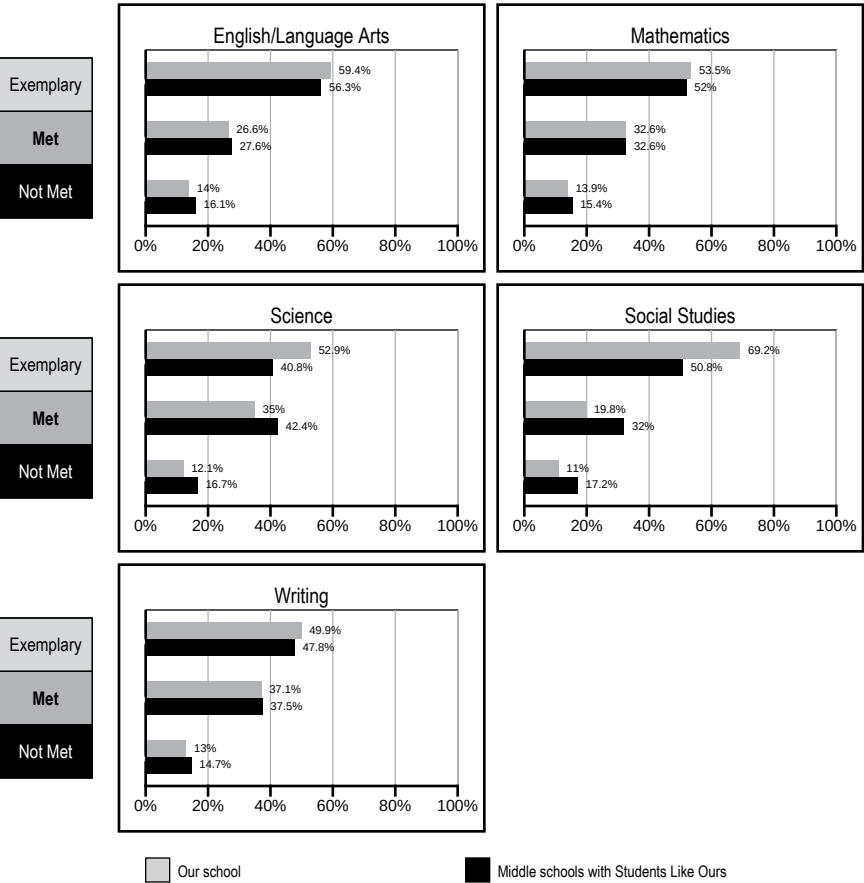
95.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	1	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	100.0%	99.8%
English 1	99.4%	99.2%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	99.7%	99.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,172)				
Students enrolled in high school credit courses (grades 7 & 8)	23.1%	Down from 29.7%	43.8%	24.2%
Retention rate	1.2%	Up from 1.1%	0.5%	0.7%
Attendance rate	96.6%	Down from 96.9%	96.3%	95.9%
Eligible for gifted and talented	33.4%	Up from 31.9%	36.0%	16.4%
With disabilities other than speech	7.9%	Up from 7.5%	7.1%	12.0%
Older than usual for grade	1.0%	Up from 0.7%	0.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.1%	Down from 1.8%	0.7%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=78)				
Teachers with advanced degrees	62.8%	Up from 61.3%	64.2%	58.5%
Continuing contract teachers	85.9%	Up from 82.7%	83.6%	80.0%
Teachers with emergency or provisional certificates	1.4%	Up from 0.0%	2.0%	4.0%
Teachers returning from previous year	90.1%	Up from 80.0%	87.4%	84.6%
Teacher attendance rate	95.2%	Up from 94.6%	95.3%	95.4%
Average teacher salary*	\$49,532	Down 0.7%	\$47,942	\$46,561
Professional development days/teacher	11.1 days	Down from 12.7 days	7.8 days	10.2 days
School				
Principal's years at school	5.0	No Change	5.0	4.0
Student-teacher ratio in core subjects	22.8 to 1	Down from 23.7 to 1	21.6 to 1	21.1 to 1
Prime instructional time	91.1%	Up from 90.5%	90.5%	90.4%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.2%	Down from 93.5%	99.8%	98.1%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$6,968	Up 3.6%	\$6,418	\$7,802
Percent of expenditures for instruction**	66.4%	Down from 70.6%	66.4%	63.8%
Percent of expenditures for teacher salaries**	65.0%	Up from 53.9%	64.6%	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 Middle School continues to be a professional learning community focused on meeting the needs of the 21st century learner. Throughout the 2009–2010 school year, students and faculty members alike strove to grow into global citizens ready to meet the changing needs of the world around them.

Our Response To Intervention program continued to develop to meet the individual needs of all students on campus. We expanded an intervention block to include “Strategies” courses for students with significant gaps in core content areas, “Gap” instruction for students with gaps in specific skills within a content, “Zone” time for students missing two or more assignments in a course and extension/remediation time for the remaining students with their core teachers.

This continued focus on meeting individual needs within our student population brought about success in the classroom. Last year, LMS met all its Adequate Yearly Progress objectives for the first time. Additionally, LMS was named a Palmetto Gold Finalist and received an “Excellent” improvement rating on its 2009 school report card.

Not only was the school as a whole recognized for academic successes, but individual students were recognized for achievements both inside and outside the classroom. Twenty-four students were recognized as state finalists in the Duke Talent Identification Program, and one student achieved a Grand Recognition award in that program. Sixty-two students were named South Carolina Junior Scholars. Thirty-eight students participated in the Tri-District Arts Consortium. Seventeen students of the arts also participated in Region Band or Orchestra. Three students performed with the All-State Band and two students were part of the All-State Orchestra. Students also used their knowledge from the classroom, along with information gleaned from specialized practices, to compete as part of the school’s Robotics Team. They placed second in the research division at the state competition. Our Mock Trial team took first place in regional competition.

As students at LMS continued to develop into global citizens, they embraced opportunities to respond to international crises. This year, students raised more than \$1,500 for Haitian Earthquake Relief. More than \$3,000 was raised for Relay For Life. Throughout the year, students in various organizations and those enrolled in a service-learning course organized and carried out smaller-scale service projects. LMS students continued to give back to their community, nation, and world throughout the 2009–2010 school year.

Becoming global citizens in a changing 21st century world is a task that our school community embraced. As always, there is work still to be done, but the caring and committed members of the LMS community will continue to move forward, preparing this generation of scholars and leaders to step into a bright future.

Laura S. McMahan, Principal
Charles Moore, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	78	346	147
Percent satisfied with learning environment	89.3%	80.6%	89.4%
Percent satisfied with social and physical environment	93.6%	82.6%	81.3%
Percent satisfied with school-home relations	94.8%	88.1%	73.3%

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

School Adequate Yearly Progress

YES

This school met 31 out of 31 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. 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	96.6%	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	1159	100	15.6	26.7	57.8	90.1	89	83.5	Yes	Yes
Gender										
Male	590	100	18	27.5	54.5	87.1	86.2	80.1	N/A	N/A
Female	569	100	13.1	25.8	61.1	93.1	91.9	87	N/A	N/A
Racial/Ethnic Group										
White	924	100	12.7	25.4	61.8	92.3	90.7	89.6	Yes	Yes
African American	137	100	36.4	35.6	28	73.7	76.9	74.6	Yes	Yes
Asian/Pacific Islander	42	100	12.5	17.5	70	92.5	95.4	92.7	Yes	Yes
Hispanic	48	100	22.2	35.6	42.2	84.4	82.4	79.6	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	89.3	85.1	I/S	I/S
Disability Status										
Disabled	95	100	49.4	27.7	22.9	59	53.9	51.7	Yes	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	33	100	20.9	30.2	48.8	88.4	83.3	79	Yes	I/S
Socio-Economic Status										
Subsidized meals	298	100	30.7	32.2	37.1	77.5	80.1	76.9	Yes	Yes

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

All Students	1159	99.9	15.6	35.8	48.6	90.3	86.2	80.4	Yes	Yes
Gender										
Male	590	99.8	16.9	35.7	47.4	88.8	84.9	78.4	N/A	N/A
Female	569	100	14.2	36	49.8	91.8	87.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	924	99.9	13.3	34.1	52.6	92.3	88.2	87.8	Yes	Yes
African American	137	100	35.6	46.6	17.8	73.7	72	69.3	Yes	Yes
Asian/Pacific Islander	42	100	5	27.5	67.5	97.5	93.9	93.5	Yes	Yes
Hispanic	48	100	20	44.4	35.6	86.7	78.2	78.3	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	87.5	83.2	I/S	I/S
Disability Status										
Disabled	95	99	53.7	28	18.3	59.8	52.7	46.1	Yes	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	33	100	16.3	37.2	46.5	88.4	81.4	78.9	Yes	I/S
Socio-Economic Status										
Subsidized meals	298	99.7	33.8	38	28.2	78.2	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	826	100	12.2	35	52.8	87.8	80.7	67.3
Gender								
Male	423	100	13.9	31.1	55.1	86.1	80.2	66.9
Female	403	100	10.5	39	50.5	89.5	81.2	67.7
Racial/Ethnic Group								
White	667	100	8.8	34.9	56.3	91.2	83.4	79.6
African American	97	100	39	40.2	20.7	61	59.9	49.7
Asian/Pacific Islander	29	100	N/A	N/A	N/A	100	90.4	84.4
Hispanic	27	100	26.9	34.6	38.5	73.1	70	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76.2	69.5
Disability Status								
Disabled	73	100	43.8	39.1	17.2	56.3	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	20	100	20.8	29.2	50	79.2	69.9	58.6
Socio-Economic Status								
Subsidized meals	208	100	29.6	39.8	30.6	70.4	68	55.4

Social Studies

All Students	827	99.9	10.9	19.8	69.3	89.1	81.5	70.9
Gender								
Male	417	99.8	11.2	16.1	72.7	88.8	81.5	70.1
Female	410	100	10.6	23.5	65.9	89.4	81.4	71.7
Racial/Ethnic Group								
White	670	99.9	10.3	17.9	71.8	89.7	82.9	79.2
African American	86	100	20.3	33.8	45.9	79.7	68.5	58.4
Asian/Pacific Islander	31	100	10.3	10.3	79.3	89.7	91.3	86.8
Hispanic	36	100	2.9	35.3	61.8	97.1	78.6	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	82.9	71.2
Disability Status								
Disabled	67	98.5	38.6	31.6	29.8	61.4	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	26	100	11.4	25.7	62.9	88.6	79.2	68
Socio-Economic Status								
Subsidized meals	193	99.5	18.7	32.7	48.5	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	1163	99.1	12.2	37.4	50.4	87.8	79.4	72.1	96.6	97.1
Gender										
Male	589	98.8	17.5	40.7	41.8	82.5	73.4	65.2	96.4	97.1
Female	574	99.5	7	34.1	58.9	93	85.6	79.2	96.7	97.2
Racial/Ethnic Group										
White	922	99.4	9.7	37.2	53.1	90.3	81.6	80.8	96.5	97.1
African American	142	98.6	29.3	45.5	25.2	70.7	65.2	59.7	96.4	97.3
Asian/Pacific Islander	40	100	12.5	17.5	70	87.5	87.7	87	97.9	97.9
Hispanic	52	96.2	15.9	31.8	52.3	84.1	66.3	64.6	96.7	97.2
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	82.8	73.4	95.9	96.3
Disability Status										
Disabled	101	98	58	29.5	12.5	42	35.6	27.7	94.8	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	34	97.1	17.1	31.7	51.2	82.9	67.1	63.7	96.9	97.8
Socio-Economic Status										
Subsidized meals	302	98.7	24	45.4	30.6	76	66.5	61.9	95.4	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
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	309	100	12.7	35.4	51.9	87.3
	7	369	100	13.8	36.5	49.7	86.2
	8	420	100	13.7	34.3	52	86.3
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	0	N/A	N/A	N/A	N/A	N/A
	6	292	100	15	27.4	57.7	85
	7	494	100	14.1	23.5	62.4	85.9
	8	373	100	17.9	30.2	51.9	82.1
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	309	100	14.4	45.4	40.2	85.6
	7	369	100	11.5	37.9	50.6	88.5
	8	420	100	15.2	40.3	44.5	84.8
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	0	N/A	N/A	N/A	N/A	N/A
	6	292	99.7	14.7	36.6	48.7	85.3
	7	494	100	11.3	32.7	56	88.7
	8	373	100	21.7	39.3	39	78.3
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	155	98.7	13.1	56.6	30.3	86.9
	7	369	100	11.2	43.1	45.7	88.8
	8	208	100	12.4	39.3	48.3	87.6
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	0	N/A	N/A	N/A	N/A	N/A
	6	145	100	20.6	42.6	36.8	79.4
	7	494	100	7.5	35.9	56.6	92.5
	8	187	100	18.1	26.9	54.9	81.9

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
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	154	100	8.3	34.7	56.9	91.7
	7	369	100	14	25.3	60.7	86
	8	212	100	12.9	26.4	60.7	87.1
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	0	N/A	N/A	N/A	N/A	N/A
	6	147	99.3	10.1	23.9	65.9	89.9
	7	494	100	12.8	19	68.2	87.2
	8	186	100	6.6	18.7	74.7	93.4
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	306	99.7	19.9	37.7	42.5	80.1
	7	369	99.2	15.9	38.8	45.3	84.1
	8	416	99.3	17.1	39.4	43.6	82.9
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	291	99	12.7	29.7	57.6	87.3
	7	494	99	12.4	36.9	50.7	87.6
	8	378	99.5	11.7	43.9	44.4	88.3

Abbreviations for Missing Data

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