

LEXINGTON ELEMENTARY

116 Azalea Drive
Lexington, SC 29072

Grades	K-5 Elementary School	
Enrollment	746 Students	
Principal	James H. Hamby	803-821-4000
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	Cynthia S. Smith	803-957-5095

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Good
2010	Good	Good
2009	Good	Average
2008	Good	At-Risk
2007	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://eoc.sc.gov>

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

Percent of students tested in 2010-11 whose 2009-10 test scores were located

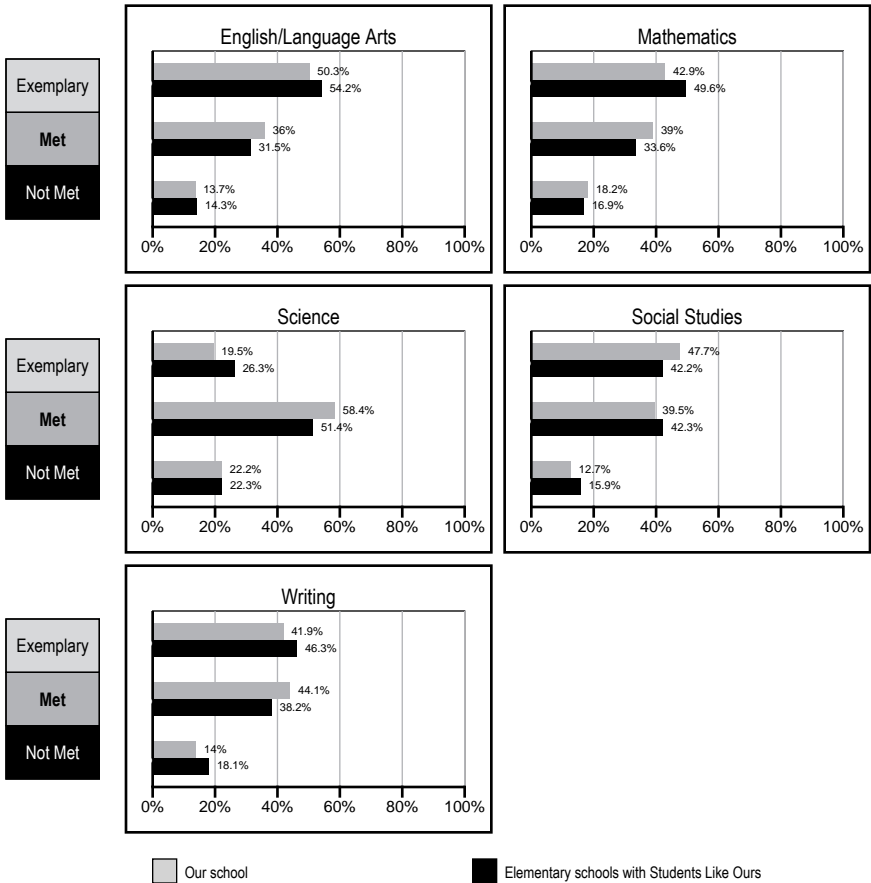
94.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	13	1	2	0

* Ratings are calculated with data available by 11/09/2011.

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=746)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.1%	Up from 0.0%	0.8%	1.1%
Attendance rate	95.9%	Down from 99.9%	96.5%	96.2%
Served by gifted and talented program	22.2%	Down from 22.6%	22.0%	13.4%
With disabilities other than speech	1.1%	Down from 4.4%	4.7%	4.1%
Older than usual for grade	0.1%	Up from 0.0%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	62.5%	Up from 59.6%	63.6%	62.5%
Continuing contract teachers	89.6%	Up from 82.7%	89.6%	88.2%
Teachers returning from previous year	86.3%	Down from 88.6%	87.9%	87.8%
Teacher attendance rate	96.1%	Up from 95.5%	95.4%	95.2%
Average teacher salary*	\$48,454	Down 1.6%	\$48,174	\$46,773
Professional development days/teacher	11.1 days	Down from 14.6 days	9.6 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 20.5 to 1	21.0 to 1	19.9 to 1
Prime instructional time	91.3%	Down from 94.6%	91.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,469	Down 2.0%	\$7,105	\$7,447
Percent of expenditures for instruction**	67.8%	Down from 70.9%	68.8%	68.4%
Percent of expenditures for teacher salaries**	66.7%	Down from 69.6%	67.8%	65.8%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

In 2010-2011, Lexington Elementary School received a Palmetto Silver Award for closing the achievement gap and achieved 19 of 19 student performance targets set for our school by the No Child Left Behind Act. We examined a variety of data from district benchmark tests, common core assessments, Palmetto Assessment of State Standards and Measures of Academic Progress testing, as well as information provided by teachers in order to ensure academic rigor and excellent instruction.

Professional development focused on mathematics as we worked to improve and learn to provide students 21st century interactive and hands-on approaches to math. The web-based First in Math program delivered fluency in operations, while advancing higher-order thinking skills. In fact, our second- and third-grade students were recognized as best in South Carolina for their work in First in Math.

Teachers planned collaboratively, developed common assessments and analyzed results from those common assessments in an effort to monitor student progress and plan instruction. Differentiating instruction to meet the individual learning needs for all children continues to provide a challenge. To provide small-group differentiated instruction, teachers used technology such as interactive whiteboards and SMART Response interactive systems that allow students to participate actively. Students used iPad 2s and educational apps for individualized instruction. In addition, students used iPods, iTouch and hand-held GPS devices to explore and produce podcasts, VoiceThreads, geocaching, Wiki pages, blogging and more.

We trained all our teachers in Positive Behavioral Interventions and Supports, called "ROAR" (Respectful, On-task, Always safe and Responsible). We displayed our expectations throughout the school to promote positive behavior. Classroom teachers continued year two of "Acting Right: Drama as a Classroom Management Strategy" to develop their classroom communities.

Although our community is somewhat transient, we expect each child to be successful. Eighty-two percent of students in Grades 2-5 met or exceeded the 2011 Spring MAP target scores in reading. Our students had an average increase of 12 points in MAP mathematics scores. We are proud of these successes and look forward to continued success as we address the needs of our students.

LES participated in two community service projects. We donated supplies to Carolina Wildlife Cares and raised \$6,175 for the Juvenile Diabetes Research Foundation.

Teachers at LES also received recognition for their outstanding work. April Hughey received a Project Unify grant to promote the acceptance and recognition of special education students. Spring Bridgers was selected to attend the Mickelson ExxonMobil Teachers Academy in New Jersey. Sonoco supported our recycling efforts with a \$500 donation. The American Academy of Dermatology gave our school \$8,000 for sunshade structures, and we received six Michelin Golden Apple Grants.

James H. Hamby, Principal, and Patti Carson, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	138	56
Percent satisfied with learning environment	96.1%	91.3%	90.4%
Percent satisfied with social and physical environment	100.0%	89.0%	94.5%
Percent satisfied with school-home relations	96.1%	91.2%	92.5%

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

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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

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	0.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%**	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	380	100	14.5	35.5	50	91	88	82.4	Yes	Yes
Gender										
Male	183	100	17.7	35.4	47	86.6	84.9	78.7	N/A	N/A
Female	197	100	11.5	35.7	52.7	95.1	91.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	278	100	12.2	33.8	54	92.8	90	88.9	Yes	Yes
African American	64	100	25.9	44.4	29.6	83.3	74.6	72.9	Yes	Yes
Asian/Pacific Islander	17	100	7.7	30.8	61.5	100	94.6	93	I/S	I/S
Hispanic	19	100	21.4	28.6	50	78.6	81.2	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	92	83	I/S	I/S
Disability Status										
Disabled	40	100	47.2	19.4	33.3	63.9	51.1	48.1	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	18.2	27.3	54.5	81.8	80.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	135	100	24.1	41.4	34.5	84.5	78.6	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	380	99.7	18.6	39.4	42	90.1	88	81.9	Yes	Yes
Gender										
Male	183	100	17.7	40.2	42.1	90.9	86.5	79.9	N/A	N/A
Female	197	99.5	19.3	38.7	42	89.5	89.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	278	99.6	17.2	35.5	47.3	90.8	89.8	88.9	Yes	Yes
African American	64	100	29.6	57.4	13	85.2	75.3	71.4	Yes	Yes
Asian/Pacific Islander	17	100	N/AV	N/AV	N/AV	100	95.4	94.6	I/S	I/S
Hispanic	19	100	14.3	50	35.7	85.7	82	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	90	84.4	I/S	I/S
Disability Status										
Disabled	40	97.5	45.7	34.3	20	68.6	52.3	47.3	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	9.1	63.6	27.3	90.9	83.1	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	135	100	29.3	45.7	25	82.8	78.1	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	253	100	21.9	57	21.1	78.1	80.1	68.6
Gender								
Male	122	100	23.9	48.6	27.5	76.1	79.7	68.3
Female	131	100	20.2	64.7	15.1	79.8	80.5	68.9
Racial/Ethnic Group								
White	179	100	18.7	56	25.3	81.3	82.8	80.7
African American	43	100	37.8	56.8	5.4	62.2	60.6	51.4
Asian/Pacific Islander	16	100	N/AV	N/AV	N/AV	100	89.8	85.3
Hispanic	13	100	36.4	54.5	9.1	63.6	70.5	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	88.6	70.8
Disability Status								
Disabled	31	100	39.3	28.6	32.1	60.7	45.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	70.6	60.7
Socio-Economic Status								
Subsidized meals	92	100	38.2	51.3	10.5	61.8	66.5	57.3
Social Studies								
All Students	252	99.2	13.7	39.2	47.1	86.3	82.8	72.5
Gender								
Male	122	98.4	13	35.2	51.9	87	82.5	72
Female	130	100	14.3	42.9	42.9	85.7	83	73.1
Racial/Ethnic Group								
White	182	99.5	12.4	34.1	53.5	87.6	84.7	81
African American	42	97.6	20.6	58.8	20.6	79.4	69.4	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	92.1	89
Hispanic	17	100	15.4	61.5	23.1	84.6	74.5	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.9	73.5
Disability Status								
Disabled	26	92.3	45.5	27.3	27.3	54.5	49.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	14	100	9.1	63.6	27.3	90.9	76	69.7
Socio-Economic Status								
Subsidized meals	100	99	22.4	49.4	28.2	77.6	70.3	62.9

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	144	97.2	12.7	44.8	42.5	87.3	79.6	73.2	95.9	95.7
Gender										
Male	66	97	15.3	49.2	35.6	84.7	74.1	67.2	95.8	95.7
Female	78	97.4	10.7	41.3	48	89.3	85.3	79.4	96	95.8
Racial/Ethnic Group										
White	113	97.4	12	42.6	45.4	88	81.6	81.5	95.8	95.7
African American	20	95	23.5	52.9	23.5	76.5	65.3	61.3	96.1	96
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93	87	96.3	96.6
Hispanic	4	I/S	I/S	I/S	I/S	I/S	68.2	66.7	96.9	95.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.9	72.2	95.4	94.9
Disability Status										
Disabled	12	75	I/S	I/S	I/S	I/S	30.7	26	94.7	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	69.7	65.7	96.9	96.3
Socio-Economic Status										
Subsidized meals	38	94.7	17.6	61.8	20.6	82.4	67.4	63.2	94.9	94.8

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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							
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
2011	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
Mathematics							
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
2011	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
Science							
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
2011	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

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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							
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
2011	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
Writing							
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
2011	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

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