



LEXINGTON 4 EARLY CHILDHOOD

135 Lewis Rast Road
Swansea, SC 29160

Grades	PK-K Primary School	
Enrollment	558 Students	
Principal	Lillian Atkins	(803)568-1350
Superintendent	Linda G. Lavender, Ph.D.	803-568-1000
Board Chair	Mr. Jefford Hart, Jr.	803-568-2262

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	N/A	N/A
2010	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A
2007	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 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>

ABSOLUTE RATINGS OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
11	0	0	0	0

* Ratings are calculated with data available by 10/31/2011. Primary Schools with Students like Ours are primary schools with Poverty Indices of no more than 5% above or below the index for this school.

Performance Rating Criteria

Prime instructional time	85.2%
Student-teacher ratio in core subjects	9.0 to 1
Teachers with advanced degrees	66.7%
Teachers returning from previous year	N/A
Percent of parents attending conferences	100.0%
Days of professional development devoted exclusively to knowledge and skills working with children less than eight years old	7.0 days

Types Of Accreditation (More Than One May Apply)

	Not pursuing accreditation
	Conducting a self-study
X	South Carolina Department of Education
	Southern Association of Colleges and School
X	American Montessori Society
	National Association for the Education of Young Children

School Profile

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n=558)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	N/A	1.7%	3.1%
Attendance rate	93.4%	N/A	95.4%	95.3%
With disabilities other than speech	0.0%	N/A	0.7%	0.8%
Older than usual for grade	0.0%	N/A	0.0%	0.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	66.7%	N/A	67.6%	62.9%
Continuing contract teachers	97.0%	N/A	91.2%	90.5%
Teachers returning from previous year	N/A	N/A	91.0%	89.9%
Teacher attendance rate	92.9%	N/R	94.9%	95.0%
Average teacher salary*	\$46,350	I/S	\$48,341	\$46,658
Professional development days/teacher	29.4 days	N/R	17.9 days	15.7 days
School				
Principal's years at school	0.0	N/R	6.0	6.0
Student-teacher ratio in core subjects	9.0 to 1	N/R	20.5 to 1	20.0 to 1
Prime instructional time	85.2%	N/R	89.7%	89.6%
Opportunities in the arts	Poor	N/R	Good	Good
SACS accreditation	No	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	100.0%	100.0%
Character development program	Excellent	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$7,300	\$7,129
Percent of expenditures for instruction**	N/A	N/A	69.6%	69.6%
Percent of expenditures for teacher salaries**	N/A	N/A	66.5%	66.4%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Vision: Collaboration that establishes a foundation for all students to become successful life-long learners and responsible members of the community

The Lexington 4 Early Childhood Center first opened its doors in August 2010. The school serves all 3K, 4K, and 5K students in the district offering a full day of school to all ages. Professional Learning at the ECC focuses on a vision of collaboration that immerses children in a culture of learning and personal responsibility that will serve them throughout their school careers and beyond. Faculty members meet weekly in collaborative groups as a part of our Response to Intervention process allowing teachers, the literacy coach, the school counselor, and administrators to plan interventions for those students whose progress indicates a need for increased support and more focused instruction in order to accelerate learning. Faculty study groups focus on teaching children who live in poverty, writing with early learners, supporting students with behavioral issues, and increasing the oral vocabulary of students. Twenty two teachers completed or are in the process of acquiring certification in the Montessori Method either through a district cohort with Lander University or MTTI and Columbia College. Faculty and staff at the ECC take a scholarly approach to our own learning in order to increase student achievement.

Mission: We provide meaningful, active, developmentally appropriate engagements in a safe and nurturing environment for all learners.

The ECC fulfills its mission through two state-approved curricula choices. 5K students may choose either Creative Curriculum or the Montessori Method. Both methodologies provide hand-on learning experiences. Creative Curriculum provides for a traditional single age classroom with whole group, small group, and center based instruction. The Montessori Method provides a multi-age classroom with an individualized approach to learning. Students may stay with their Montessori teacher for all three years at the ECC providing continuity in learning. 3K and 4K students are served in Montessori classes. The ECC was designed to enhance the way young children learn. Each class has an extended outdoor learning area that is easily accessible and visible to children and teachers. Children are engaged in learning and caring for their environment both inside and outside throughout the school day. Students and teachers eat lunch family-style in their classrooms. They share in the preparation for eating together around tables, serve themselves, pass the food to the friends or teachers sitting beside them, and join in conversation that leads to increased vocabularies and opportunities to extend classroom learning.

Motto: A Caring Place for Growing Learners

The ECC seeks to be a place for the whole family and the community at large. The ECC is home to the district's Adult Education program and First Steps. First Step Parent Educators and the ECC's guidance counselor, literacy coach, and behavior interventionist plan our highly popular parenting program called PALS, which stands for Promoting: Achievement, Learning, and Success. PALS sessions are offered monthly as a way to fellowship with other parents, grow learning of curriculum and parenting, and provide quality time for families to spend with their children. At each session parents are given a book to add to their home library. PALS achieved a 378% increase in attendance during the 2010-2011 school year. Families of children from birth to three who participated in First Steps were actively involved in PALS as well. The School Improvement Council also serves as the Parent Teacher Organization steering committee. That group is committed to the idea of serving families and young children by connecting them with community services. A Community Outreach Fair offered families the opportunity to learn about and find support with community based services. Speakers were invited to offer parents support with developing toddlers and young children.

As we plan for the 2011-2012 school year, the Lexington 4 ECC is committed to build upon our first year strengths and to incorporate other ideas that were gleaned from the Title One survey of parents. We plan to strengthen Home-School communication through increased newsletters and phone contacts, improving our school website, telephone and email blasts, and by providing links to PALS sessions on the school website for people who are unable to attend. We began a mentoring program later in the 2010-2011 school year and plan to increase it for our students who will benefit from another person who cares and supports them. We plan to enhance our outdoor learning opportunities. We plan to increase the amount of opportunities for community outreach and to provide families with more information on healthy living. As a scholarly faculty and staff we will continue to grow in our professional learning and practices in order to provide optimal learning experiences for our students.

Lillian Atkins, Principal

Jennifer Young, Chairperson SIC

School Adequate Yearly Progress

NO

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.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	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	93.4%	94.0%*	Yes

* Or greater than last year