

Lexington 4 Early Childhood Center

135 Lewis Rast Road
Swansea, SC 29160

Grades	PK-K Primary School	
Enrollment	633 Students	
Principal	Lillian Atkins	803-568-1350
Superintendent	Linda G. Lavender, Ph.D.	803-568-1000
Board Chair	Jeff Hart, Jr.	803-568-2262

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	N/A	N/A
2011	N/A	N/A
2010	N/A	N/A
2009	N/A	N/A
2008	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://www.eoc.sc.gov>

ABSOLUTE RATINGS OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
9	0	0	0	0

* Ratings are calculated with data available by 11/13/2012. 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	N/R
Student-teacher ratio in core subjects	10.3 to 1
Teachers with advanced degrees	76.7%
Teachers returning from previous year	N/A
Percent of parents attending conferences	99.8%
Days of professional development devoted exclusively to knowledge and skills working with children less than eight years old	10.0 days

Types Of Accreditation (More Than One May Apply)

	Not pursuing accreditation
X	Conducting a self-study
X	South Carolina Department of Education
X	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=633)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	No Change	2.8%	2.5%
Attendance rate	94.7%	Up from 93.4%	95.8%	95.8%
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	76.7%	Up from 66.7%	71.1%	62.5%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	N/A	N/A	91.0%	91.0%
Teacher attendance rate	N/R	N/R	94.5%	94.9%
Average teacher salary*	\$47,824	Up 3.2%	\$48,321	\$47,047
Professional development days/teacher	10.0 days	Down from 29.4 days	14.3 days	13.2 days
School				
Principal's years at school	2.0	Up from 0.0	7.5	6.0
Student-teacher ratio in core subjects	10.3 to 1	Up from 9.0 to 1	20.5 to 1	21.1 to 1
Prime instructional time	N/R	N/R	89.1%	89.5%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	Yes	Up from No	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**	\$7,412	N/A	\$7,276	\$6,841
Percent of expenditures for instruction**	63.4%	N/A	70.4%	68.5%
Percent of expenditures for teacher salaries**	59.6%	N/A	67.7%	65.2%

* 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

2011-2012 marks the second year of operation for the Lexington 4 Early Childhood Center. 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. Monday afternoons are devoted to Curricular Conversations in small groups, allowing teachers to explore and challenge their beliefs about teaching and learning. This process leads to a refinement of practices that best suit the students in their classes. Instructional Assistants meet monthly with the same goals in mind as their teaching partners and are considered to be valuable members of the instructional staff. Twenty-five teachers have 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.

Purpose: To prepare a learning environment that nurtures the whole child while building a partnership with families and the community.

The ECC fulfills its purpose through two state-approved curricula choices. 5K students may choose either Creative Curriculum or the Montessori Method. Both methodologies provide hands-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 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.

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 over a 400% increase in attendance during the 2 years at the ECC. 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 during the same time that Parent Teachers Conferences were taking place, thereby increasing their opportunities to take advantage of the resources that are available to them.

Evaluations by Teachers

	Teachers
Number of surveys returned	15
Percent satisfied with learning environment	100.0%
Percent satisfied with social and physical environment	100.0%
Percent satisfied with school-home relations	100.0%

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	N/A
Overall Grade Conversion	N/A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Lexington 4 Early Childhood Center school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.7%	94.0%*	Yes

* Or greater than last year

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