

SC Annual School Report Card Summary

Lexington 4 Early Childhood Center
 Lexington School District Four
 Grades: PK-K Enrollment: 633
 Principal: Lillian Atkins
 Superintendent: Linda G. Lavender, Ph.D.
 Board Chair: Jeff Hart, Jr.

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	N/A	N/A	TBD	TBD	N/AV	N/A
2011	N/A	N/A	N/A	N/A	Not Met	N/A
2010	N/A	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATING 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. Schools with Students Like Ours are Primary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PRIME INSTRUCTIONAL TIME

Our School	Median Primary School
N/R	89.5%

STUDENT-TEACHER RATIO IN CORE SUBJECTS

Our School	Median Primary School
10.3 to 1	21.1 to 1

TEACHERS WITH ADVANCED DEGREES

Our School	Median Primary School
76.7%	62.5%

TEACHERS RETURNING FROM PREVIOUS YEAR

Our School	Median Primary School
N/A	91.0%

PERCENT OF PARENTS ATTENDING CONFERENCES

Our School	Median Primary School
99.8%	100.0%

DAYS OF PROFESSIONAL DEVELOPMENT*

Our School	Median Primary School
10.0 days	12.7 days

*Professional development days should be devoted exclusively to knowledge and skills in working with children less than eight years old.

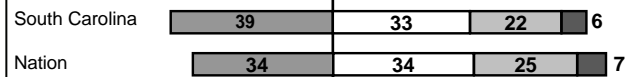
Types Of Accreditation (More Than One May Apply)

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

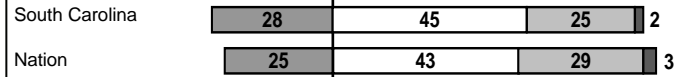
NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.

READING – GRADE 4 (2011)



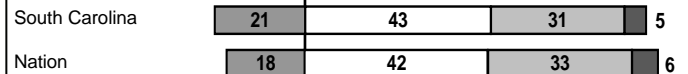
READING – GRADE 8 (2011)



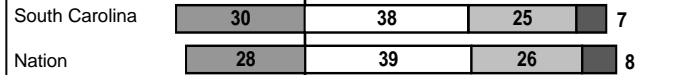
% Below Basic | % Basic, Proficient, and Advanced

■ Below Basic □ Basic ▒ Proficient ■ Advanced

MATH – GRADE 4 (2011)



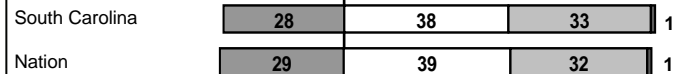
MATH – GRADE 8 (2011)



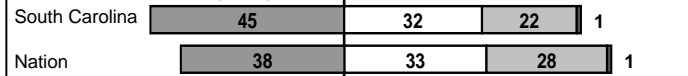
% Below Basic | % Basic, Proficient, and Advanced

■ Below Basic □ Basic ▒ Proficient ■ Advanced

SCIENCE – GRADE 4 (2009)



SCIENCE – GRADE 8 (2009)



% Below Basic | % Basic, Proficient, and Advanced

■ Below Basic □ Basic ▒ Proficient ■ Advanced

SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Lexington 4 Early Childhood Center [Lexington School District Four]

SCHOOL PROFILE

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n=633)				
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
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
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
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
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%
ESEA composite index score	N/AV	N/A	N/AV	N/AV

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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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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

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status