



Lexington 4 Early Childhood Center

135 Lewis Rast Road
Swansea, SC 29160

Grades	PK-5 Primary School	
Enrollment	273 Students	
Principal	Lillian Atkins	803-568-1350
Superintendent	Linda G. Lavender	803-568-1000
Board Chair	Chris Pound	803-791-7651

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	N/A	N/A
2012	N/A	N/A
2011	N/A	N/A
2010	N/A	N/A
2009	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	2	0	0	0

* Ratings are calculated with data available by 11/15/2013. 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	84.0%
Student-teacher ratio in core subjects	9.9 to 1
Teachers with advanced degrees	74.2%
Teachers returning from previous year	N/A
Percent of parents attending conferences	97.7%
Days of professional development devoted exclusively to knowledge and skills working with children less than eight years old	6.9 days

Types Of Accreditation (More Than One May Apply)

	Not pursuing accreditation
	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=273)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.4%	Up from 0.0%	1.7%	2.3%
Attendance rate	94.1%	Down from 94.7%	95.4%	95.5%
With disabilities	8.4%	N/A	11.5%	10.4%
Older than usual for grade	0.0%	N/A	0.8%	1.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	74.2%	Down from 76.7%	63.3%	61.3%
Continuing contract teachers	93.5%	Down from 96.7%	84.2%	84.1%
Teachers returning from previous year	N/A	N/A	90.0%	90.0%
Teacher attendance rate	90.5%	N/R	93.6%	94.9%
Average teacher salary*	\$50,509	Up 5.6%	\$48,738	\$47,358
Professional development days/teacher	7.7 days	Down from 10.0 days	15.2 days	12.5 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	6.0
Student-teacher ratio in core subjects	9.9 to 1	Down from 10.3 to 1	22.3 to 1	21.3 to 1
Prime instructional time	84.0%	N/R	88.4%	89.1%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.7%	Down from 99.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,725	Down 9.3%	\$7,025	\$6,939
Percent of expenditures for instruction**	64.0%	Up from 63.4%	69.0%	69.0%
Percent of expenditures for teacher salaries**	60.0%	Up from 59.6%	66.0%	66.0%

* 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

The 2012-2013 school year marks the third year for the Lexington 4 Early Childhood Center. The ECC offers all 3K, 4K, and 5K students a full day of school. Professional learning focuses on a vision of collaboration that immerses children in a culture of learning and responsibility that will benefit them throughout school and life.

Faculty meets in collaborative groups as a part of our Response to Intervention process to plan interventions for students who need increased support. Curricular conversations allow teachers to explore beliefs about teaching and learning which leads to a refinement of practices to increase learning. Instructional assistants meet with the same goals in mind. All staff members take a scholarly approach to learning in order to acquire skills needed to fulfill their role in accomplishing our school's purpose: To prepare a learning environment that nurtures the whole child while building a partnership with families and the community.

The ECC offers two state-approved curricula choices. Five-K students may choose either Creative Curriculum, offering a single-age classroom, or the Montessori Method, offering a multi-age classroom where the child can stay with the same teacher for three years.

The ECC is a place for children, families, and the community and includes adult education, First Steps parent educators, ESOL classes for adults, and our parenting program, PALS. Our Community Outreach Fairs offer families the opportunity to learn about community-based services. The Early Childhood Center is also participating in a preschool project with the University of South Carolina in order to provide psychometric evidence to support the BASC-2 Behavioral and Emotional Screening System (BESS; Kamphaus & Reynolds, 2007). The BESS is a newly-developed tool designed to screen students for the risk of current or future emotional and behavioral problems in a short format. The amount of research in the area of preschool-aged children is lacking. Research in this area is needed given that the numbers of young children attending preschool are increasing and so are the numbers of students entering school with emotional and behavioral problems. Further, screening may be especially important for preschool-aged children because behavioral interventions may be conducted before problems impair a child's learning and development.

The Early Childhood Center, along with other schools in Lexington 4, partnered with SCETV through the Central Carolina Community Foundation to support literacy growth in young children with the goal of having students reading on grade level by the end of the third grade. SCETV provided scholarships for teaching assistants and local community members who work with young children to take the PBS TeacherLine course, "Raising Readers." ETV provided iPads and access to developmentally-appropriate oral language applications that supported our goal. SCETV and the Early Childhood Center partnered to study the best language applications and online games to support young children in literacy development.

As we plan for the future, the ECC is committed to building on our strengths and to incorporate new ideas gleaned from the Title 1 survey of parents. We will continue to strengthen home-school communications and to grow our mentoring program. We will increase our knowledge of oral language development as we educate the whole child.

Jennifer Young, School Improvement Council Chairperson
Lillian Atkins, Principal

Evaluations by Teachers

	Teachers
Number of surveys returned	21
Percent satisfied with learning environment	95.2%
Percent satisfied with social and physical environment	95.3%
Percent satisfied with school-home relations	95.2%

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ESEA/Federal Accountability Rating System

In July 2013, 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	2.3%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.1%	94.0%*	Yes

* Or greater than last year

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