

SC Annual School Report Card Summary

Lexington 4 Early Childhood Center
 Lexington 4
 Grades: PK-5 Enrollment: 273
 Principal: Lillian Atkins
 Superintendent: Linda G. Lavender
 Board Chair: Chris Pound

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
2013	N/A	N/A	TBD	TBD	N/A	N/A
2012	N/A	N/A	N/A	N/A	N/A	N/A
2011	N/A	N/A	N/A	N/A	Not Met	N/A

ABSOLUTE RATING 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. 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
84.0%	89.1%

STUDENT-TEACHER RATIO IN CORE SUBJECTS

Our School	Median Primary School
9.9 to 1	21.3 to 1

TEACHERS WITH ADVANCED DEGREES

Our School	Median Primary School
74.2%	61.3%

TEACHERS RETURNING FROM PREVIOUS YEAR

Our School	Median Primary School
N/A	90.0%

PERCENT OF PARENTS ATTENDING CONFERENCES

Our School	Median Primary School
97.7%	100.0%

DAYS OF PROFESSIONAL DEVELOPMENT*

Our School	Median Primary School
6.9 days	10.4 days

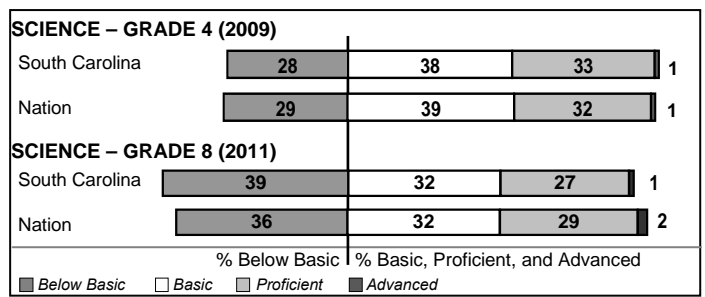
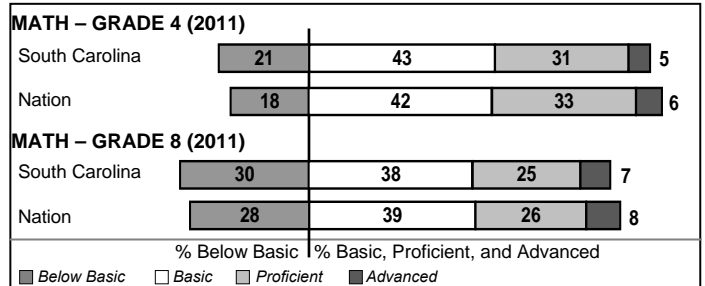
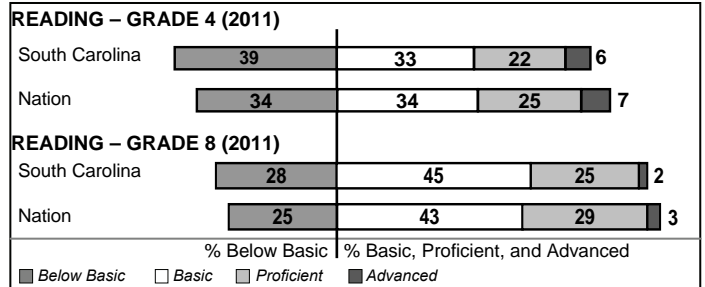
*Professional development days should be devoted exclusively to knowledge and skills in working with children less than eight years old.

Types Of Accreditation (More Than One May Apply)

	Not pursuing accreditation
	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.



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 4]

SCHOOL PROFILE

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n=273)				
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%
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
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
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
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%
ESEA composite index score	N/A	N/A	75.8	85.3

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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%

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

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.

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

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