



SC Annual School Report Card Summary

Lexington Elementary
Lexington 1
Grades: K-5
Principal: Ruth J. Rish
Superintendent: Dr. Karen C. Woodward
Board Chair: G. Edwin Harmon, Ph.D.

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		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	Good	Average	TBD	TBD	Met	N/A
2008	Good	At-Risk	N/A	N/A	Not Met	N/A
2007	Good	At-Risk	N/A	N/A	Not Met	N/A

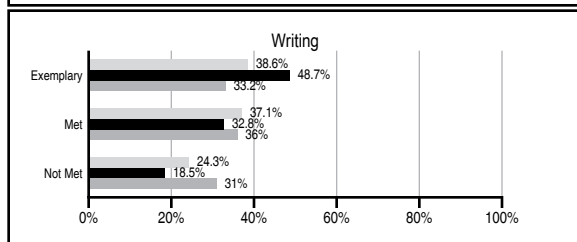
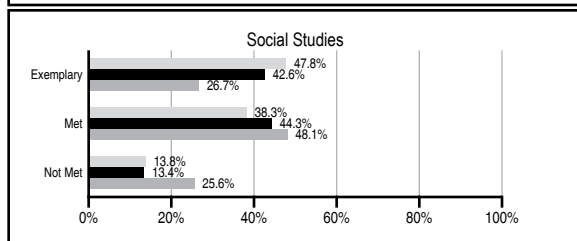
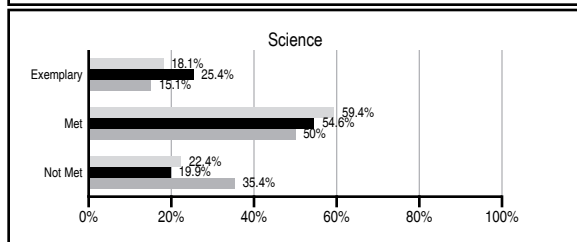
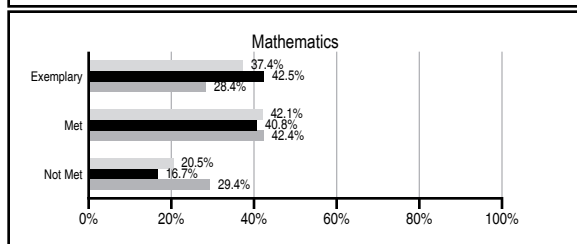
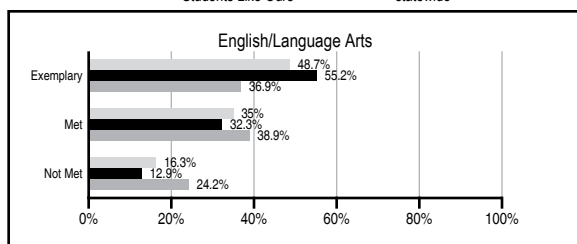
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
24	6	3	0	0

* Ratings are calculated with data available by 06/01/2010. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

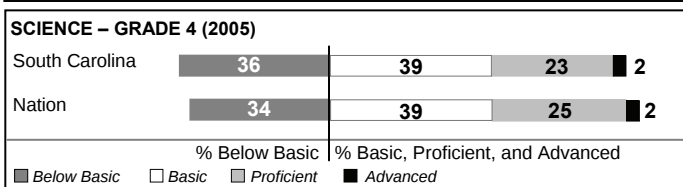
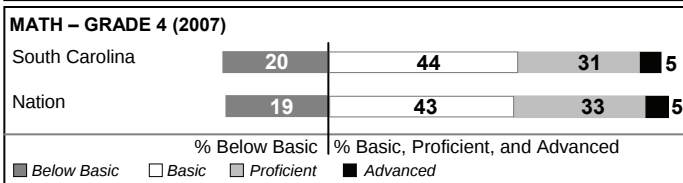
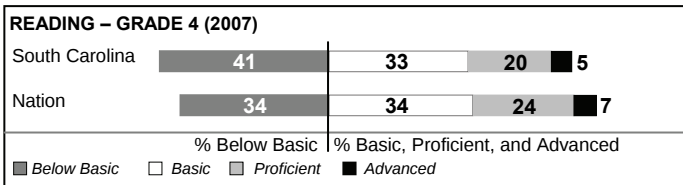
PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

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



SC PERFORMANCE GOAL

2010 Goal:

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

2020 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

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

Lexington Elementary [Lexington 1]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=775)				
Retention rate	0.7%	Up from 0.6%	1.5%	1.9%
Attendance rate	96.5%	No Change	96.7%	96.3%
Eligible for gifted and talented	18.2%	Down from 22.0%	18.9%	10.0%
With disabilities other than speech	6.0%	Up from 4.2%	5.7%	7.7%
Older than usual for grade	0.2%	Up from 0.0%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=53)				
Teachers with advanced degrees	54.7%	Down from 56.1%	61.9%	59.4%
Continuing contract teachers	88.7%	Up from 75.8%	80.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.1%	Down from 88.9%	86.7%	85.9%
Teacher attendance rate	95.8%	Up from 93.8%	95.2%	95.1%
Average teacher salary*	\$49,201	Up 4.3%	\$48,430	\$47,149
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	14.2 days	Up from 9.4 days	11.3 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 19.5 to 1	19.9 to 1	18.8 to 1
Prime instructional time	91.5%	Up from 89.5%	91.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,763	Up 5.1%	\$6,785	\$7,458
Percent of expenditures for instruction**	74.7%	Up from 72.8%	69.8%	68.8%
Percent of expenditures for teacher salaries**	56.3%	Down from 70.8%	64.0%	63.2%
% of AYP objectives met	100.0%	Up from 85.7%	100.0%	100.0%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	59	114	47
Percent satisfied with learning environment	96.5%	86.0%	97.9%
Percent satisfied with social and physical environment	98.3%	88.6%	91.5%
Percent satisfied with school-home relations	98.3%	91.2%	89.1%

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Lexington Elementary School met 18 of the 21 student performance targets set for our school by the No Child Left Behind Act. Only two subgroups did not meet their targets in English/language arts and one in mathematics. After thoroughly studying the available data, we know that our students grasp the basics; however, they have trouble applying what they know. For example, although they know their math facts they have trouble applying those facts to word problems. In reading, they can decode words and answer comprehension questions but have trouble reaching conclusions.

To better target instruction and meet the challenges outlined above, we implemented a new approach to data analysis. Twice a month, administrators and curriculum coaches met with teachers, reviewed data and developed instruction. We continued working with small groups to deliver additional instruction tailored to specific students' needs in ELA. Teachers also integrated ELA skills into social studies and science. Our related arts teachers provided additional reading and phonics instruction to kindergarten students. We used a computerized reading program, Ticket to Read, which can be used at home as well as at school to supplement classroom instruction. In mathematics we focused on understanding and using numbers, generating strategies for problem solving, showing reasoning and proofs for solutions, and math vocabulary. Again, we served individual student needs by working with small groups.

Teachers planned collaboratively and developed common assessments to compare student progress and plan instruction. Providing learning activities that meet the different learning styles of students continues to be a challenge. To better meet this challenge, teachers are using technology such as SMART Board interactive whiteboards that allow students to actively participate in mathematics activities using programs such as Riverdeep and Maths Packs. By using Senteo interactive response pads, students can review math facts, take tests and more. The remote controls let students and teachers review their responses to test items and get instant feedback. We also integrated voicethreads, iPods, podcasts, videos, flash cards and more into a variety of subjects to provide for small group differentiated instruction. We added a flexibly scheduled computer lab and gained a greater variety of resources for research, publishing student-created writings, and creating student and class projects.

In a continuing effort to promote positive student behavior, we implemented "Character Cash," positive behavior stickers and student incentives through a partnership with Outback Steakhouse. We also introduced "Acting Right: Drama as a Classroom Management Strategy" and developed the LES "Expectations for Success" to promote behavior expectations throughout campus. In the spring, at least 50 percent of the students in Grades 2-5 met or exceeded their growth target in reading and mathematics on the Measure of Academic Progress testing, a district expectation. We look forward to continued success as we address the needs of students. We want each child to be successful.

Ruth Rish, Principal
Dawn Wetherley and Ashley Beach, SIC Co-chairs

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