

Lexington Intermediate

420 Hendrix Street

Lexington, South Carolina

Grades	5-6 Middle School	
Enrollment	313 Students	
Principal	Sherry P. Cariens	803-821-3901
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	G. Edwin Harmon, Ph.D.	803-359-0844

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Average
2006	N/A	N/A
2005	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 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.

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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

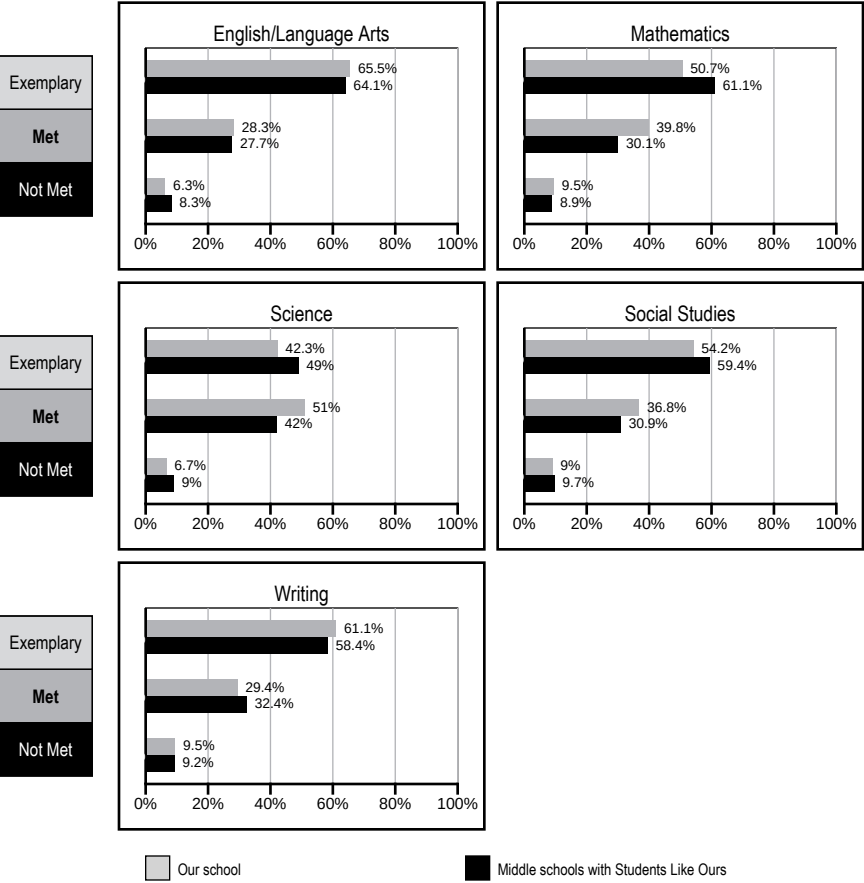
97.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
9	1	0	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	99.4%
English 1	N/A	100.0%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	N/A	99.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=313)				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	45.5%	21.6%
Retention rate	0.3%	Down from 0.6%	0.3%	1.2%
Attendance rate	97.5%	Up from 97.3%	97.1%	95.9%
Eligible for gifted and talented	18.4%	Down from 46.0%	33.8%	14.8%
With disabilities other than speech	7.2%	Up from 6.7%	6.6%	12.6%
Older than usual for grade	0.3%	Down from 0.6%	0.2%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.3%	0.6%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	84.0%	Up from 82.1%	62.9%	56.9%
Continuing contract teachers	92.0%	Up from 78.6%	77.6%	72.7%
Teachers with emergency or provisional certificates	0.0%	No Change	3.0%	5.3%
Teachers returning from previous year	89.4%	Up from 88.0%	85.9%	82.9%
Teacher attendance rate	95.4%	Up from 95.2%	95.3%	95.2%
Average teacher salary*	\$54,295	Up 7.6%	\$47,680	\$46,599
Professional development days/teacher	7.3 days	Down from 7.6 days	10.4 days	10.8 days
School				
Principal's years at school	3.0	Up from 2.0	3.5	3.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 21.2 to 1	22.6 to 1	20.1 to 1
Prime instructional time	91.8%	Up from 91.6%	90.6%	89.9%
Opportunities in the arts	Good	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	97.8%
Character development program	Excellent	Up from Good	Excellent	Good
Dollars spent per pupil**	\$8,831	Up 6.2%	\$6,655	\$7,645
Percent of expenditures for instruction**	65.6%	Up from 64.6%	66.4%	63.4%
Percent of expenditures for teacher salaries**	49.2%	Down from 63.0%	61.4%	57.0%

* 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

Lexington Intermediate School experienced a very productive and rewarding year in 2008–2009 through the efforts of many parents, students, faculty, staff and the surrounding community. Progress in student achievement and continued team learning by the LIS staff was evident.

We strengthened the effectiveness of our status as a professional learning community through a faculty book study, continued work toward providing students a high-performance learning culture and held weekly teachers' collaborative planning sessions. The LIS Leadership Team also met weekly to discuss school needs. The faculty participated in a workshop on the differences in how boys and girls learn in order to help us close the achievement gap by maximizing learning for all students. We continued the implementation of Joyce L. Epstein's Parent/Family Involvement program and focused on more effective forms of school-to-home communications. We developed a school Bullying Plan complete with student expectations and an action plan supporting the Positive Behavior Interventions and Support initiative.

For the eighth consecutive year, LIS earned an "Excellent" rating on the 2008 School Report Card. We also earned the Palmetto Gold Award and were invited to participate in the Palmetto Gold Showcase. Student achievement was evident as many students scored above standard as follows: Grade 5 scored 92.0 percent in English/language arts and 94.8 percent in mathematics. Grade 6 scored 94.8 percent in ELA and 91.9 percent in math.

Our students participated in numerous service-learning projects. Students raised \$2,566 for the Leukemia Society through the Pasta for Pennies program. Student leadership opportunities included service on the school news show, yearbook staff, Just Say No Club and Student Council.

Our grade 5 students participated in a grade-wide project, "Going Green," that included a research project with special emphasis given to the "Big 6" research skills approach. Also, fifth-grade students and their parents participated in an interactive technology night. Our grade 6 students participated in a grade-wide project in the study of Greece. A Greek Festival was held to showcase their Greek Art, a Greek fashion show, famous Greek leaders, myths, Greek food and chariot races.

Although our school doesn't face the same barriers that many schools face, we have our challenges. We know that many of our children could perform even better on standardized tests. Fortunately, our school has a large number of involved and active parents who work with their children's teachers to help their children attain their goals and objectives.

At LIS we are all working together to make sure that every student is successful.

Sherry P. Cariens, Principal
 Kim Raber, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	157	70
Percent satisfied with learning environment	100.0%	87.3%	94.3%
Percent satisfied with social and physical environment	100.0%	84.7%	92.9%
Percent satisfied with school-home relations	100.0%	90.4%	84.1%

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

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School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	0.2%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.5%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	317	99.7	6.3	28.3	65.5	97.7	88.8	82.8	Yes	Yes
Gender										
Male	160	99.4	8.4	29.7	61.9	96.8	86.3	79.3	N/A	N/A
Female	157	100	4	26.8	69.1	98.7	91.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	269	99.6	4.5	27.3	68.2	98.9	90.3	89.5	Yes	Yes
African American	21	100	33.3	40	26.7	80	77.7	73.7	I/S	I/S
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	95.4	92.3	I/S	I/S
Hispanic	13	100	16.7	41.7	41.7	91.7	81.9	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.7	82.5	I/S	I/S
Disability Status										
Disabled	23	100	31.8	36.4	31.8	86.4	54.1	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	12.5	37.5	50	93.8	82.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	46	100	15	45	40	95	79.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	317	99.7	9.5	39.8	50.7	94.7	85.7	78.9	Yes	Yes
Gender										
Male	160	99.4	9.7	39.4	51	94.2	85.1	77	N/A	N/A
Female	157	100	9.4	40.3	50.3	95.3	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	269	99.6	7.6	38.6	53.8	95.8	87.8	87.2	Yes	Yes
African American	21	100	33.3	60	6.7	80	69.9	66.7	I/S	I/S
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	93.2	93	I/S	I/S
Hispanic	13	100	33.3	41.7	25	83.3	78.2	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	85.4	79.5	I/S	I/S
Disability Status										
Disabled	23	100	22.7	45.5	31.8	95.5	53.2	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	18.8	31.3	50	87.5	80.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	46	100	27.5	55	17.5	85	74.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	158	100	7.3	50.7	42	92.7	80	67.5
Gender								
Male	84	100	7.4	42	50.6	92.6	80.3	67
Female	74	100	7.2	60.9	31.9	92.8	79.7	68
Racial/Ethnic Group								
White	132	100	5.4	51.9	42.6	94.6	82.7	79.5
African American	10	I/S	I/S	I/S	I/S	I/S	58.8	50.3
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	89.9	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	72.4	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.2	71.2
Disability Status								
Disabled	15	100	14.3	64.3	21.4	85.7	46.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	73.7	59.6
Socio-Economic Status								
Subsided meals	23	100	20	45	35	80	65.2	55.1

Social Studies								
All Students	158	100	9	36.8	54.2	91	82.4	72.3
Gender								
Male	75	100	12.2	33.8	54.1	87.8	82.3	71.5
Female	83	100	6.2	39.5	54.3	93.8	82.5	73.2
Racial/Ethnic Group								
White	136	100	6.7	36.3	57	93.3	83.8	80.7
African American	11	100	I/S	I/S	I/S	I/S	71	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.2	88.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	76.1	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	80.6	72.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	55.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	75.2	67.9
Socio-Economic Status								
Subsided meals	23	100	33.3	52.4	14.3	66.7	70.2	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	316	99.4	8.9	29.6	61.5	91.1	77.3	70.2	97.5	96.1
Gender										
Male	159	98.7	12.3	31.2	56.5	87.7	71.1	63.2	97.3	96.1
Female	157	100	5.3	28	66.7	94.7	83.8	77.5	97.7	96.2
Racial/Ethnic Group										
White	268	99.3	6.5	28.1	65.4	93.5	79.7	79.1	97.5	96.1
African American	21	100	40	46.7	13.3	60	61	57.6	97.1	96.3
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	88.6	86.2	97.9	97.4
Hispanic	13	100	30.8	53.8	15.4	69.2	64.5	62.6	97.5	95.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	77.6	68.7	97.8	95
Disability Status										
Disabled	29	96.6	38.5	50	11.5	61.5	34.3	26.1	97.6	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	98.6
English Proficiency										
Limited English Proficient	18	100	17.6	35.3	47.1	82.4	64.7	61.2	98.1	96.6
Socio-Economic Status										
Subsidized meals	47	97.9	24.4	53.7	22	75.6	62	58.9	97	94.9

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	150	99.3	7.7	30.8	61.5	92.3
	6	167	100	5	26.1	68.9	95
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	150	99.3	8.4	39.2	52.4	91.6
	6	167	100	10.6	40.4	49.1	89.4
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	74	100	10	58.6	31.4	90
	6	84	100	5	43.8	51.3	95
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	75	100	13.5	28.4	58.1	86.5
	6	83	100	4.9	44.4	50.6	95.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	148	100	11.8	25.7	62.5	88.2
	6	168	98.8	6.3	33.1	60.6	93.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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