

# REVISED 03-14-06

## 2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

Name of Principal Mr. B. Creig Tyler  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Lexington High School  
(As it should appear in the official records)

School Mailing Address 2463 Augusta Highway  
(If address is P.O. Box, also include street address)

Lexington SC 29072-2215  
City State Zip Code+4 (9 digits total)

County Lexington State School Code Number\* 32-01-003

Telephone (803) 359-5565 Fax (803) 359-8726

Website/URL https://www.edline.net/pages/Lexington\_High\_School E-mail ctyler@lexington1.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Karen Woodward  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Lexington County School District One Tel. (803) 359-4178

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson Mr. Albert J. Dooley, Jr.  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART I – ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## **PART II – DEMOGRAPHIC DATA**

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

10	Elementary schools
4	Middle schools
0	Junior high schools
4	High schools
3	Other
21	TOTAL

2. District Per Pupil Expenditure: 7,057

Average State Per Pupil Expenditure: 7,217

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 3.5 Number of years the principal has been in her/his position at this school.

\_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	0	0	0
K				8	0	0	0
1				9	349	337	686
2				10	278	264	542
3				11	270	293	563
4				12	256	261	517
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>2,308</b>

*[Throughout the document, round numbers to avoid decimals.]*

6. Racial/ethnic composition of the students in the school:
- |            |                                  |
|------------|----------------------------------|
| <u>89</u>  | % White                          |
| <u>6</u>   | % Black or African American      |
| <u>2</u>   | % Hispanic or Latino             |
| <u>3</u>   | % Asian/Pacific Islander         |
| <u>0</u>   | % American Indian/Alaskan Native |
| <b>100</b> | <b>% Total</b>                   |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 9 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	68
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	128
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	196
<b>(4)</b>	Total number of students in the school as of October 1	2,161
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	0.09
<b>(6)</b>	Amount in row (5) multiplied by 100	9

8. Limited English Proficient students in the school: 1 %  
18 Total Number Limited English Proficient

Number of languages represented: 4  
 Specify languages: Chinese, French, Japanese, Spanish

9. Students eligible for free/reduced-priced meals: 14 %

Total number students who qualify: 311

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:  $\frac{7}{154}$  %  
 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

7	Autism	6	Orthopedic Impairment
0	Deafness	14	Other Health Impaired
0	Deaf-Blindness	95	Specific Learning Disability
7	Emotional Disturbance	19	Speech or Language Impairment
3	Hearing Impairment	1	Traumatic Brain Injury
26	Mental Retardation	2	Visual Impairment Including Blindness
*	Multiple Disabilities		

- \* Out of the 154 students in our special education program, 27 have more than one disability but do not fall under the “Multiple Disabilities” category as defined by IDEA. These numbers reflect an accounting of all disabilities served.

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	Part-Time
Administrator(s)	8	
Classroom Teachers	120	3
Special resource teachers/specialists	22	3
Paraprofessionals	21	1
Support staff	60	4
<b>Total number</b>	<b>231</b>	<b>11</b>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 18:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	96%	97%	96%	96%
Daily teacher attendance	97%	96%	97%	95%	96%
Teacher turnover rate	8%	8%	9%	8%	7%
Student dropout rate (middle/high)	1%	2%	3%	2%	1%
Student drop-off rate (high school)	10%	9%	2%	*	*

\*These statistics are taken from the state's graduation rates. Lexington County School District One is not required to keep data longer than five years, therefore we are not able to access information this far in the past.

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	459
Enrolled in a 4-year college or university	60%
Enrolled in a community college	*31%
Enrolled in vocational training	*%
Found employment	5%
Military service	2%
Other (travel, staying home, etc.)	%
Unknown	2%
<b>Total</b>	100%

\*Enrolled in a community college and enrolled in vocational training combined.

## **PART III – SUMMARY**

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Lexington High School, the largest high school in Lexington District One, is a comprehensive four-year public high school located in a suburban/rural community, which is rapidly expanding due to a broad spectrum of industrial and professional business opportunities. Lexington High School enjoys a high standard of academic excellence that has been maintained over the years and is a source of pride to the community. The mission of Lexington High School, where excellence is the standard, is to develop lifelong learners who meet the demands of a global society. In partnership with parents, students, educators, and community members, Lexington High School provides curriculum and instruction that encourage both diversity and unity, develop integrity and character, and promote initiative and collegiality among our students.

### **Beliefs for Lexington High School**

1. Each student is a valued individual with unique physical, social, emotional and intellectual needs.
2. Student learning is the primary focus of all decisions impacting the work of the school.
3. Students will become self-directed, lifelong learners by engaging in activities that stimulate critical thinking and require practical application of their knowledge.
4. Curriculum and instructional practices should incorporate a variety of learning and assessment activities to accommodate cultural differences, varying abilities and learning styles.
5. The role of a teacher is to facilitate learning by providing standards-based instruction that actively engages students and encourages the production of quality work.
6. A safe and physically comfortable environment promotes student learning and enhances positive relationships between students and staff.
7. Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission to enable students to become confident, self-directed, lifelong learners.

Lexington High School has received an absolute rating of “Excellent” every year, beginning with the first State of South Carolina Annual School Report Card in 2001. As a result, in 2002 Lexington High School was selected as one of the state’s first Palmetto Gold award winners for outstanding student achievement.

Lexington High School encourages student involvement in a variety of clubs, organizations, academic teams, and athletic teams which complement the curriculum. We believe these programs are essential in the total development of our students. At the same time, extracurricular activities have a positive effect on academic performance and promote personal growth. Our athletic teams, fine arts programs, academic teams, and ROTC program have received region and state recognition. Community support extends to both academics and extracurricular activities, and is evidenced by booster organizations created to support the school and its students. The LHS Athletic Booster Club, the LHS Band Booster Club, the JROTC Booster Club, the LHS Orchestra Booster Club, and the LHS Choral Booster Club volunteer their time and give needed monetary support.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **1. Assessment Results:**

Lexington High School participates in the South Carolina assessment program yearly. The tests have consisted of the Basic Skills Assessment Program (BSAP) Exit Exam from 1988-2003 and the High School Assessment Program (HSAP) Exit Exam from 2004 to the present. Initial testing begins in the 10<sup>th</sup> grade. For HSAP there are two sections: English Language Arts and Math. The HSAP assesses selected South Carolina academic standards that all students should have learned in both ELA and math by the end of the 10th grade. Students can score 1, 2, 3, or 4, sometimes noted as Below Basic, Basic, Proficient, and Advanced, respectively. Only those students who score Basic and above meet the standards on HSAP. Students that score Below Basic can take the part(s) of the exam that they did not master over the 11<sup>th</sup> and 12 grades. Students must pass both parts to receive a South Carolina High School diploma. Prior to the spring of 2004, the state used the BSAP Exit Exam. This test was based on the basic skills a student needed to graduate from high school. It worked the same way as HSAP except there were three parts: reading, writing, and math. To obtain more information on these tests and access scores on these tests, you can go to [www.myschools.com](http://www.myschools.com)

In the three years prior to the administration of HSAP, over 85% of the Lexington High School tenth graders met the graduation standard on all three sections of the BSAP Exit Exam the first time they were tested, compared to a 68% average for the state. The sophomore class of 2003-2004 was the first class required to take the HSAP Exit Exam. Over 94% of the students met the graduation standard on both sections of the test, compared to 76% for the state. For 2005, over 95% met the graduation standard compared to 72% for the state.

Our subgroup scores demonstrate clearly that we expect all our students to do well. Our SAT scores are further evidence of our high Performance. Year after year, the College Board reports average SAT scores for Lexington High School that are well above the national average with a high percentage of students taking the test. For example, the class of 2005's average score for Lexington High School is 1,059 while the state's average is 993 and the national average is 1,028. Lexington High School's report was based on SAT scores for 80% of the 2005 graduating class.

### **2. Using Assessment Results:**

There is a Data Team at Lexington High School. The group is comprised of the principal, two assistant principals, the English department chairperson and the math department chairperson. The group meets at the beginning of each school year to look at all previous test scores: local, state, and national. They discuss strengths and weaknesses; what is happening for the good and what can be improved upon. The Data Team sets goals for improvement and plans of action for the coming school year. For example, one of the school's data goals for the 2005-06 school year is to improve our SAT scores. Although our school average is consistently above the national average, the team feels our students can do better. One strategy is to have English and math teachers create problems of the day to use for bellringers. This allows all students to be exposed to SAT-type questions.

Lexington High School also used MAP to test incoming 9<sup>th</sup> graders who scored Below Basic on PACT in the 8<sup>th</sup> grade. (We use 7th and 8th grade PACT scores to identify students in 9th and 10th grades for linked courses as a means of remediation.) Teachers use the MAP scores to assess student strengths and weaknesses. Teachers can then decide which skills they need to emphasize so students can improve



before taking the HSAP exit exam in the 10<sup>th</sup> grade.

We use HSAP scores that are returned in December and July to remediate those students below standard. Teachers may look at individual score sheets to assess weaknesses within each area. For example, reading is weak but writing is average, or this student needs help in geometry but not in algebra skills.

### **3. Communicating Assessment Results:**

Communication of student performance is so important. Lexington High School does this in a variety of ways. It all begins on a daily basis within the classroom. Students learn from their teachers through formal and informal assessments how they are performing. Some assessments used by teachers include tests, rubrics, and questioning. Grades are downloaded weekly onto Lex<>Connect, the District web page. Students and parents have access codes that allow them to keep up with their grades and attendance. Teachers also send emails to parents to praise really good grades or show concern when grades drop.

Formal grade reports are sent each 4½ weeks to inform students and parents of strengths and weaknesses. Each nine weeks an A and an A/B honor roll is posted at the school and sent to the local newspapers. The top 10% of the senior class is rewarded at the Excellence in Education banquet sponsored by the Lexington Chamber of Commerce.

Parents and community members can see state and local reports on-line at [myschools.com](http://myschools.com) and at [lexington1.net](http://lexington1.net). The school data can be compared to other state schools and schools within our district. The state's SC Report Card is also sent home to parents and it can be accessed on-line. The State SAT championship team has its picture displayed on the wall with all the athletic state champions.

On a personal note, student reports on state testing are sent home. However, when we receive grades over the summer, students who did not meet standard are called so they can be remediated immediately in the fall. When students pass after taking a part more than two times, they are personally called into the office and congratulated.

The principal sends the Annual School Improvement Report home each April to give parents a summary of how the school is doing academically. The report also includes a listing of other awards. A quarterly newsletter produced by the journalism class goes out to parents and the community members. Pictures and data about students' successes are highlighted. The school yearly produces and distributes the LHS Profile pamphlet to anyone that needs information about our school. It includes the most recent test scores and awards. The principal takes opportunities to tell of Lexington High School students' successes through the School Improvement Council, the Rotary Club, and Lexington County Principals' Association.

### **4. Sharing Success:**

Lexington High School is fortunate to have caring students, teachers, parents, and a supportive community. We are proud of our school and want to share our successes with others. We welcome teachers and administrators from other schools to visit our classrooms to observe and ask questions. We provide them with tours, demonstrations, and handouts explaining our ways of doing things.

Another way we share is by encouraging our teachers to present at local, state, and national conferences. They have done many interesting and informative presentations. Examples from the math department are

“Weapons of Math Instruction, Code Blue” at the SCCTM conference, “Technology in the LHS Classroom” at Delta Kappa Gamma, and “SAT/ACT Workshop for Teachers Teaching the Class” & “Using the TI-92 Calculator in the Geometry Classroom” at the 4<sup>th</sup> Monday District In-Service. One of our Strategies teachers is on the Task Force for Career Planning and did a presentation of the Strategies for Success classes at Lexington High School. The Fine Arts department have done several: “How to Start an Outreach Program at Your School” at the SC Theatre Association, “Developing a Mariachi Group in Your School” at the Music Educators National Conference, and “Writing with Light---Using Photography in Your Classroom” for a district in-service. One assistant principal gave a presentation at the SC Gifted and Talented Conference: “How to Start an International Baccalaureate Diploma Programme.” One of our Technology Integration Special presented “Using Handheld Computers in the Classroom” at the Southern Association of Schools Regional Conference. The English Department has presented locally (“Masterpiece Classroom” at the SCCTE conference) and regionally (“Advanced Yearbook Design” at the Southern Interscholastic Press Association).

## **PART V – CURRICULUM AND INSTRUCTION**

### **1. Curriculum:**

Lexington High School offers a relevant, challenging, standards-based curriculum for its students. The curriculum is taught within the 4x4 block schedule. Each student is required to take four classes each semester. There are no study halls and no late arrivals or early dismissals. We do allow seniors to cross-enroll in college classes and participate in internships.

Students are offered a variety of levels that meet their specific needs. The Essential, Concept, Seminar, Theory, Honors, and Advanced Placement levels all prepare students for their next level of education, whether it is a two or four-year college. The difference in these classes is based purely on means of instruction. For instance, Essentials and Concepts stress what is mandatory to be learned for college acceptance. Seminar and Theory stress the fact that we want teachers to use the Socratic approach and emphasize the theory behind what students are learning. Honors and Advanced Placement allow students to move at a faster pace and earn college credit (AP) while still in high school. All courses end with a standards-based, cumulative final exam.

Our core courses of English, math, social studies, and science offer an array of classes for every student. Students are encouraged to choose courses that challenge them. English classes are offered from English 1 to English 5. There are electives in journalism, mythology, public speaking, and various literary genres. Math classes start at the Introduction to Algebra course and advance to Advanced Placement Calculus. Social studies offers the required US History and American Government/Economics along with many electives, including a class called The Holocaust and Intolerance Studies. Science classes use inquiry and experimentation to teach courses including Physical Science, Biology, Chemistry, and Physics. A variety of electives include Anatomy & Physiology, Astronomy & Space Science, and Meteorology & Climatology.

We offer four foreign languages: French, German, Latin, and Spanish. Students that begin a foreign language in elementary school are grouped together so they can move at a faster pace. Teachers use immersion techniques to challenge students to use the language continually while in the classroom.

Our Fine Arts department includes the visual and the performing arts. Students can choose from art, photography, drama, band, chorus, and orchestra. Students are encouraged to share their talents in the community through recitals, concerts, and shows.

Our Physical Education department encourages students to engage in habits for a healthy lifestyle. We offer a variety of classes that include PE 1 (Aerobic Fitness/ Line Dancing/ Tennis, Badminton/ Flag Football, Softball/ Archery, Volleyball/ Tennis), Health, Physical Fitness and Weight Training, Physical Education 3 & 4 that focus on particular athletics, and Sports Medicine.

Our Special Education curriculum is customized for each student. Students can be in a resource class for extra help and support. Other students are self-contained and are taught skills to make them self-sufficient to their best level, including a program that trains some students for job readiness.

There are other electives such as Consumer and Family Science, Teacher Cadet, Service Learning, and Internships. Other electives are offered at the Lexington District One Technology Center. We are proud of the fact that there are classes available for every interest a student may have.

## **2b. (Secondary Schools) English:**

Lexington High School follows the South Carolina English Language Arts Curriculum in all English classes. We believe the curriculum standards are best taught and evaluated within a comprehensive literary curriculum that includes extensive opportunities for students to read, write, communicate, and inquire about their work. Although standards for each grade area are outlined, the items are not intended to be taught discretely in a predetermined order. Instead, they are addressed frequently in a variety of ways with increasingly difficult texts over extended periods of time to promote deep understanding. We offer English 1, 2, 3, 4, and 5. Levels range from Essentials to Advanced Placement.

For students that have scored Below Basic on the Palmetto Achievement Challenge Test (PACT), we offer English 1 Essentials (Part 1 & 2) and English 2 Essentials (Part 1 & 2). These courses feature classic and contemporary selections supported by strategic reading instruction. They are designed to help students understand the underlying structures of text. The courses include strategy-based reader response activities that guide students through the reading process, comprehension and analysis of texts. Students learn to read a variety of texts for different purposes, use various reading strategies, develop their own reading capacity, and evaluate and monitor their own understanding and progress. Students also learn to recognize, demonstrate and analyze the qualities of effective communication; use listening skills to comprehend and analyze information in various situations; and comprehend and analyze information from non-print sources. These courses also emphasize strategies that are needed to achieve proficiency on standardized tests and classroom assessments.

For those students who have not mastered the English/language arts section of the South Carolina High School Assessment Program (HSAP), we offer HSAP Prep ELA. This course focuses on a variety of instructional materials and activities. The teachers present skills through direct teaching, large and small group activities, and computer-assisted lessons. Also, we offer an ESOL class for students with limited English proficiency. Emphasis in this class is placed on content-related vocabularies to promote success in all core areas.

## **3. Social Studies**

The mission of Lexington High School, where excellence is the standard, is to develop lifelong learners who meet the demands of a global society. Curriculum and instruction encourage both diversity and unity, develop integrity and character, and promote initiative and collegiality among our students. Our Social Studies curriculum exemplifies this.

A variety of courses are offered in the Social Studies department in grades 9-12. Classes offered include US History, American Government, Economics, Civics, European History, World Geography, World History, Current Issues, Law Education, Psychology, Sociology, Strategies for Success, and Holocaust & Intolerance Studies. All of these classes are based on standards that call for the integration of content standards (what students are expected to know in each area) and process standards (what skills students are expected to develop). These classes promote student-led discussions and inquiry projects. Teachers use research and community service to relate the past to the present. A civic involvement project is included in the American government curriculum. Students must attend a required number of local government meetings and complete 10 hours of community service.

All ninth graders are required to take Strategies for Success. The course content includes developing & practicing study skills and selecting & preparing for a fulfilling career. It provides students with training, practice and experience in the following areas: decision-making, goal setting, planning, time management, and teamwork. The course content includes an examination of The Seven Habits of Highly

Effective Teens. Students use Kuder, a web-based career site, to find career paths and can set up a continuing portfolio. This course starts our ninth graders off on the right foot for a successful high school experience.

#### **4. Instructional Methods:**

Lexington High School believes curriculum and instructional practices should incorporate a variety of learning and assessment activities to accommodate cultural differences, varying abilities, and learning styles. The role of a teacher is to facilitate learning by providing standards-based instruction that actively engages students and encourages the production of quality work.

What goes on in the classroom between teachers and students is the heart of all learning. Teachers plan instruction for 90-minute blocks using a variety of methods. They address their subjects orally, visually, and tactilely to teach all styles of learners. A typical lesson can include lectures, reading, discussion, writing, computer-assisted presentations, interactive learning, group work, and projects.

Teachers are given training through workshops and individual help sessions to integrate new, cutting-edge ideas into their instruction. We have a full-time Technology Integration Specialist who trains teachers on new technology in their classrooms and helps them research to find lessons that use technology or incorporate technology. All language arts teachers have been trained to use the Socratic seminar to enhance classroom discussions. All teachers have been trained on the use of flatrons and United Streaming. These supplement instruction with visuals that relate curriculum topics to real-life experiences.

For students that need extra help, we have computer programs on Nova Net that students can use to work on skills at their own pace. We offer before and after school district-sponsored, math tutoring sessions.

#### **5. Professional Development:**

Professional development allows the teachers to gather new information and stay up-to-date on the newest teaching strategies. It often validates what a teacher is already doing. Lexington High School uses every opportunity to let its teachers attend state and national conferences to stay abreast of the current issues in education. We encourage them to attend by giving them professional leave.

For Lexington High School's state-mandated, school-based in-service days, we have chosen to focus on technology in the classroom. Teachers have learned how to use Lex<>Connect (a district, school, and teacher web page), Groupwise (an email system), matchware software (Mediator and Openmind), LCD projectors, LG panels/flatrons, Riverdeep (a math enrichment program), palms, and laptops. With teachers using these devices in the classroom, students have many different ways they can learn. From watching the teacher work problems in different color inks to students using webbing, technology has given learning a new twist. Teachers can reach visual, auditory, and tactile learners. Also, teachers can keep in touch with the students and the parents through the web pages on Lex<>Connect and through email. Teachers post lesson plans, extra exercises for practice, links to other sites, grades, attendance, and notes from class. All this communication insures that the school and the home become a team.

Also, Lexington High School's teachers meet the first Wednesday of each month during their planning periods. These small groups discuss topics that impact student achievement. Teachers were asked at the beginning of the school year which topics/information they would like discussed. The groups are led by assistant principals, guest speakers, and the teachers themselves. The small group atmosphere allows for

dialogue between various disciplines and for teachers to share what has worked for them in the classroom. Some topics discussed this year include the new Bloom's Taxonomy and how to adapt it in the classroom, the International Baccalaureate Curriculum, the District Curriculum Frameworks, drug & gang prevention, and new special education regulations.

## PART VII – ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

**Grade: 10 Tests:** Basic Skills Assessment Program (BSAP) and High School Assessment Program (HSAP) Publisher: South Carolina Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
<b>English/Language Arts</b>	HSAP	HSAP	BSAP	BSAP	BSAP
Testing month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% at or Above Basic	97.9	96.4			
% at Proficient and Advanced	84.6	81.2			
% meeting standard (sum of the %s at Basic, Proficient, and Advanced)			94.3 Reading/ 95.5 Writing	92.6 Reading/ 93 Writing	94 Reading/ 95.3 Writing
Number of students enrolled	591	570	546	528	498
Percent of total students tested	99.3	99.1	99.3	94.8	93.9
Number of students alternatively assessed	**	***	NA	NA	NA
Percent of students alternatively assessed	NA	100	NA	NA	NA
<b>SUBGROUP SCORES</b>					
<b>1. White</b>					
% at or Above Basic	98.7	97.7			
% at Proficient and Advanced	86	83.6			
Number of students enrolled	540	505			
<b>2. African-American</b>					
% at or Above Basic	91.7	78.8			
% at Proficient and Advanced	62.5	45.5			
Number of students enrolled	31	38			
<b>3. Disabled</b>					
% at or Above Basic	88.9	76.3			
% at Proficient and Advanced	47.2	42.1			
Number of students enrolled	40	41			
<b>4. Not Disabled</b>					
% at or Above Basic	98.5	97.9			
% at Proficient and Advanced	87.1	84.1			
Number of students enrolled	551	529			
<b>5. Subsidized Meals</b>					
% at or Above Basic	88.5	84.8			
% at Proficient and Advanced	59.7	57.5			
Number of students enrolled	57	76			
<b>6. Full-Pay Meals</b>					
% at or Above Basic	98.8	97.9			
% at Proficient and Advanced	87.1	84.4			
Number of students enrolled	534	494			

\*Data taken from the AYP site (2002-2003) and Exit Exam scores site (2000-2003) at

[www.myschools.com](http://www.myschools.com)

\*\*no age appropriate students qualified for the test this year

\*\*\*<10 students tested

**STATE CRITERION-REFERENCED TESTS**

**Grade: 10 Tests:** Basic Skills Assessment Program (BSAP) and High School Assessment Program (HSAP) Publisher: South Carolina Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
<b>Math</b>	HSAP	HASP	BSAP	BSAP	BSAP
Testing month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% at or Above Basic	95.1	94.7			
% at Proficient and Advanced	83.2	77.1			
% meeting standard (sum of the %s at Basic, Proficient, and Advanced)			94.7	95	95.7
Number of students enrolled	591	569	546	528	498
Percent of total students tested	98.8	99.3	99.3	94.8	93.9
Number of students alternatively assessed	**	***	NA	NA	NA
Percent of students alternatively assessed	NA	100	NA	NA	NA
<b>SUBGROUP SCORES</b>					
<b>1. White</b>					
% at or Above Basic	96.4	96.5			
% at Proficient and Advanced	84.6	80.9			
Number of students enrolled	540	504			
<b>2. African-American</b>					
% at or Above Basic	79.2	72.7			
% at Proficient and Advanced	62.5	30.3			
Number of students enrolled	31	38			
<b>3. Disabled</b>					
% at or Above Basic	71.5	75.6			
% at Proficient and Advanced	48.6	40.5			
Number of students enrolled	40	40			
<b>4. Not Disabled</b>					
% at or Above Basic	96.8	96			
% at Proficient and Advanced	85.6	79.7			
Number of students enrolled	551	529			
<b>5. Subsidized Meals</b>					
% at or Above Basic	77	84.9			
% at Proficient and Advanced	55.8	37.9			
Number of students enrolled	57	76			
<b>6. Full-Pay Meals</b>					
% at or Above Basic	97.1	96			
% at Proficient and Advanced	86.1	82.5			
Number of students enrolled	534	493			

\*Data taken from the AYP site (2002-2003) and Exit Exam scores site (2000-2003) at [www.myschools.com](http://www.myschools.com)

\*\*no age appropriate students qualified for the test this year

\*\*\*<10 students tested