



## A J Lewis Greenview Elementary

726 Easter Street  
Columbia, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	463 Students	
<b>Principal</b>	Delores W. Gilliard	803-735-3417
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Vince Ford	803-231-7556

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>Average</b>
2008	Below Average	At-Risk
2007	Average	Good
2006	Below Average	At-Risk
2005	Average	At-Risk

## 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**

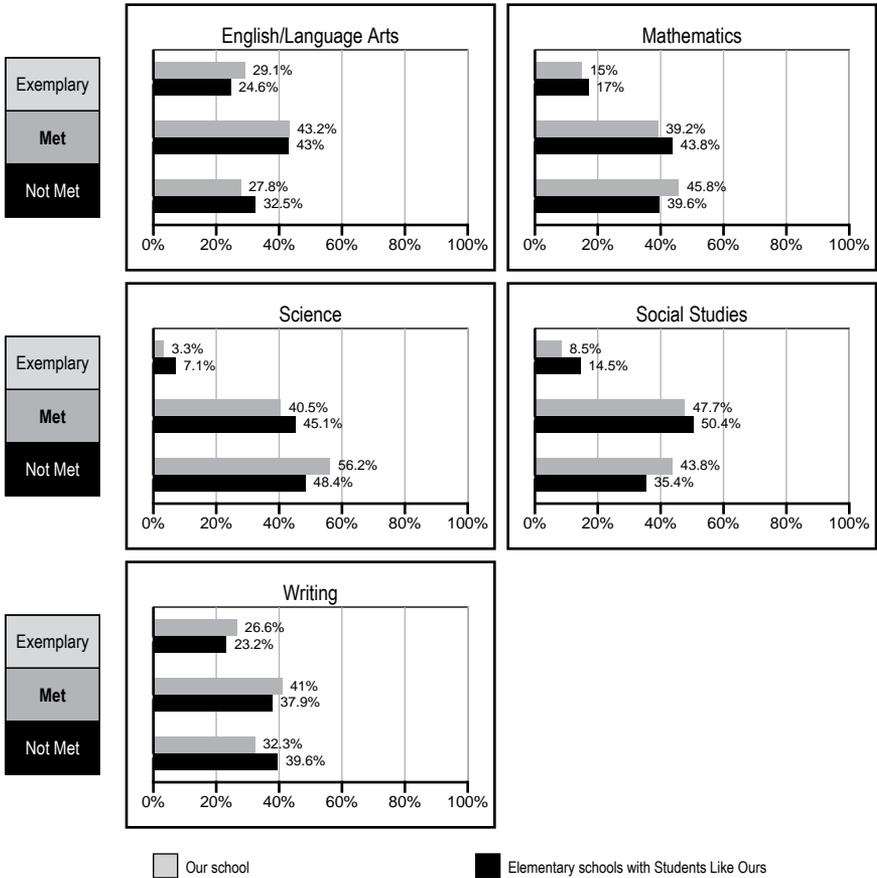
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 99.4%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
1	4	91	53	16

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

**Palmetto Assessment of State Standards (PASS)**



\* Elementary schools with Students Like Ours are elementary 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

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=463)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.5%	No Change	2.5%	1.9%
Attendance rate	97.0%	Down from 97.4%	96.1%	96.3%
Eligible for gifted and talented	6.1%	Down from 7.3%	4.4%	10.0%
With disabilities other than speech	5.6%	Up from 5.2%	8.0%	7.7%
Older than usual for grade	0.3%	Up from 0.0%	0.9%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	71.4%	Up from 66.7%	57.1%	59.4%
Continuing contract teachers	71.4%	Down from 72.2%	73.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.7%	Down from 92.7%	83.9%	85.9%
Teacher attendance rate	95.2%	Down from 95.8%	95.1%	95.1%
Average teacher salary*	\$53,993	Up 5.8%	\$45,669	\$47,149
Professional development days/teacher	12.1 days	Down from 14.7 days	10.9 days	11.1 days
<b>School</b>				
Principal's years at school	13.0	Up from 12.0	3.0	4.0
Student-teacher ratio in core subjects	26.6 to 1	Up from 12.6 to 1	17.4 to 1	18.8 to 1
Prime instructional time	91.1%	Up from 90.9%	90.1%	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	Good	Down from Excellent	Good	Excellent
Dollars spent per pupil**	\$9,385	Up 11.2%	\$8,292	\$7,458
Percent of expenditures for instruction**	81.6%	Down from 82.9%	68.5%	68.8%
Percent of expenditures for teacher salaries**	76.3%	Down from 77.1%	62.2%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

The staff at A. J. Lewis Greenview Elementary School continues to strive to improve academic achievement for all students.

This school year, teachers in grades K-3 continued implementing best practices as outlined in the Reading First Grant to ensure that all students are proficient readers by third grade. Teachers completed their fifth year working collaboratively in professional learning groups to build a common focus on student learning, design better tests, and identify curriculum areas needing attention to improve student achievement. The school continued its partnership with Palmetto Health and the USC Department of Pediatrics to promote healthy eating habits and improve daily exercise for students in grade three. Other highlights include two Odyssey of the Mind teams winning first-place honors at the state competition, thereby qualifying them to compete in the World Finals Competition in Ames, Iowa. The principal and SIC vice-chairperson won the SC School Improvement Council's (SC-SIC) 2009 Advocate of the Year award.

Our 2008 PACT results indicated a need to continue focusing on developing students' skills in social studies and science. Therefore, teachers will continue to share effective social studies and science strategies at faculty meetings and during staff-development activities. The school will continue professional-development training for teachers in High-Yield Strategies and Target Teach in order to continue raising student achievement in the areas of reading, science, social studies, and math. Leveled texts were provided for all students in grades K-5 to improve reading achievement.

Additional interventions included after-school improvement classes in math reading, social studies, and science; retired teachers working with identified students in grades four and five during the regular school day; emphasizing raising academic achievement in math and reading; CD and kindergarten students using Breakthrough to Literacy to develop the skills necessary to become competent readers; first-, second-, and third-graders receiving small-group literacy instruction; and incorporating flexible grouping throughout the school to assist students experiencing difficulty with identified skills.

Challenges that our school continues to face include drastic changes in community demographics; single parents or extended family members heading households; and a growing number of grandparents serving as the primary caregivers to students attending the school. Our overall goal is to focus efforts on meeting the academic needs of all students in our changing community.

Christine Wallace, SIC Chairperson  
Delores Gilliard, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	74	58
Percent satisfied with learning environment	100.0%	74.6%	80.7%
Percent satisfied with social and physical environment	100.0%	64.8%	80.7%
Percent satisfied with school-home relations	82.9%	88.7%	78.9%

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

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No Child Left Behind

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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	13.5%	0.0%	No
Student attendance rate	97.0%	94.0%*	Yes

\* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	241	100	27.8	43.2	29.1	85	78.6	82.8	Yes	Yes
<b>Gender</b>										
Male	123	100	31	47.4	21.6	80.2	74.4	79.3	N/A	N/A
Female	118	100	24.3	38.7	36.9	90.1	82.8	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	93.7	89.5	I/S	I/S
African American	238	100	28	43.6	28.4	84.9	74.6	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.1	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	80.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	31	100	50	42.9	7.1	71.4	51.2	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.9	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	211	100	29.8	43.4	26.8	84.3	74.1	75.5	Yes	Yes

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

All Students	241	100	45.8	39.2	15	66.5	70.3	78.9	Yes	Yes
<b>Gender</b>										
Male	123	100	49.1	38.8	12.1	61.2	67.8	77	N/A	N/A
Female	118	100	42.3	39.6	18	72.1	72.7	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	89.9	87.2	I/S	I/S
African American	238	100	46.2	39.1	14.7	66.2	64.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.5	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	79.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	31	100	N/AV	N/AV	N/AV	39.3	36.5	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	211	100	50	38.4	11.6	63.6	64	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
<b>Science</b>								
All Students	162	99.4	56.2	40.5	3.3	43.8	58.1	67.5
<b>Gender</b>								
Male	82	98.8	57.7	38.5	3.8	42.3	57	67
Female	80	100	54.7	42.7	2.7	45.3	59.1	68
<b>Racial/Ethnic Group</b>								
White	N/A	N/AV	N/A	N/A	N/A	N/A	85.9	79.5
African American	159	99.4	57	39.7	3.3	43	50.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	20	95	N/AV	N/AV	N/AV	15.8	27.5	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	53.2	59.6
<b>Socio-Economic Status</b>								
Subsided meals	144	99.3	59.6	36.8	3.7	40.4	49.1	55.1
<b>Social Studies</b>								
All Students	161	99.4	43.8	47.7	8.5	56.2	65.2	72.3
<b>Gender</b>								
Male	79	98.7	41.3	52	6.7	58.7	63.1	71.5
Female	82	100	46.2	43.6	10.3	53.8	67.2	73.2
<b>Racial/Ethnic Group</b>								
White	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	80.7
African American	158	99.4	44.4	47	8.6	55.6	59.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	22	95.5	N/AV	N/AV	N/AV	30	36.4	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	67.9
<b>Socio-Economic Status</b>								
Subsided meals	139	99.3	47.7	45.5	6.8	52.3	58	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
<b>Writing</b>										
All Students	244	99.2	32.3	41	26.6	67.7	63.9	70.2	97	95.9
<b>Gender</b>										
Male	125	99.2	41.9	35.9	22.2	58.1	55.8	63.2	96.8	95.7
Female	119	99.2	22.3	46.4	31.3	77.7	71.9	77.5	97.1	96.2
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	86.2	79.1	96.8	96
African American	242	99.2	32.6	40.5	26.9	67.4	58	57.6	97	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.9	86.2	91.7	96.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.8	62.6	97.9	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	68.7	94.6	94
<b>Disability Status</b>										
Disabled	32	100	58.6	37.9	3.4	41.4	22.3	26.1	96.4	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.2	61.2	N/A	96.2
<b>Socio-Economic Status</b>										
Subsidized meals	213	99.5	36	42	22	64	56.7	58.9	96.9	95.7

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	74	100	30.4	34.8	34.8	69.6
	4	82	100	27.8	43	29.1	72.2
	5	85	100	25.3	50.6	24.1	74.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>Mathematics</b>							
<b>2009</b>	3	74	100	50.7	36.2	13	49.3
	4	82	100	38	46.8	15.2	62
	5	85	100	49.4	34.2	16.5	50.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>Science</b>							
<b>2009</b>	3	37	100	72.2	25	2.8	27.8
	4	82	100	45.6	53.2	1.3	54.4
	5	43	97.7	63.2	28.9	7.9	36.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>Social Studies</b>							
<b>2009</b>	3	37	97.3	30.3	48.5	21.2	69.7
	4	82	100	51.9	44.3	3.8	48.1
	5	42	100	39	53.7	7.3	61
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>Writing</b>							
<b>2009</b>	3	74	100	27.5	31.9	40.6	72.5
	4	85	98.8	30.9	51.9	17.3	69.1
	5	85	98.8	38	38	24.1	62
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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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