



LEWISVILLE ELEMENTARY

4006 Lewisville High
Richburg, SC 29729

Grades	PK-5 Elementary School	
Enrollment	595 Students	
Principal	Dr. Carl A. Carpenter, II	803-789-5164
Superintendent	Mr. John Taylor	803-385-6122
Board Chair	Mrs. Maggie James	803-581-4330

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Good
2009	Average	Good
2008	Below Average	At-Risk
2007	Average	Below Average

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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

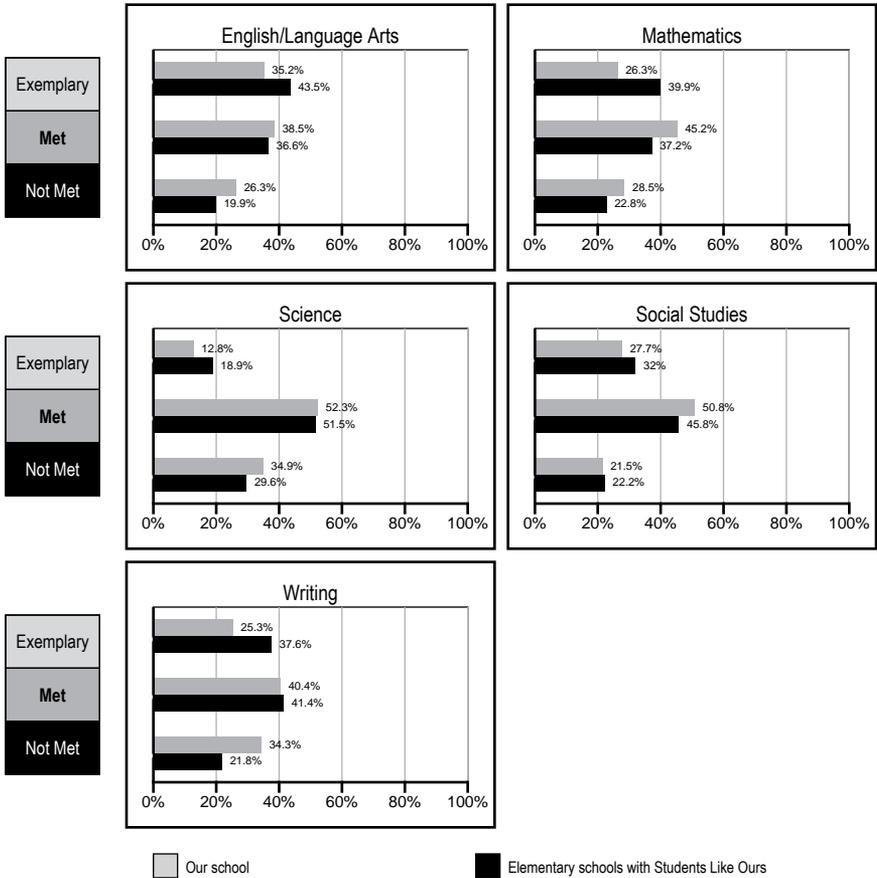
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
26	41	46	0	0

* Ratings are calculated with data available by 11/09/2011.

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
Students (n=595)				
First graders who attended full-day kindergarten	100.0%	Up from 98.9%	100.0%	100.0%
Retention rate	1.6%	Down from 1.9%	1.1%	1.1%
Attendance rate	95.8%	Down from 95.9%	96.1%	96.2%
Served by gifted and talented program	15.4%	Up from 10.3%	14.8%	13.4%
With disabilities other than speech	4.0%	Down from 8.1%	4.4%	4.1%
Older than usual for grade	0.2%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 0.7%	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	71.4%	Up from 66.7%	60.7%	62.5%
Continuing contract teachers	91.4%	Down from 94.4%	90.0%	88.2%
Teachers returning from previous year	89.9%	Up from 85.4%	88.5%	87.8%
Teacher attendance rate	99.2%	Up from 93.2%	95.2%	95.2%
Average teacher salary*	\$51,710	Up 5.1%	\$46,540	\$46,773
Professional development days/teacher	7.4 days	Down from 7.7 days	10.3 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Down from 22.4 to 1	20.2 to 1	19.9 to 1
Prime instructional time	94.9%	Up from 88.5%	90.3%	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**	\$6,224	Down 3.8%	\$6,955	\$7,447
Percent of expenditures for instruction**	69.9%	Down from 71.1%	68.3%	68.4%
Percent of expenditures for teacher salaries**	67.7%	Down from 68.3%	65.7%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The vision of Lewisville Elementary School is to become a collaborative learning community that is recognized as a leader in academic excellence throughout the state of South Carolina. In order to achieve this vision, we must work together as teachers, parents, and community members to address any concerns that may hinder the academic and social progress of our student population.

At Lewisville Elementary School, our main objective is to improve the academic performance of our students. This goal was addressed by our continued implementation of the Response to Intervention (RtI) program and utilizing Measures of Academic Progress (MAP) RIT scores to determine the educational needs of our students. These programs have made a profound impact on student achievement as evidenced by our spring 2011 MAP scores, student classroom performance data and the 2010 Palmetto Assessment of State Standards (PASS) data. LES was awarded the Palmetto Silver Award for Academic Excellence in 2009 and 2010.

This year Lewisville Elementary School provided a plethora of programs to improve character development in our students such as: Student of the Month, Perfect Attendance, Honor Roll, and Junior Achievement. LES also participated in a number of community service programs that included: LES Student Council Food Drive, Jump Rope for Heart and the Founders Federal Credit Union in-school banking program for students.

Students at Lewisville Elementary have access to a number of activities and programs at school. Students have the opportunity to participate in the Cub Club, Mileage Club, Wee Deliver mail system, WLES morning television show, Flag Patrol, Safety Patrol and the Student Council.

In the future, Lewisville Elementary will continue to address the need of increasing student achievement scores in science. Our test data also indicates we must focus on raising the achievement scores of our African-American pupils and students that receive free or reduced price lunch. Hopefully, with the support of instructional technology, parents, and the community we can address these identified academic needs to ensure that our students are prepared to meet the challenges of the future.

Dr. Carl A. Carpenter, II, Principal
Ann-Marie Barnes, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	89	52
Percent satisfied with learning environment	84.8%	91.0%	88.2%
Percent satisfied with social and physical environment	97.0%	80.7%	80.8%
Percent satisfied with school-home relations	90.3%	89.8%	76.9%

* 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

NO

This school met 14 out of 17 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

RP

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	6.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	294	100	26.6	38.7	34.7	82.5	72.5	82.4	Yes	Yes
Gender										
Male	156	100	32	40	28	77.3	67.7	78.7	N/A	N/A
Female	138	100	20.2	37.1	42.7	88.7	77.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	192	100	21.8	37.4	40.8	85.5	79.1	88.9	Yes	Yes
African American	89	100	39.3	35.7	25	73.8	65.1	72.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	83.3	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	86.7	79.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	35	100	77.1	20	2.9	34.3	33.9	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	84.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	168	100	30.8	36.5	32.7	78.2	68.2	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	294	99.7	28.9	45.1	26	80.6	71.5	81.9	Yes	Yes
Gender										
Male	156	100	29.3	44.7	26	82.7	69.7	79.9	N/A	N/A
Female	138	99.3	28.5	45.5	26	78	73.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	192	99.5	24.2	44.9	30.9	83.1	76.8	88.9	Yes	Yes
African American	89	100	38.1	45.2	16.7	75	65.8	71.4	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.4	94.6	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	70	81.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	35	100	65.7	28.6	5.7	45.7	43.9	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	88.5	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	168	99.4	31	46.5	22.6	75.5	66.9	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	191	99.5	35.4	52	12.6	64.6	56.9	68.6
Gender								
Male	103	100	33.3	51.5	15.2	66.7	56.4	68.3
Female	88	98.9	38.2	52.6	9.2	61.8	57.5	68.9
Racial/Ethnic Group								
White	120	99.2	27.9	55.9	16.2	72.1	70.4	80.7
African American	60	100	50.9	41.8	7.3	49.1	42.7	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	83.3	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	76.5	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	21	100	66.7	23.8	9.5	33.3	30.5	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	83.3	60.7
Socio-Economic Status								
Subsidized meals	114	99.1	41.9	47.6	10.5	58.1	49.4	57.3
Social Studies								
All Students	193	99	22.8	50	27.2	77.2	60.5	72.5
Gender								
Male	104	100	25.3	54.5	20.2	74.7	60.6	72
Female	89	97.8	19.8	44.4	35.8	80.2	60.5	73.1
Racial/Ethnic Group								
White	130	98.5	20	46.7	33.3	80	69.9	81
African American	54	100	30.8	55.8	13.5	69.2	49.9	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.7	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	75	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	25	100	64	28	8	36	32.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	85	69.7
Socio-Economic Status								
Subsidized meals	105	98.1	24.7	55.7	19.6	75.3	53	62.9

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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	106	98.1	34.3	40.4	25.3	65.7	60.1	73.2	95.8	95.3
Gender										
Male	55	96.4	38	46	16	62	55.9	67.2	95.8	95
Female	51	100	30.6	34.7	34.7	69.4	64.5	79.4	95.8	95.5
Racial/Ethnic Group										
White	67	97	32.8	37.7	29.5	67.2	68.3	81.5	95.2	94.7
African American	36	100	40	42.9	17.1	60	51.1	61.3	96.9	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	98	97.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	66.7	97.2	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	98.4	94.3
Disability Status										
Disabled	20	90	N/AV	N/AV	N/AV	5.9	21.6	26	94	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	65.7	97.3	96.5
Socio-Economic Status										
Subsidized meals	64	100	38.3	41.7	20	61.7	53	63.2	95.5	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							
2010	3	84	100	20.5	42.3	37.2	79.5
	4	107	100	26.7	42.6	30.7	73.3
	5	97	100	27.8	46.7	25.6	72.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	99	100	20.4	23.7	55.9	79.6
	4	89	100	19.8	54.3	25.9	80.2
	5	106	100	38	40	22	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
Mathematics							
2010	3	84	100	37.2	30.8	32.1	62.8
	4	107	100	17.8	42.6	39.6	82.2
	5	97	100	32.2	34.4	33.3	67.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	99	100	31.2	36.6	32.3	68.8
	4	89	100	22.2	48.1	29.6	77.8
	5	106	99.1	32.3	50.5	17.2	67.7
	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
Science							
2010	3	44	97.7	52.5	35	12.5	47.5
	4	106	100	28	60	12	72
	5	47	97.9	37.2	41.9	20.9	62.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	49	100	28.9	35.6	35.6	71.1
	4	89	100	29.6	65.4	4.9	70.4
	5	53	98.1	51	44.9	4.1	49
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	40	97.5	16.2	45.9	37.8	83.8
	4	107	100	19.8	58.4	21.8	80.2
	5	50	98	43.5	34.8	21.7	56.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	50	98	12.5	35.4	52.1	87.5
	4	89	100	13.6	66.7	19.8	86.4
	5	54	98.2	47.1	37.3	15.7	52.9
	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
Writing							
2010	3	83	97.6	35.5	35.5	28.9	64.5
	4	105	99.1	23	52	25	77
	5	96	99	24.7	49.4	25.8	75.3
	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
2011	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	106	98.1	34.3	40.4	25.3	65.7
	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

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