

Lewisville Elementary

4006 Lewisville High
Richburg, SC 29729

Grades	PK-5 Elementary School	
Enrollment	585 Students	
Principal	Dr. Carl A. Carpenter, II	803-789-5164
Superintendent	Mr. Larry B. Heath	803-385-6122
Board Chair	Dr. Richard Hughes	803-581-7522

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Good
2008	Below Average	At-Risk
2007	Average	Below Average
2006	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

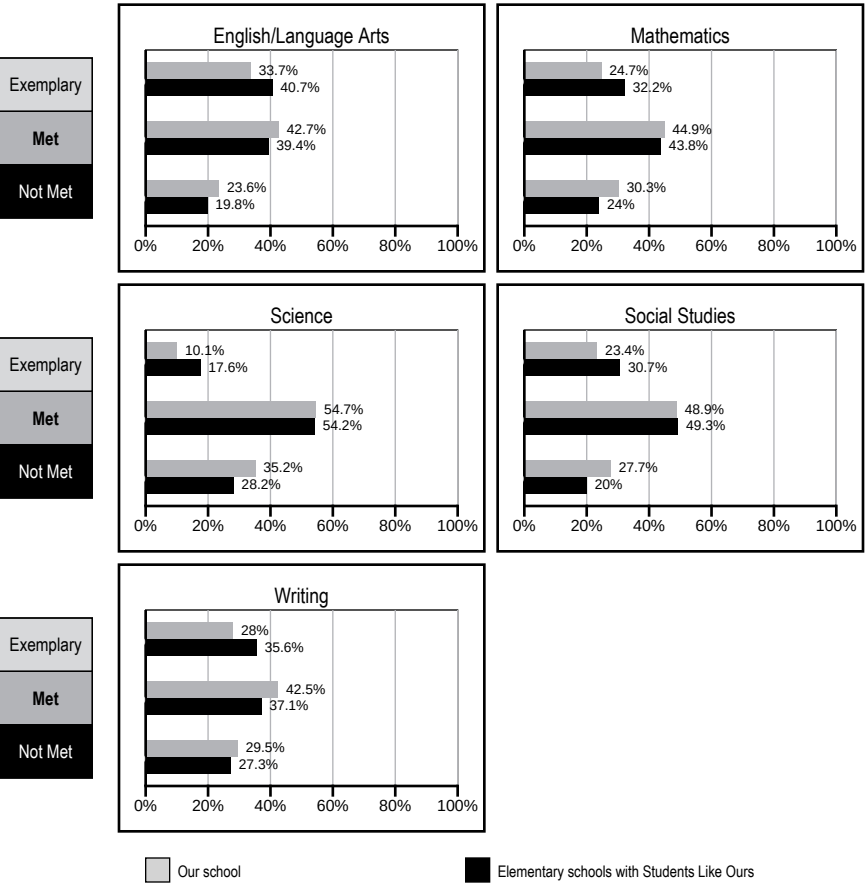
98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
11	27	49	2	0

* 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
Students (n=585)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.0%	Up from 2.2%	1.9%	1.9%
Attendance rate	96.5%	Down from 96.6%	96.2%	96.3%
Eligible for gifted and talented	10.7%	Down from 16.6%	11.9%	10.0%
With disabilities other than speech	6.9%	Down from 7.8%	7.9%	7.7%
Older than usual for grade	0.2%	No Change	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Up from 0.3%	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	61.5%	Down from 62.5%	58.6%	59.4%
Continuing contract teachers	84.6%	Up from 82.5%	83.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.4%	Up from 81.7%	87.4%	85.9%
Teacher attendance rate	95.7%	Up from 95.0%	95.3%	95.1%
Average teacher salary*	\$47,137	Up 5.9%	\$46,824	\$47,149
Professional development days/teacher	8.2 days	Down from 12.2 days	11.6 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 19.9 to 1	19.3 to 1	18.8 to 1
Prime instructional time	91.2%	Up from 89.8%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,856	Up 5.9%	\$6,940	\$7,458
Percent of expenditures for instruction**	70.9%	Down from 71.7%	69.7%	68.8%
Percent of expenditures for teacher salaries**	67.4%	Down from 68.8%	64.1%	63.2%

* 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 implementing a new Discovery Room Program in K-2, continuing the use of Dominion Testing in K-5, and utilizing Measures of Academic Progress (MAP) RIT scores to determine the educational needs of our students using a program called Descartes. These programs have made a profound impact on student achievement as evidenced by our spring 2009 MAP scores, Discovery Room DRA test results, and current Dominion assessment data.

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 the Governor's Citizenship Award. LES also participated in a number of community service programs that included: Pennies for Patients, LES Student Council Food Drive, Jump Rope for Heart and the Founders Federal Credit Union in-school banking program for students.

Lewisville Elementary School continued its partnership with Winthrop University and the Richard W. Riley College of Education to serve as a training institution for college interns. We worked with three teacher interns throughout the school year to help provide a service to the surrounding educational community. We also started a new intern partnership with the University of Phoenix to begin training their 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, Chess Club, Recorder Club, Step Team Club, Dance Club, Mileage Club, Cub Chronicle Club, Wee Deliver mail system, Girls on the Run, WLES morning television show, Flag Patrol, Safety Patrol and the Student Council. Moreover, LES has a chorus to increase participation in the performing arts.

In the future, Lewisville Elementary will continue to address the need of increasing student achievement scores in science and social studies. 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 concerns to meet the academic challenges of the future.

Dr. Carl A. Carpenter, II, Principal
Kim Colvin, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	77	44
Percent satisfied with learning environment	78.6%	85.5%	88.6%
Percent satisfied with social and physical environment	89.3%	84.4%	88.6%
Percent satisfied with school-home relations	82.1%	80.5%	86.0%

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

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School Adequate Yearly Progress	YES
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This school met 17 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	CSI-DELAY
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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	21.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	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	286	99.7	23.3	43	33.7	86.3	73.2	82.8	Yes	Yes
Gender										
Male	145	99.3	26.1	42.8	31.2	81.9	69.4	79.3	N/A	N/A
Female	141	100	20.5	43.2	36.4	90.9	77.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	180	99.4	16.7	40.5	42.9	89.3	80.9	89.5	Yes	Yes
African American	91	100	35.6	47.8	16.7	80	64.8	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	92.3	I/S	I/S
Hispanic	14	100	18.2	45.5	36.4	90.9	82.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	39	97.4	52.8	27.8	19.4	63.9	44.4	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	81	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	150	100	31.7	43.9	24.5	82	66.1	75.5	Yes	Yes

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

All Students	286	99.7	30.4	44.8	24.8	77.8	71.4	78.9	Yes	Yes
Gender										
Male	145	99.3	31.9	41.3	26.8	76.8	70	77	N/A	N/A
Female	141	100	28.8	48.5	22.7	78.8	72.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	180	99.4	23.2	45.8	31	83.9	79.8	87.2	Yes	Yes
African American	91	100	45.6	43.3	11.1	65.6	62.3	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.9	93	I/S	I/S
Hispanic	14	100	9.1	45.5	45.5	90.9	75.9	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	39	97.4	66.7	25	8.3	44.4	37.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	81	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	150	100	41	42.4	16.5	70.5	64	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

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	192	100	35.4	54.1	10.5	64.6	54.9	67.5
Gender								
Male	97	100	34.8	51.1	14.1	65.2	55.2	67
Female	95	100	36	57.3	6.7	64	54.5	68
Racial/Ethnic Group								
White	117	100	23.9	60.6	15.6	76.1	67.6	79.5
African American	62	100	N/AV	N/AV	N/AV	44.3	40.6	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	12	100	I/S	I/S	I/S	I/S	61.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	23	100	77.3	13.6	9.1	22.7	31	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	70.6	59.6
Socio-Economic Status								
Subsided meals	91	100	44	47.6	8.3	56	44.8	55.1

Social Studies

All Students	196	100	27.3	49.7	23	72.7	63	72.3
Gender								
Male	100	100	27.8	46.4	25.8	72.2	63.5	71.5
Female	96	100	26.7	53.3	20	73.3	62.5	73.2
Racial/Ethnic Group								
White	125	100	25.2	45.4	29.4	74.8	70.4	80.7
African American	61	100	34.4	55.7	9.8	65.6	54.6	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	78.9	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	29	100	N/AV	N/AV	N/AV	53.6	41	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	86.7	67.9
Socio-Economic Status								
Subsided meals	107	100	34	50	16	66	54.8	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	284	98.2	29.2	42.7	28.1	70.8	58.7	70.2	96.5	95.5
Gender										
Male	146	96.6	38.5	40.7	20.7	61.5	52	63.2	96.5	95.2
Female	138	100	19.7	44.7	35.6	80.3	65.8	77.5	96.5	95.9
Racial/Ethnic Group										
White	179	97.2	23.6	40.6	35.8	76.4	68	79.1	96.1	95.1
African American	92	100	41.1	44.4	14.4	58.9	48.4	57.6	97.5	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	72.7	86.2	97	96.3
Hispanic	12	100	18.2	54.5	27.3	81.8	72.4	62.6	96.4	95.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	89.5	94.3
Disability Status										
Disabled	36	88.9	77.4	16.1	6.5	22.6	13.9	26.1	95.5	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	68.2	61.2	97.4	96.3
Socio-Economic Status										
Subsidized meals	146	99.3	38	45.3	16.8	62	49	58.9	96.1	95.1

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	101	99	25.5	30.9	43.6	74.5
	4	101	100	22.9	44.8	32.3	77.1
	5	84	100	21.3	55	23.8	78.8
	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
Mathematics							
2009	3	101	99	34	41.5	24.5	66
	4	101	100	27.1	41.7	31.3	72.9
	5	84	100	30	52.5	17.5	70
	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							
2009	3	49	100	47.8	41.3	10.9	52.2
	4	101	100	34.4	53.1	12.5	65.6
	5	42	100	23.1	71.8	5.1	76.9
	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
Social Studies							
2009	3	53	100	28	44	28	72
	4	101	100	21.9	55.2	22.9	78.1
	5	42	100	39	43.9	17.1	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
Writing							
2009	3	101	97	25.8	37.6	36.6	74.2
	4	99	100	29.2	45.8	25	70.8
	5	84	97.6	33.3	44.9	21.8	66.7
	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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