

A R LEWIS ELEMENTARY

1755 Shady Grove Rd
Pickens, SC 29671

Grades	PK-5 Elementary School	
Enrollment	241 Students	
Principal	Dr. Tom Polidor	864-397-1300
Superintendent	Dr. Henry Hunt	864-397-1000
Board Chair	Jim Shelton	864-836-8465

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Excellent*
2009	Good	Excellent
2008	Good	Below Average
2007	Good	Below Average
2006	Good	Average

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

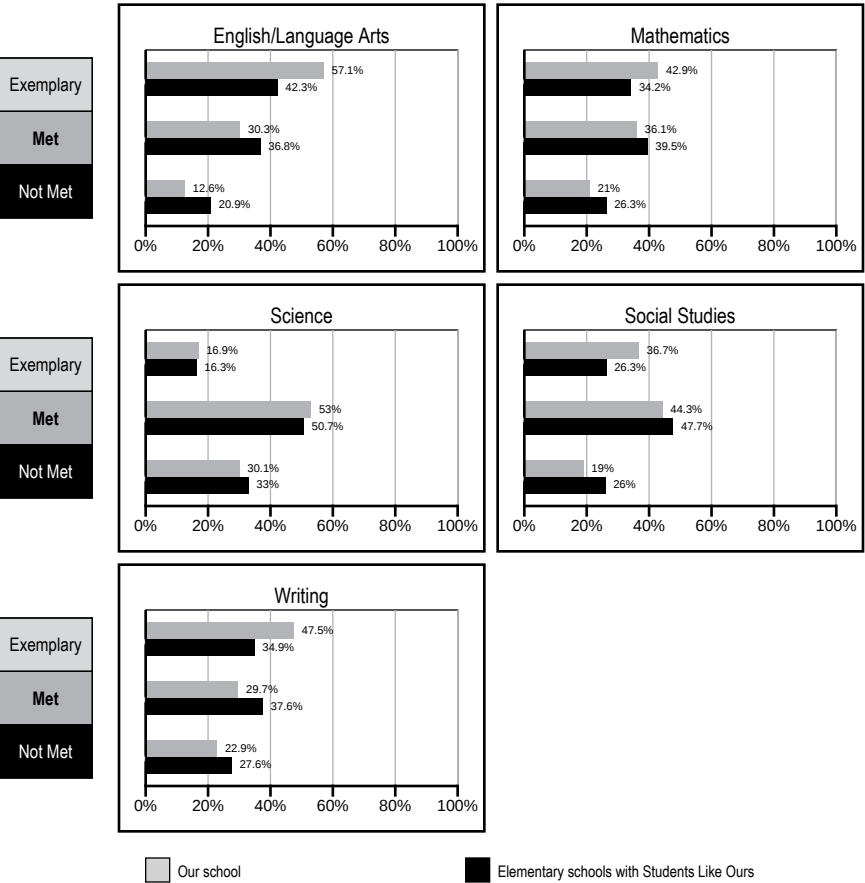
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	28	66	1	0

* Ratings are calculated with data available by 03/09/2011.

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=241)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 2.1%	1.1%	1.2%
Attendance rate	96.2%	Down from 96.4%	96.0%	96.1%
Eligible for gifted and talented	25.8%	Up from 16.7%	12.7%	11.7%
With disabilities other than speech	10.9%	Up from 10.8%	8.5%	8.0%
Older than usual for grade	0.0%	Down from 1.0%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=21)				
Teachers with advanced degrees	61.9%	Down from 75.0%	58.8%	60.5%
Continuing contract teachers	81.0%	Down from 90.0%	84.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.2%	Down from 94.3%	87.4%	87.0%
Teacher attendance rate	94.2%	Down from 97.8%	95.5%	95.4%
Average teacher salary*	\$48,204	Up 0.1%	\$47,204	\$47,288
Professional development days/teacher	15.0 days	Down from 15.8 days	9.7 days	10.5 days
School				
Principal's years at school	12.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 18.3 to 1	19.4 to 1	19.2 to 1
Prime instructional time	89.3%	Down from 93.3%	91.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,110	Down 8.6%	\$7,269	\$7,548
Percent of expenditures for instruction**	52.9%	Down from 53.7%	67.8%	68.7%
Percent of expenditures for teacher salaries**	49.1%	Up from 46.6%	64.5%	65.1%

* 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

Albert R. Lewis is a small rural school in northern Pickens County. The school has a current enrollment of 251 students in grades K4-5th grade.

A.R.Lewis has had the opportunity to be awarded many grants, including the 21st Century Learning Center grant to provide quality after-school programs for students in a safe caring environment. This grant has been awarded three times for a total of 12 years. Each year has seen students being helped academically and socially and offered many enrichment opportunities. This year, the YAMS (Young Appalachian Musicians) was added to introduce students to the guitar, mandolin, fiddle, and banjo. The SDE Red Carpet has been awarded twice for being a family-friendly school. The Fresh Fruits and Vegetables grant has been awarded twice giving the students and parents over \$25,000 to help change unhealthy food habits to healthy habits. The Chick-Fil-A Character Education award was one of 8 awards given nationally.

The students are near the top in the district in MAP scores, in most grades and subject areas. The growth rate of students in Reading has soared this year, as the focus was on our reading program.

Quality and meaningful professional development for teachers is a key factor in student success. A.R.Lewis is approaching the 3rd year of the TAP (Teacher Advancement Program) system. TAP is a national system promoting consistent professional development, while offering teacher incentives based on student achievement.

While the focus is on student achievement, there is also a focus on the whole child. As a School of Promise, we pledge to nurture children, protect children, prepare them for the future, mentor them, and teach them to learn to serve their community.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	38	30
Percent satisfied with learning environment	95.0%	97.4%	100.0%
Percent satisfied with social and physical environment	100.0%	97.3%	96.7%
Percent satisfied with school-home relations	95.0%	97.4%	96.7%

* 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
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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	
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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	0.3%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	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	129	100	12.6	30.3	57.1	94.1	87.2	83.5	Yes	Yes
Gender										
Male	55	100	13.7	29.4	56.9	94.1	84	80.1	N/A	N/A
Female	74	100	11.8	30.9	57.4	94.1	90.7	87	N/A	N/A
Racial/Ethnic Group										
White	127	100	12	29.9	58.1	94	88.7	89.6	Yes	Yes
African American	1	I/S	I/S	I/S	I/S	I/S	75.4	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.1	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	82.5	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.1	85.1	I/S	I/S
Disability Status										
Disabled	18	100	52.9	41.2	5.9	58.8	57.1	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	81.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	80	100	18.1	36.1	45.8	93.1	81.6	76.9	Yes	Yes

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

All Students	129	100	21	36.1	42.9	89.9	83.8	80.4	Yes	Yes
Gender										
Male	55	100	17.6	35.3	47.1	86.3	81.7	78.4	N/A	N/A
Female	74	100	23.5	36.8	39.7	92.6	86.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	127	100	19.7	36.8	43.6	91.5	85.6	87.8	Yes	Yes
African American	1	I/S	I/S	I/S	I/S	I/S	71.2	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.2	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	72.5	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	82.8	83.2	I/S	I/S
Disability Status										
Disabled	18	100	N/A	N/A	N/A	47.1	51.2	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	78.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	80	100	27.8	41.7	30.6	86.1	76.6	72.8	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	87	100	30.1	53	16.9	69.9	76.1	67.3
Gender								
Male	38	100	22.2	61.1	16.7	77.8	76.1	66.9
Female	49	100	36.2	46.8	17	63.8	76.2	67.7
Racial/Ethnic Group								
White	86	100	29.3	53.7	17.1	70.7	78.5	79.6
African American	1	I/S	I/S	I/S	I/S	I/S	57.3	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.8	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	66.5	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	65	69.5
Disability Status								
Disabled	13	100	N/A	N/A	N/A	38.5	43.7	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	68.5	58.6
Socio-Economic Status								
Subsidized meals	54	100	42	54	4	58	65.7	55.4

Social Studies

All Students	87	100	19	44.3	36.7	81	77	70.9
Gender								
Male	38	100	20	45.7	34.3	80	76	70.1
Female	49	100	18.2	43.2	38.6	81.8	78	71.7
Racial/Ethnic Group								
White	86	100	17.9	44.9	37.2	82.1	78.5	79.2
African American	0	N/A	N/A	N/A	N/A	N/A	64.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	83.5	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	73.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	70.6	71.2
Disability Status								
Disabled	11	100	I/S	I/S	I/S	I/S	41.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	76.2	68
Socio-Economic Status								
Subsidized meals	52	100	28.3	45.7	26.1	71.7	67.4	60.8

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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	127	100	22.9	29.7	47.5	77.1	79.4	72.1	96.2	96.2
Gender										
Male	53	100	30	24	46	70	72.7	65.2	96.1	96.2
Female	74	100	17.6	33.8	48.5	82.4	86.5	79.2	96.3	96.2
Racial/Ethnic Group										
White	125	100	21.6	30.2	48.3	78.4	81.3	80.8	96.2	96.1
African American	1	I/S	I/S	I/S	I/S	I/S	65.4	59.7	95.1	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88	87	N/A	97.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	69.4	64.6	98.5	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	62.1	73.4	N/A	95.1
Disability Status										
Disabled	22	100	57.1	28.6	14.3	42.9	34.8	27.7	95.9	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	93.1
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	72.5	63.7	98.9	97.4
Socio-Economic Status										
Subsidized meals	75	100	30.9	36.8	32.4	69.1	69.8	61.9	95.9	95.5

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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	40	100	18.4	21.1	60.5	81.6
	4	41	100	7.7	48.7	43.6	92.3
	5	52	100	8.5	36.2	55.3	91.5
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	44	100	17.5	27.5	55	82.5
	4	45	100	11.6	23.3	65.1	88.4
	5	40	100	8.3	41.7	50	91.7
	6	0	N/A	N/A	N/A	N/A	N/A
2010	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	40	100	23.7	42.1	34.2	76.3
	4	41	100	23.1	56.4	20.5	76.9
	5	52	100	10.6	46.8	42.6	89.4
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	44	100	25	35	40	75
	4	45	100	20.9	27.9	51.2	79.1
	5	40	100	16.7	47.2	36.1	83.3
	6	0	N/A	N/A	N/A	N/A	N/A
2010	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	20	100	31.6	47.4	21.1	68.4
	4	41	100	25.6	66.7	7.7	74.4
	5	27	100	20.8	58.3	20.8	79.2
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	22	100	52.4	38.1	9.5	47.6
	4	45	100	20.9	53.5	25.6	79.1
	5	20	100	26.3	68.4	5.3	73.7
	6	0	N/A	N/A	N/A	N/A	N/A
2010	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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							
2009	3	20	100	10.5	31.6	57.9	89.5
	4	41	100	10.3	61.5	28.2	89.7
	5	25	100	13	47.8	39.1	87
	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
2010	3	22	100	10.5	42.1	47.4	89.5
	4	45	100	18.6	41.9	39.5	81.4
	5	20	100	29.4	52.9	17.6	70.6
	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
Writing							
2009	3	40	100	26.3	18.4	55.3	73.7
	4	41	100	12.8	33.3	53.8	87.2
	5	49	100	8.5	40.4	51.1	91.5
	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
2010	3	43	100	40	32.5	27.5	60
	4	44	100	19	26.2	54.8	81
	5	40	100	8.3	30.6	61.1	91.7
	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

Abbreviations for Missing Data