

A J LEWIS GREENVIEW ELEMENTARY

726 Easter Street
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	393 Students	
Principal	Delores W. Gilliard	803-735-3417
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

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	Average
2009	Below Average	Average
2008	Below Average	At-Risk
2007	Average	Good

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

A J LEWIS GREENVIEW ELEMENTARY	11/09/11-4001038

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

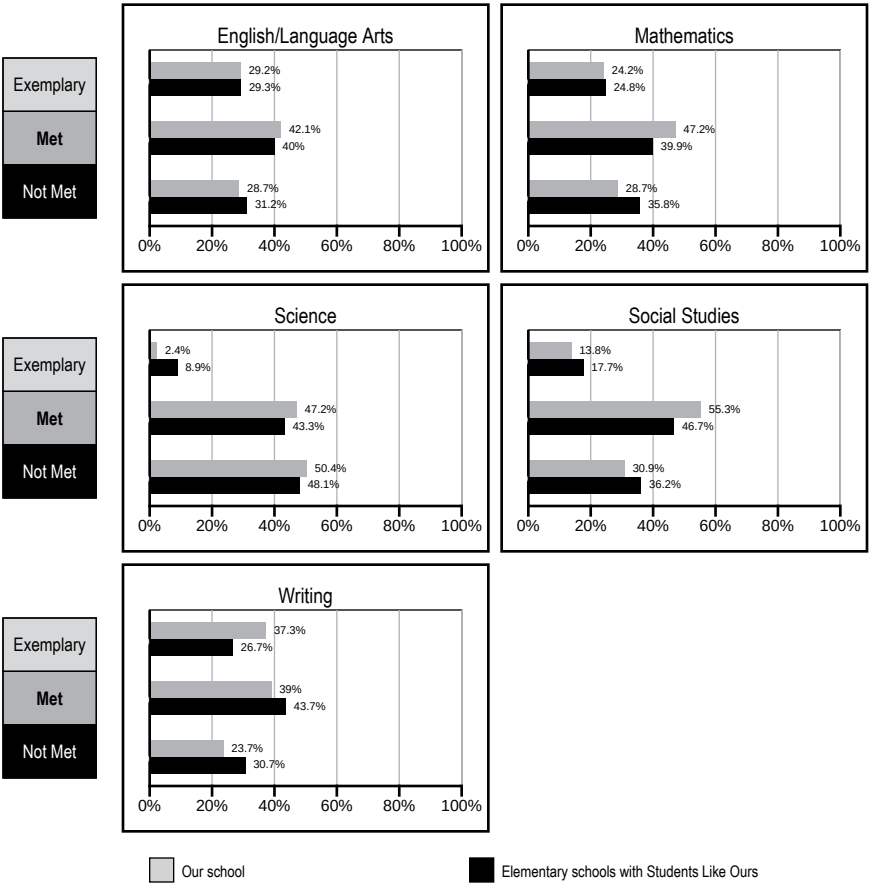
Percent of students tested in 2010-11 whose 2009-10 test scores were located	97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	9	106	38	11

* 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=393)				
First graders who attended full-day kindergarten	100.0%	Up from 98.5%	100.0%	100.0%
Retention rate	0.0%	No Change	1.5%	1.1%
Attendance rate	96.6%	No Change	95.9%	96.2%
Served by gifted and talented program	6.9%	Up from 5.0%	7.1%	13.4%
With disabilities other than speech	1.1%	Down from 5.0%	4.5%	4.1%
Older than usual for grade	0.0%	Down from 0.3%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	80.0%	Up from 66.7%	60.8%	62.5%
Continuing contract teachers	93.3%	Up from 90.0%	84.0%	88.2%
Teachers returning from previous year	89.3%	Up from 88.6%	85.6%	87.8%
Teacher attendance rate	95.1%	Up from 94.8%	95.2%	95.2%
Average teacher salary*	$55,654	Up 2.9%	$45,470	$46,773
Professional development days/teacher	9.9 days	Down from 13.9 days	10.5 days	10.5 days
School				
Principal's years at school	14.0	Up from 13.0	3.8	4.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 17.3 to 1	18.2 to 1	19.9 to 1
Prime instructional time	90.8%	Up from 90.7%	90.0%	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	Up from Good	Excellent	Excellent
Dollars spent per pupil**	$8,636	Down 3.9%	$7,948	$7,447
Percent of expenditures for instruction**	77.8%	Down from 79.6%	68.1%	68.4%
Percent of expenditures for teacher salaries**	73.6%	Up from 72.9%	65.3%	65.8%

* 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.

Although, the staff participation in the Reading First Grant ended in 2009, teachers continued implementing best practices to ensure that all students are proficient readers. Several teachers continued to participate in reading workshops and shared strategies with colleagues in our efforts to promote professional learning communities. The school's reading interventionist worked with students in grades 2-5 who scored below average on MAP and Star assessments. Teachers in grades K-3 continued using the Dominie assessment to plan instructional activities to meet the needs of individual students in reading.

Highlights included two teachers receiving re-certification for National Boards with a total of seven National Board Teachers on staff. One Odyssey of the Mind team won second-place honors at state competition, thereby qualifying to compete in the World Finals Competition in College Place, Maryland. The School Improvement Council held its first "Real Men Read" Day. A member of our School Improvement Council serves on the state SIC Board.

Our 2010 PASS 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 for all teachers on the Principles of Learning in order to continue raising student achievement in the areas of social studies, science, 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 the content areas; 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; 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 parent 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.

George Simmons, SIC Chairperson
Delores Gilliard, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	63	59
Percent satisfied with learning environment	96.7%	84.1%	86.2%
Percent satisfied with social and physical environment	96.7%	68.9%	89.1%
Percent satisfied with school-home relations	86.7%	87.1%	85.7%

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

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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

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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	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	189	100	28.7	42.1	29.2	83.7	78.3	82.4	Yes	Yes
Gender										
Male	85	100	32.1	43.6	24.4	78.2	74.3	78.7	N/A	N/A
Female	104	100	26	41	33	88	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	N/A	N/A	N/A	N/A	92.8	88.9	I/S	I/S
African American	188	100	28.7	42.1	29.2	83.7	74.2	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.4	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	83.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	83	I/S	I/S
Disability Status										
Disabled	28	100	N/AV	N/AV	N/AV	57.1	45.7	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	N/A	N/AV	N/A	N/A	N/A	N/A	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	163	100	32.2	40.8	27	81.6	73.5	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	189	100	28.7	47.2	24.2	79.2	75.1	81.9	Yes	Yes
Gender										
Male	85	100	28.2	46.2	25.6	80.8	73.5	79.9	N/A	N/A
Female	104	100	29	48	23	78	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	N/A	N/A	N/A	N/A	92.1	88.9	I/S	I/S
African American	188	100	28.7	47.2	24.2	79.2	70.3	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	82.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	84.4	I/S	I/S
Disability Status										
Disabled	28	100	N/AV	N/AV	N/AV	42.9	40.4	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	N/A	N/AV	N/A	N/A	N/A	N/A	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	163	100	31.6	47.4	21.1	77	69.8	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	132	100	50.4	47.2	2.4	49.6	58.7	68.6
Gender								
Male	56	100	49	45.1	5.9	51	58.2	68.3
Female	76	100	N/AV	N/AV	N/AV	48.6	59.2	68.9
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	87.8	80.7
African American	132	100	50.4	47.2	2.4	49.6	51	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70.1	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	70.8
Disability Status								
Disabled	21	100	N/AV	N/AV	N/AV	38.1	29.7	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	N/A	N/AV	N/A	N/A	N/A	N/A	54.3	60.7
Socio-Economic Status								
Subsidized meals	115	100	53.7	44.4	1.9	46.3	50.1	57.3
Social Studies								
All Students	130	100	30.9	55.3	13.8	69.1	64.7	72.5
Gender								
Male	55	100	34.6	50	15.4	65.4	63.6	72
Female	75	100	28.2	59.2	12.7	71.8	65.8	73.1
Racial/Ethnic Group								
White	1	I/S	N/A	N/A	N/A	N/A	88.4	81
African American	129	100	30.9	55.3	13.8	69.1	58.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	71	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	73.5
Disability Status								
Disabled	19	100	N/AV	N/AV	N/AV	36.8	33.1	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	N/A	N/AV	N/A	N/A	N/A	N/A	65.7	69.7
Socio-Economic Status								
Subsidized meals	112	100	35.2	54.3	10.5	64.8	56.8	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	64	100	23.7	39	37.3	76.3	66.5	73.2	96.6	96.1
Gender										
Male	35	100	32.3	38.7	29	67.7	62	67.2	96.9	95.9
Female	29	100	14.3	39.3	46.4	85.7	71.2	79.4	96.4	96.3
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	87.8	81.5	82	96.2
African American	64	100	23.7	39	37.3	76.3	60.7	61.3	96.6	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	87	93.1	96.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	74.8	66.7	50	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.5
Disability Status										
Disabled	14	100	N/AV	N/AV	N/AV	35.7	23.7	26	96	95.1
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	N/A	N/AV	N/A	N/A	N/A	N/A	66.2	65.7	N/A	95.9
Socio-Economic Status										
Subsidized meals	54	100	26.5	42.9	30.6	73.5	59.1	63.2	96.5	95.9

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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	70	95.7	22.4	37.3	40.3	77.6
	4	62	90.3	28.3	41.7	30	71.7
	5	73	100	36.6	42.3	21.1	63.4
	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	52	100	18.4	32.7	49	81.6
	4	73	100	32.9	47.1	20	67.1
	5	64	100	32.2	44.1	23.7	67.8
	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							
2010	3	70	100	44.8	37.3	17.9	55.2
	4	62	100	31.7	38.3	30	68.3
	5	73	100	45.1	39.4	15.5	54.9
	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	52	100	28.6	40.8	30.6	71.4
	4	73	100	20	58.6	21.4	80
	5	64	100	39	39	22	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
Science							
2010	3	36	100	N/A	N/A	N/A	25.7
	4	62	100	50	43.3	6.7	50
	5	36	100	60	37.1	2.9	40
	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	26	100	52	40	8	48
	4	73	100	45.7	52.9	1.4	54.3
	5	33	100	N/AV	N/AV	N/AV	40
	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	34	100	43.8	53.1	3.1	56.3
	4	62	100	30	56.7	13.3	70
	5	37	97.3	N/A	N/A	N/A	38.9
	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	26	100	20.8	66.7	12.5	79.2
	4	73	100	35.7	55.7	8.6	64.3
	5	31	100	27.6	44.8	27.6	72.4
	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	70	100	28.4	37.3	34.3	71.6
	4	62	100	25	40	35	75
	5	73	97.3	37.7	36.2	26.1	62.3
	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	64	100	23.7	39	37.3	76.3
	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

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