



SCHOOL ACHIEVEMENTS AND

CELEBRATION

Below are some of the many achievements of students, faculty, staff, and the school as a whole.

A.J. Lewis Greenview won the Superintendent Book Clubs Award for students reading the most books in the district.

Ms. Kavon Barger is the 2023-2024 Richland School District One Teacher of the Year Finalist.

Mayor Steve Benjamin proclaimed March 22, 2021 to be A.J. Lewis Greenview Elementary Literacy Celebration Day in the City of Columbia.

Ms. Richelle Sinkler is the 2020-2021 Richland One District Teacher of the Year.

Ms. Mukkaramah Smith received the prestigious Donald H. Graves Award for Excellences in the Teaching of Writing, awarded by the National Council of English Teachers.

Ms. Terri Washington and Ms. Lakeysha McKnight were selected to participate in the 2020-2021 Richland One Model Teacher Program.

2018 USDA Healthier School Gold Award Recipient

2017-2018 Odyssey of the Mind_State Chapions (State winners for 17 years)

2018 Odyssey of the Mind_World Champions

2005-2006 Dick & Tunky Riley School Improvement Council Award Recipient

2003-2006 Red Carpet School



SIC MEMBERS

Lauren Malloy, Chair
Shawnita Abernathy, Vice-Chair
, Member
, Member
Kavon Barger, Teacher
Terri Washington, Teacher



PURPOSE OF THE REPORT

“This Report is issued by the Myschool School Improvement Council in accordance with South Carolina law to share information on the school's progress in meeting various goals and objectives, the work of the SIC, and other accomplishments during the school year.”

A.J. Lewis Greenview Elementary
“Where Excellence is Expected”

2023-2024 Report to the Parents



Dr. LaShaunda Evans, Principal
Dr. Jolanta Gadsden, Assistant Principal
Ms. Deneen Middleton-Brown, School Counselor



MISSION STATEMENT

The Mission of A. J. Lewis Greenview Elementary School is to develop competent, secure, responsible students, who are life-long learners, and productive members of society by creating a safe, nurturing environment, and providing challenging learning experiences that enhance each student's character and promote academic excellence with the cooperation of the school, family, and community.



SCHOOL BELIEFS

- All students can learn and succeed.
- All students learn in different ways.
- Each person has the right to be treated with dignity.
- Challenging expectations increase individual student performance.
- Teachers, parents, and the community share the responsibility for the support of the school's mission.



SCHOOL ANNUAL GOALS

Goal One: To increase the number of business partnership in our school.

- Solicit local grocery stores in the school community to establish a partnership.
- Invite local community business leadership to apply as mentors/lunch buddies.
- Join and participate in local stores in the "Partners for Education".

Goal Two: Continue Emphasis on Community Out-Reach.

- Continue Adopt-A-Family Program through the student council.
- Continue to community service projects with the GEMS and Gentlemen's Clubs to assist the needy.

Goal Three: Develop and implement a Parent University to educate families, the community, and other stakeholders.

- Develop a technology workshop for parents.
- Provide networking resources for parents who are supporting the elderly.

- Develop and implement an empowerment workshop for our parents.



STUDENT ACHIEVEMENT

SCREADY (ELA/Math)

SCReady is administered to students in grades 3 through 8. The percentage of students meeting grade level standards are given below. Students will fall into four different categories. The include does not meet, approaching, met, and exceed. We aim for our students to score within the Me/Exceed category.

SCREADY ELA				
	Does Not Meet	Approaching	Met	Exceed
3 rd Grade	54.3%	36.9%	9.1%	5.5%
4 th Grade	58.5%	26.4%	11.3%	3.8%
5 th Grade	38.6%	35.1%	19.3%	7.0%
Males	59%	21.8%	17.9%	1.3%
Females	42.5%	39.1%	9.2%	9.2%
African American	59.2%	31.8%	13.9%	4%
SPED	77.3%	18.2%	4.3%	0%
Hispanic	66.7%	33.3%	0%	0%
AA Males	59.7%	28.5%	19.4%	0%
AA Females	41.8%	41.8%	8.9%	7.6%

SCREADY Math				
	Not Met	Approaching	Met	Exceed
3 rd Grade	49.1%	32.7%	14.5%	3.6%
4 th Grade	60.4%	24.5%	15.1%	0.0%
5 th Grade	57.9%	26.3%	16.5%	5.3%
Males	53.8%	24.4%	19.2%	2.6%
Females	57.8%	31%	8%	3.4%
African Americans	57%	27.8%	13.2%	2%
SPED	72.3%	18.2%	4.5%	0%
Hispanic	66.7%	33.3%	0%	0%
AA Males	55.6%	23.6%	19.4%	1.4%
AA Females	58.2%	31.6%	7.6%	2.5%

SCPASS

During the 2022-2023 school year, 4th grade students at A.J. Lewis Greenview Elementary School took the South Carolina Palmetto Assessment of State Standards (SCPASS) in the area of science. SCPASS assessment measures students' performance of the SC Science Academic Standards in the areas of science and engineering practices, weather and climate, stars and the solar system, light and sound, and characteristics and growth of organisms. Teachers are working to create effective lesson plans that provide students with hands-on experiences to address the critical needs of science.

	Not Met	Approaching	Met	Exceed
4 th Grade	66%	22.6%	11.3%	0.0%
Males	62.5%	29.2%	8.3%	0.0%
Females	69%	17.2%	13.8%	0.0%
African Americans	69.4%	18.4%	12.2%	0.0%
SPED	85.7%	14.3%	0%	0.0%
AA Males	66.7%	23.0%	9.5%	0.0%
AA Females	71.4%	14.3%	14.3%	0.0%

MyIGDIs

Individual Growth & Development Indicators (IGDIs) - early childhood assessments and school-readiness screening tools for literacy and numeracy. The fall percentage of students making strong progress on the five assessment domains for literacy and the four domains for numeracy are shown below.

FLA Subtests	Year	Strong Progress	At-Risk/Moderate Male	At-Risk/Moderate Female	At-Risk/Moderate AA	At-Risk/Moderate White	At-Risk/Moderate Hispanic	At-Risk/Moderate Other Race
Picture Naming	FL 2022	24.0%	78%	75%	84.2%	50%	25%	0%
Rhyming	FL 2022	15.2%	85.9%	80%	82.1%	100%	100%	100%
Sound Identification	FL 2022	26.8%	84%	65%	80%	100%	0%	0%
Which One Does Not Belong?	FL 2022	35.1%	68.4%	61.1%	63.0%	50%	100%	N

Math Subtests	Year	Strong Progress	At-Risk/Moderate Male	At-Risk/Moderate Female	At-Risk/Moderate AA	At-Risk/Moderate White	At-Risk/Moderate Hispanic	At-Risk/Moderate Other Race
Oral Counting	FL 2022	27.2%	77.8%	65.0%	72.5%	50%	75%	100%
Number Naming	FL 2022	19.14%	80.5%	80.0%	85%	50%	50%	100%
Quantity Comparison	FL 2022	14.9%	92.6%	70%	87.5%	100%	50%	100%
1:1 Correspondence Counting	FL 2022	29.8%	74.1%	65%	70%	50%	75%	100%

DRA2+

The Developmental Reading Assessment, Second Edition PLUS (DRATTM2+) is a formative reading assessment through which teachers systemically observes, record, and evaluates changes in student reading performance. Percent at or above level on the spring test are given below.

Performance Level	2015	2016	2017	2YR Chg	5YR Chg
% At or Above Benchmark	NA	86.5	75.6	-10.9	NA