



Reidville Elementary

PO Box 189/300 College
Reidville, SC 29375

Grades	PK-3 Elementary School	
Enrollment	451 Students	
Principal	Elizabeth M. Sima	864-949-2388
Superintendent	Dr. Scott Turner	864-949-2350
Board Chair	Mr. Butch Coan	864-949-2350

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Good	At-Risk
2006	Good	Good
2005	Good	At-Risk
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

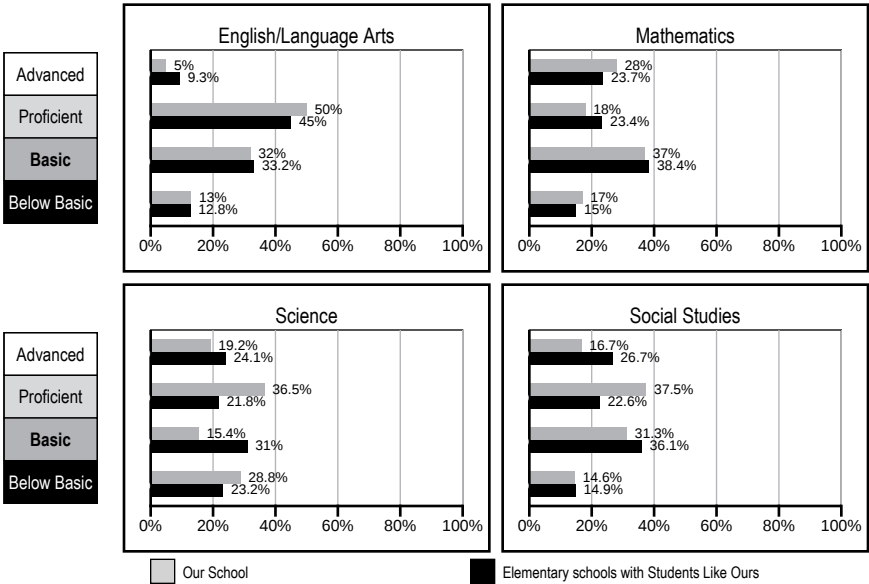
.%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	23	25	2	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=451)				
First graders who attended full-day kindergarten	90.0%	Up from 89.7%	100.0%	100.0%
Retention rate	3.6%	Up from 2.0%	1.6%	2.3%
Attendance rate	96.7%	Up from 96.5%	96.6%	96.3%
Eligible for gifted and talented	8.2%	Up from 8.1%	18.6%	10.4%
With disabilities other than speech	6.5%	Down from 7.1%	6.5%	7.5%
Older than usual for grade	0.3%	Up from 0.0%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	74.2%	Up from 67.7%	60.6%	56.7%
Continuing contract teachers	74.2%	No Change	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.1%	Up from 92.0%	87.5%	86.4%
Teacher attendance rate	96.3%	Up from 94.0%	95.1%	94.9%
Average teacher salary	\$47,450	Up 4.6%	\$46,799	\$45,345
Professional development days/teacher	18.8 days	Down from 19.2 days	12.1 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 19.5 to 1	20.3 to 1	18.5 to 1
Prime instructional time	91.9%	Up from 89.2%	90.3%	89.8%
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*	\$7,231	Up 11.1%	\$6,689	\$7,052
Percent of expenditures for instruction*	70.2%	Up from 68.6%	70.6%	69.1%
Percent of expenditures for teacher salaries*	66.8%	Up from 66.1%	66.8%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Reidville Elementary School is located in one of Spartanburg's most rapidly growing communities. This year our school serves over four hundred and fifty students from grades K-4 through 3rd grade with a talented staff of over fifty-five. Our mission is to develop responsible lifelong learners by providing meaningful and positive educational experiences for students to reach their maximum potential in an ever-changing world.

Student achievement is prioritized as we use curriculum-based student learning maps. This year our teaching staff continues with implementation of learning-focused instruction – using research-based strategies that strengthen student achievement.

Learning opportunities at Reidville Elementary School are abundant for students and include uninterrupted reading and math blocks, REACH (Gifted/Talented), Creations (Gifted Art Program), Character Education, Reading Patch Club, Running Club, Drama Club, ESOL, Junior Achievement, Chorus, and other clubs. Student leadership is promoted through our school-wide student council, Wee Deliver Postal Service, Rocket Squad, Count on Me Service Learning Club, school store, Flag Bearers, our television Morning Show Crew, and the Friday Radio Show.

Staff, parents, community, and business partners are all stakeholders in our mission to ensure that all students achieve and are provided with challenging educational experiences. We share many community events, including our annual Fall Festival, Grits for Grandparents, Doughnuts for Dads, Muffins for Moms, Pastries for Pastors, Thanksgiving meal, SMART (Science/Math and Related Technology) Night, School-to-Work Career Day, the Order of the Quill, and our choral and drama productions.

Through the collaborative efforts of our students, faculty, parents, and community, we will continue to provide every child at Reidville Elementary School the best possible education in a warm, supportive, child-centered environment.

Elizabeth Sima, Principal
Dr. and Mrs. Ruffing, SIC Chairs

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	93	60
Percent satisfied with learning environment	100.0%	85.9%	90.0%
Percent satisfied with social and physical environment	96.6%	91.4%	96.6%
Percent satisfied with school-home relations	100.0%	88.2%	88.1%

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

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 11 out of 11 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. Sanction: Implement the restructuring plan.
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	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	108	99.1	13	32	50	5	67	53.6	48.2	Yes	Yes
Gender											
Male	57	98.3	15.1	32.1	52.8	0	67.9	46.3	41.7	N/A	N/A
Female	51	100	10.6	31.9	46.8	10.6	66	61.7	55	N/A	N/A
Racial/Ethnic Group											
White	85	98.8	10.3	30.8	52.6	6.4	73.1	60.1	60	Yes	Yes
African American	17	100	25	43.8	31.3	0	37.5	35.7	31.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	64	70.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	36.5	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	17	100	52.9	35.3	11.8	0	17.6	13.5	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	35.5	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	44	97.7	23.1	20.5	56.4	0	61.5	39.2	34	I/S	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	108	100	17	37	18	28	60	55.6	45.8	Yes	Yes
Gender											
Male	57	100	17	32.1	20.8	30.2	64.2	55	45.6	N/A	N/A
Female	51	100	17	42.6	14.9	25.5	55.3	56.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	85	100	9	38.5	20.5	32.1	64.1	62.3	59	Yes	Yes
African American	17	100	62.5	25	6.3	6.3	31.3	34.6	26.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	68.1	71.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	49.1	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	17	100	76.5	11.8	11.8	0	17.6	18.7	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	48.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	44	100	25.6	41	12.8	20.5	51.3	42.3	31.4	I/S	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	------------------------	--------------------------

Science

All Students	56	100	28.8	15.4	36.5	19.2	55.8	43.9	35.7	96.7	96.4
Gender											
Male	30	100	21.4	17.9	32.1	28.6	60.7	44.7	37.4	96.7	96.3
Female	26	100	37.5	12.5	41.7	8.3	50	43.1	33.8	96.7	96.6
Racial/Ethnic Group											
White	46	100	23.3	16.3	37.2	23.3	60.5	52.3	49.2	96.6	96.2
African American	6	I/S	I/S	I/S	I/S	I/S	I/S	20.7	17	97.6	97.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	52.6	58	97.1	97.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	28.7	24.9	97.4	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	94.4	93.3
Disability Status											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	15.8	14	95.7	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	25.5	24.4	97	97.1
Socio-Economic Status											
Subsided meals	24	100	39.1	13	34.8	13	47.8	29	21.1	95.8	95.7

Social Studies

All Students	52	100	14.6	31.3	37.5	16.7	54.2	41.3	34	96.7	96.4
Gender											
Male	27	100	24	12	40	24	64	44.7	36.6	96.7	96.3
Female	25	100	4.3	52.2	34.8	8.7	43.5	37.5	31.3	96.7	96.6
Racial/Ethnic Group											
White	39	100	8.6	25.7	42.9	22.9	65.7	47.5	44.5	96.6	96.2
African American	11	100	18.2	54.5	27.3	0	27.3	23.3	19.1	97.6	97.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.7	58.9	97.1	97.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	26.5	27.5	97.4	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	94.4	93.3
Disability Status											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	14.2	14.4	95.7	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	30.3	27.3	97	97.1
Socio-Economic Status											
Subsided meals	20	100	25	31.3	31.3	12.5	43.8	26	21	95.8	95.7

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	109	99.1	13.6	30.1	49.5	6.8	56.3
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	108	99.1	13	32	50	5	55
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	109	100	19.2	38.5	25	17.3	42.3
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	108	100	17	37	18	28	46
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	55	100	34.6	28.8	19.2	17.3	36.5
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	56	100	28.8	15.4	36.5	19.2	55.8
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	54	100	11.5	26.9	34.6	26.9	61.5
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	52	100	14.6	31.3	37.5	16.7	54.2
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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