

SIMPSONVILLE ELEMENTARY

200 Morton Avenue
Simpsonville, SC 29681

Grades	PK-5 Elementary School	
Enrollment	765 Students	
Principal	Jan H. James	864-355-8300
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

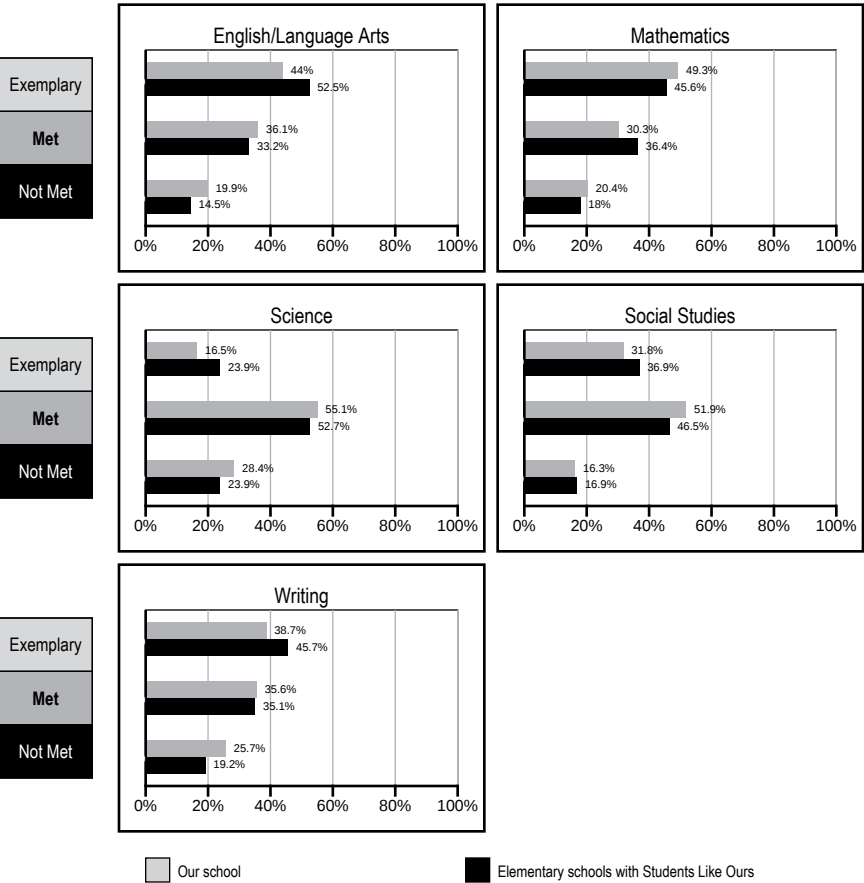
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
27	23	4	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=765)				
First graders who attended full-day kindergarten	93.1%	Down from 93.6%	100.0%	100.0%
Retention rate	0.5%	Down from 1.7%	0.8%	1.2%
Attendance rate	96.5%	Down from 96.8%	96.5%	96.1%
Eligible for gifted and talented	18.5%	Up from 18.0%	19.7%	11.7%
With disabilities other than speech	10.0%	Up from 8.8%	7.7%	8.0%
Older than usual for grade	0.2%	Up from 0.0%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	46.7%	Up from 45.5%	63.8%	60.5%
Continuing contract teachers	88.9%	Up from 88.6%	86.4%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.4%	Up from 89.7%	88.9%	87.0%
Teacher attendance rate	97.1%	Up from 94.5%	95.9%	95.4%
Average teacher salary*	\$48,102	Up 0.5%	\$48,838	\$47,288
Professional development days/teacher	6.5 days	Up from 6.1 days	10.4 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	23.0 to 1	Up from 20.8 to 1	20.3 to 1	19.2 to 1
Prime instructional time	93.6%	Up from 91.1%	92.4%	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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,400	Up 0.7%	\$7,125	\$7,548
Percent of expenditures for instruction**	71.9%	No Change	71.0%	68.7%
Percent of expenditures for teacher salaries**	66.6%	Down from 68.4%	68.2%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The Simpsonville Elementary faculty, staff, PTA, and SIC worked together to develop a mission, shared vision, and school goals for the 2009-2010 school year. In developing our Strategic Plan, we reviewed the most recent test data, state standards for learning, and the District Education Plan. Our mission is "Preparing students to be productive, respectful, and responsible." A priority for Simpsonville Elementary is to raise the academic challenge and performance of each student by increasing the percentage of students scoring MET or Exemplary on PASS Reading/Research by 2% and PASS Mathematics by 2%. On the 2009 PASS Reading/Research 80.4% of our students scored MET or exceeded Standards and 78.5% MET or exceeded standards in Mathematics. We are providing a school environment supportive of learning by promoting character education, as well as civic and personal responsibility. We have improved public understanding and support of our school by involving parents and volunteers as partners with our school in programs like Junior Achievement, Hispanic Family Literacy Nights, Super Star Math, a before school math computer lab, and small group tutoring. Through teacher websites, all parents have access to current information from their child's class. We have promoted character education and civic responsibility through collecting canned goods, school supplies for the Children's Hospital, March of Dimes, and participating in "Jump Rope for Heart". These projects help our students learn firsthand the rewards of helping others in our community. Simpsonville Elementary raised over \$205,000 for "Jump Rope for Heart" since 1981.

Success will be measured by student performance on standardized tests, MAP tests, student work samples and attendance logs for conferences, PTA meetings, and staff development. Our vision is to help each child reach or exceed his or her full potential by providing creative and challenging learning opportunities. Field Trips at each grade level coordinate with and enrich our curriculum. Simpsonville Elementary School has a long history of strong academic achievement. We believe that the use of the Four Blocks Reading model, Every Day Counts Math, Larson's Math, academic enrichment, and outstanding parental support of academic programs contribute to student success. We have an experienced instructional staff, many of whom have advanced degrees. The support of parents and the community is evidenced by tremendous support of our Reading Counts and Morning Math Program which were offered to students through volunteers working with classroom teachers. We are continuing our efforts to maintain an atmosphere where parent and community involvement is encouraged. With academic achievement as our # 1 priority at Simpsonville Elementary, we made teaching all students the focal point of planning. Academic standards were enhanced by professional development and the ongoing analysis of standardized test scores and other data.

Jan H. James, Principal Shay Willimon, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	125	74
Percent satisfied with learning environment	100.0%	92.0%	91.9%
Percent satisfied with social and physical environment	100.0%	91.9%	90.5%
Percent satisfied with school-home relations	97.2%	90.2%	84.9%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 26 out of 27 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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	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	379	100	19.9	36.1	44	91	84.7	83.5	Yes	Yes
Gender										
Male	194	100	22.5	39	38.5	92.3	81.3	80.1	N/A	N/A
Female	185	100	17.1	33.1	49.7	89.7	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	234	100	13.8	34.8	51.3	92.4	90	89.6	Yes	Yes
African American	81	100	32.5	33.8	33.8	88.3	73.4	74.6	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	43	100	32.4	45.9	21.6	86.5	78.4	79.6	I/S	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
Disability Status										
Disabled	68	100	54.7	35.9	9.4	71.9	53.3	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	50	100	27.7	46.8	25.5	89.4	78.7	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	157	100	25	38.6	36.4	87.1	76.1	76.9	Yes	Yes

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

All Students	379	99.7	20.2	30.3	49.4	86.8	82	80.4	Yes	Yes
Gender										
Male	194	99.5	20.4	28.2	51.4	87.8	80.5	78.4	N/A	N/A
Female	185	100	20	32.6	47.4	85.7	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	234	100	14.7	28.1	57.1	90.6	87.7	87.8	Yes	Yes
African American	81	98.8	31.6	35.5	32.9	81.6	68.4	69.3	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	43	100	32.4	27	40.5	73	78.3	78.3	I/S	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
Disability Status										
Disabled	68	98.5	66.7	22.2	11.1	49.2	46.1	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	50	100	27.7	29.8	42.6	78.7	79.2	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	157	100	28.6	35	36.4	80.7	72.9	72.8	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	246	98.4	28.1	55.3	16.6	71.9	70.6	67.3
Gender								
Male	124	99.2	27.1	55.1	17.8	72.9	70.1	66.9
Female	122	97.5	29.1	55.6	15.4	70.9	71.1	67.7
Racial/Ethnic Group								
White	148	97.3	19.6	59.4	21	80.4	80.2	79.6
African American	52	100	38	56	6	62	50.4	49.7
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	28	100	44	52	4	56	60.1	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.3	69.5
Disability Status								
Disabled	47	97.9	72.7	25	2.3	27.3	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	35	100	41.2	44.1	14.7	58.8	60.6	58.6
Socio-Economic Status								
Subsidized meals	90	96.7	41.5	45.1	13.4	58.5	57.1	55.4

Social Studies								
All Students	250	98.4	16.7	51.7	31.6	83.3	73.2	70.9
Gender								
Male	127	98.4	15.4	46.2	38.5	84.6	72.8	70.1
Female	123	98.4	17.9	57.3	24.8	82.1	73.7	71.7
Racial/Ethnic Group								
White	160	98.1	14.9	48.1	37	85.1	79.8	79.2
African American	52	100	18.4	61.2	20.4	81.6	57.9	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	28	96.4	27.3	54.5	18.2	72.7	67.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.8	71.2
Disability Status								
Disabled	44	97.7	51.2	46.3	2.4	48.8	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	31	100	24.1	48.3	27.6	75.9	69	68
Socio-Economic Status								
Subsidized meals	108	98.2	16.8	55.8	27.4	83.2	61.6	60.8

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	380	99.5	25.5	35.7	38.8	74.5	74	72.1	96.5	96.2
Gender										
Male	194	99.5	32.1	36.4	31.5	67.9	67.2	65.2	96.4	96.2
Female	186	99.5	18.6	35	46.3	81.4	81.1	79.2	96.5	96.3
Racial/Ethnic Group										
White	235	99.2	21.3	34.2	44.4	78.7	81.6	80.8	96.3	96.1
African American	83	100	35	37.5	27.5	65	58.6	59.7	96.7	96.2
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	88.8	87	97.2	97.5
Hispanic	42	100	29.7	45.9	24.3	70.3	63.1	64.6	96.9	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.7	73.4	95.6	94.8
Disability Status										
Disabled	69	98.6	69.2	23.1	7.7	30.8	29.5	27.7	96	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	52	100	25.5	48.9	25.5	74.5	62.9	63.7	96.9	97
Socio-Economic Status										
Subsidized meals	155	99.4	32.2	37.8	30.1	67.8	61.1	61.9	96	95.6

Abbreviations for Missing Data

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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	113	100	15.7	30.4	53.9	84.3
	4	137	100	22.7	45.3	32	77.3
	5	105	100	19.8	43.8	36.5	80.2
	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	126	100	19.5	28.8	51.7	80.5
	4	117	100	22.5	34.2	43.2	77.5
	5	136	100	18	44.5	37.5	82
	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
Mathematics							
2009	3	113	100	23.5	33.3	43.1	76.5
	4	137	100	11.7	39.8	48.4	88.3
	5	105	100	32.3	51	16.7	67.7
	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
2010	3	126	99.2	17.9	25.6	56.4	82.1
	4	117	100	23.4	21.6	55	76.6
	5	136	100	19.5	42.2	38.3	80.5
	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
Science							
2009	3	57	98.3	26	52	22	74
	4	137	100	21.9	59.4	18.8	78.1
	5	52	100	31.3	56.3	12.5	68.8
	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
2010	3	62	98.4	35	43.3	21.7	65
	4	117	100	25	56.3	18.8	75
	5	67	95.5	27	65.1	7.9	73
	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

Abbreviations for Missing Data

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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	56	100	19.6	41.2	39.2	80.4
	4	137	100	14.8	57	28.1	85.2
	5	53	100	16.7	43.8	39.6	83.3
	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
2010	3	64	96.9	10.3	55.2	34.5	89.7
	4	117	100	20.5	55.4	24.1	79.5
	5	69	97.1	15.6	42.2	42.2	84.4
	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
Writing							
2009	3	111	100	25.5	29.4	45.1	74.5
	4	136	99.3	28.3	33.9	37.8	71.7
	5	106	100	24	41.7	34.4	76
	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	123	99.2	31	36.2	32.8	69
	4	117	100	25.7	35.4	38.9	74.3
	5	140	99.3	20.5	35.6	43.9	79.5
	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

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