



REIDVILLE ELEMENTARY

PO Box 189/300 College
Reidville, SC 29375

Grades	PK-4 Elementary School	
Enrollment	300 Students	
Principal	Elizabeth M. Sima	864-949-2388
Superintendent	Dr. Scott Turner	864-949-2350
Board Chair	Steve Brockman	864-949-2350

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Good
2008	Average	Below Average
2007	Good	At-Risk
2006	Good	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 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

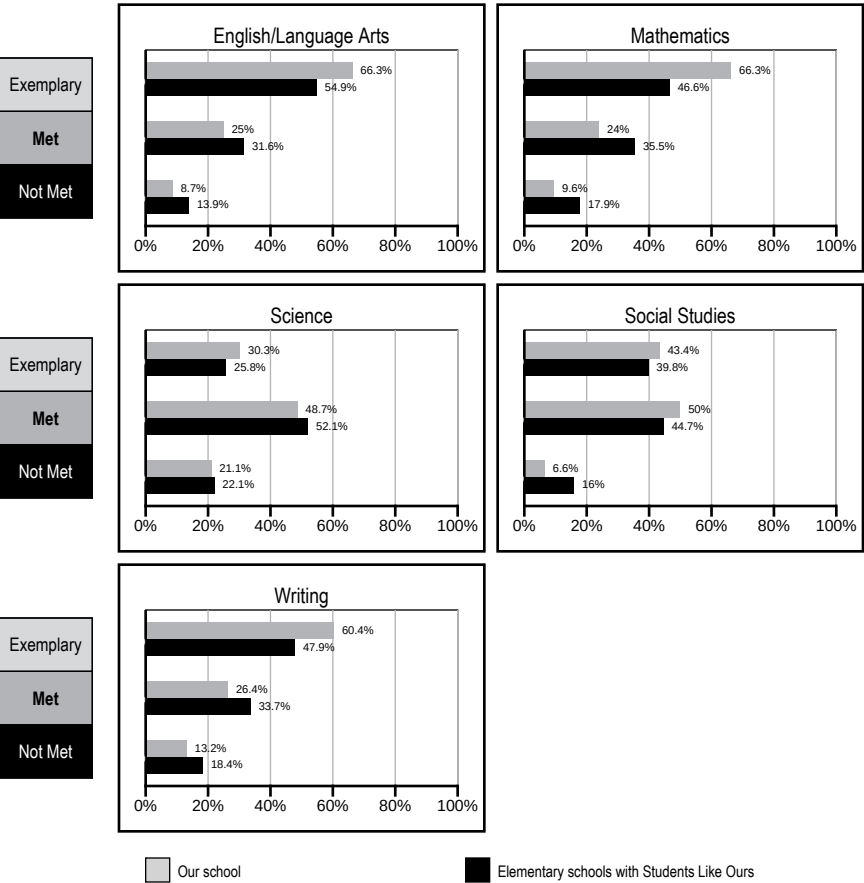
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	14	3	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=300)				
First graders who attended full-day kindergarten	98.5%	Up from 92.3%	100.0%	100.0%
Retention rate	0.4%	Down from 1.7%	0.9%	1.2%
Attendance rate	96.8%	Down from 97.1%	96.4%	96.1%
Eligible for gifted and talented	17.4%	Up from 12.3%	19.5%	11.7%
With disabilities other than speech	5.9%	Up from 0.9%	7.4%	8.0%
Older than usual for grade	0.0%	No Change	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=23)				
Teachers with advanced degrees	78.3%	Up from 65.2%	63.4%	60.5%
Continuing contract teachers	82.6%	Up from 65.2%	86.5%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.0%	Up from 80.0%	88.5%	87.0%
Teacher attendance rate	96.0%	Up from 94.4%	95.9%	95.4%
Average teacher salary*	\$48,507	Up 1.8%	\$48,629	\$47,288
Professional development days/teacher	14.8 days	Up from 14.7 days	10.0 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	18.8 to 1	Down from 19.7 to 1	20.9 to 1	19.2 to 1
Prime instructional time	92.2%	Up from 91.5%	92.3%	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 99.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,780	Up 8.1%	\$6,993	\$7,548
Percent of expenditures for instruction**	62.4%	Down from 69.8%	70.7%	68.7%
Percent of expenditures for teacher salaries**	60.5%	Down from 67.8%	68.5%	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

Reidville Elementary School is located in one of Spartanburg's most rapidly growing communities. This year our school serves approximately three hundred students from grades K-4 through 4th grade, with a talented staff of over forty-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. We strive to meet the needs of each student and we work closely with parents and community.

Student achievement is prioritized as we use curriculum-based student learning maps, differentiated instruction, balanced literacy, guided reading and math, and inquiry-based science and social studies. This year, our teaching staff continues with implementation of learning-focused instruction: using research-based strategies and integrated technology that strengthen student achievement. This provides greater focus on curriculum and data-driven instruction for students.

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, Red Ribbon Week, Running Club, Sewing Club, Drama Club, ESOL, Reading Movin' Up Celebrations, Chorus, and more. 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.

Our service learning projects this year, coordinated through our Reidville Student Council, included collecting canned food items for our local food pantry, collecting money for Zig the Pig and pediatric cancer patients, collecting soda pop tabs for the Ronald McDonald Home, donating pet items to our local humane society, and collecting change for our "Jump Rope for Heart" program.

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. The local fire department continues the tradition of cooking for our school-community picnic and providing fire safety tours for students.

We are grateful for the continued support of our PTO and local business partners such as Xaxby's, McDonald's, The Reidville Garden Club, Publix, Ingles, Pizza Inn, Bi-Lo, and Southern Sisters.

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

Jarrett McNeely, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	49	33
Percent satisfied with learning environment	100.0%	98.0%	90.9%
Percent satisfied with social and physical environment	100.0%	95.9%	90.9%
Percent satisfied with school-home relations	100.0%	87.8%	90.9%

* 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 9 out of 9 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	96.8%	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	105	100	8.7	25	66.3	96.2	87.1	83.5	Yes	Yes
Gender										
Male	43	100	14.3	31	54.8	92.9	84.3	80.1	N/A	N/A
Female	62	100	4.8	21	74.2	98.4	90.1	87	N/A	N/A
Racial/Ethnic Group										
White	93	100	7.6	27.2	65.2	96.7	89.9	89.6	Yes	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	78.6	74.6	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.8	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	81.3	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	11	100	36.4	54.5	9.1	72.7	51.9	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	1	I/S	I/S	I/S	I/S	I/S	79.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	33	100	18.8	28.1	53.1	87.5	81.4	76.9	I/S	I/S

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

All Students	105	100	9.6	24	66.3	94.2	85.3	80.4	Yes	Yes
Gender										
Male	43	100	9.5	23.8	66.7	92.9	83.2	78.4	N/A	N/A
Female	62	100	9.7	24.2	66.1	95.2	87.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	93	100	10.9	22.8	66.3	93.5	88.2	87.8	Yes	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	75.4	69.3	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.8	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	82.3	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	11	100	27.3	45.5	27.3	90.9	48.6	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	1	I/S	I/S	I/S	I/S	I/S	82.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	33	100	21.9	25	53.1	84.4	78.8	72.8	I/S	I/S

* 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	76	100	21.1	48.7	30.3	78.9	75	67.3
Gender								
Male	32	100	15.6	53.1	31.3	84.4	74.9	66.9
Female	44	100	25	45.5	29.5	75	75	67.7
Racial/Ethnic Group								
White	66	100	21.2	48.5	30.3	78.8	80.3	79.6
African American	6	I/S	I/S	I/S	I/S	I/S	57.3	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	82.5	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	70.1	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	34.3	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	1	I/S	I/S	I/S	I/S	I/S	64.6	58.6
Socio-Economic Status								
Subsidized meals	23	100	30.4	43.5	26.1	69.6	66.3	55.4

Social Studies

All Students	77	100	6.6	50	43.4	93.4	76.4	70.9
Gender								
Male	36	100	2.9	51.4	45.7	97.1	77.3	70.1
Female	41	100	9.8	48.8	41.5	90.2	75.6	71.7
Racial/Ethnic Group								
White	69	100	7.4	50	42.6	92.6	79.2	79.2
African American	6	I/S	I/S	I/S	I/S	I/S	66.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	88.9	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	74.3	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	38.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	74.1	68
Socio-Economic Status								
Subsidized meals	28	100	14.8	59.3	25.9	85.2	67.2	60.8

Abbreviations for Missing Data

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N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

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	107	100	13.2	26.4	60.4	86.8	76.4	72.1	96.8	96.7
Gender										
Male	44	100	23.3	27.9	48.8	76.7	70	65.2	96.7	96.6
Female	63	100	6.3	25.4	68.3	93.7	83.2	79.2	96.9	96.8
Racial/Ethnic Group										
White	94	100	11.8	29	59.1	88.2	80.3	80.8	96.6	96.4
African American	9	I/S	I/S	I/S	I/S	I/S	65.2	59.7	98	97.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.7	87	98.5	98
Hispanic	1	I/S	I/S	I/S	I/S	I/S	65	64.6	97.6	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	97.8	96.7
Disability Status										
Disabled	13	100	53.8	30.8	15.4	46.2	26.3	27.7	96.1	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	65	63.7	97.3	97.2
Socio-Economic Status										
Subsidized meals	32	100	21.9	31.3	46.9	78.1	66.8	61.9	96.1	96.2

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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	51	100	14	26	60	86
	4	67	100	15.6	35.9	48.4	84.4
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	57	100	1.8	21.4	76.8	98.2
	4	48	100	16.7	29.2	54.2	83.3
	5	0	N/A	N/A	N/A	N/A	N/A
	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	51	100	18	42	40	82
	4	67	100	9.4	42.2	48.4	90.6
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	57	100	10.7	14.3	75	89.3
	4	48	100	8.3	35.4	56.3	91.7
	5	0	N/A	N/A	N/A	N/A	N/A
	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	25	100	40	40	20	60
	4	67	100	23.4	57.8	18.8	76.6
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	28	100	28.6	28.6	42.9	71.4
	4	48	100	16.7	60.4	22.9	83.3
	5	0	N/A	N/A	N/A	N/A	N/A
	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

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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	26	100	12	56	32	88
	4	67	100	6.3	50	43.8	93.8
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	29	100	7.1	60.7	32.1	92.9
	4	48	100	6.3	43.8	50	93.8
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
2011	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	51	98	22.4	22.4	55.1	77.6
	4	68	100	18.5	36.9	44.6	81.5
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	57	100	8.9	26.8	64.3	91.1
	4	50	100	18	26	56	82
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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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