



## Reidville Elementary

PO Box 189/300 College  
Reidville, SC 29375

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	318 Students	
<b>Principal</b>	Elizabeth M. Sima	864-949-2388
<b>Superintendent</b>	Dr. Scott Turner	864-949-2350
<b>Board Chair</b>	Mr. Butch Coan	864-949-2350

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Good</b>
2008	Average	Below Average
2007	Good	At-Risk
2006	Good	Good
2005	Good	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**

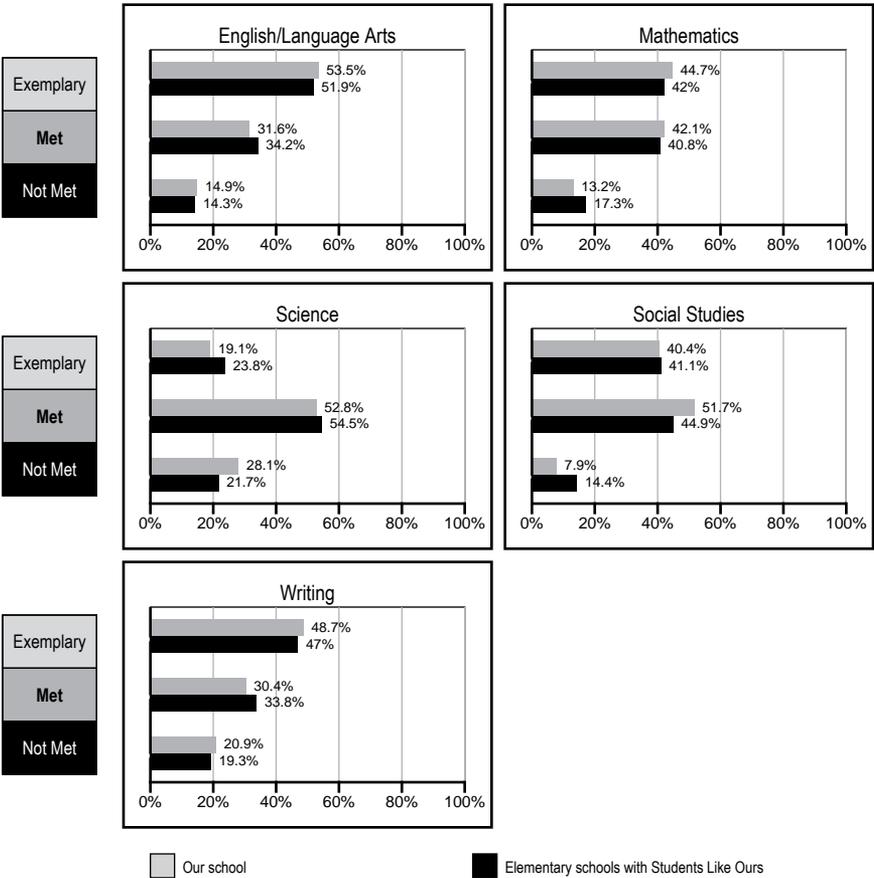
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 93.8%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
24	10	7	0	0

\* Ratings are calculated with data available by 06/01/2010.

**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
<b>Students (n=318)</b>				
First graders who attended full-day kindergarten	92.3%	Up from 90.0%	100.0%	100.0%
Retention rate	1.7%	Down from 3.6%	1.7%	1.9%
Attendance rate	97.1%	Up from 96.7%	96.6%	96.3%
Eligible for gifted and talented	12.3%	Up from 8.2%	17.8%	10.0%
With disabilities other than speech	0.9%	Down from 6.5%	7.2%	7.7%
Older than usual for grade	0.0%	Down from 0.3%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=23)</b>				
Teachers with advanced degrees	65.2%	Down from 74.2%	60.7%	59.4%
Continuing contract teachers	65.2%	Down from 74.2%	81.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.0%	Down from 92.1%	86.7%	85.9%
Teacher attendance rate	94.4%	Down from 96.3%	95.6%	95.1%
Average teacher salary*	\$47,648	Up 0.4%	\$48,653	\$47,149
Professional development days/teacher	14.7 days	Down from 18.8 days	10.9 days	11.1 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Down from 19.8 to 1	20.2 to 1	18.8 to 1
Prime instructional time	91.5%	Down from 91.9%	91.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,200	Down 0.4%	\$6,698	\$7,458
Percent of expenditures for instruction**	69.8%	Down from 70.2%	70.3%	68.8%
Percent of expenditures for teacher salaries**	67.8%	Up from 66.8%	66.5%	63.2%

\* 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 over three hundred fifteen 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 with the balanced literacy approach to reading, Everyday Math, inquiry-based science, and social studies. This year our teaching staff continues with implementation of learning-focused instruction—using research-based strategies 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, 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.

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 tops 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 joining us for Red Ribbon Week.

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

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  
Mr. and Mrs. McNeely, SIC Chairs

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	65	44
Percent satisfied with learning environment	100.0%	84.6%	80.5%
Percent satisfied with social and physical environment	100.0%	85.7%	95.5%
Percent satisfied with school-home relations	100.0%	87.5%	84.1%

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

## Abbreviations for Missing Data

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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**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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**

	<b>Our District</b>	<b>State</b>
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	N/A	5.8%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	94.0%*	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	118	100	14.9	31.6	53.5	89.5	86.3	82.8	Yes	Yes
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**Gender**

Male	61	100	16.9	30.5	52.5	86.4	83.5	79.3	N/A	N/A
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Female	57	100	12.7	32.7	54.5	92.7	89.4	86.5	N/A	N/A
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**Racial/Ethnic Group**

White	92	100	7.9	32.6	59.6	94.4	89.1	89.5	Yes	Yes
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African American	19	100	42.1	31.6	26.3	73.7	78.9	73.7	I/S	I/S
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.2	92.3	I/S	I/S
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	82.1	76.5	I/S	I/S
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
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**Disability Status**

Disabled	15	100	42.9	35.7	21.4	78.6	54.8	52	I/S	I/S
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
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**English Proficiency**

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	77.8	75.1	I/S	I/S
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**Socio-Economic Status**

Subsided meals	47	100	22.2	37.8	40	86.7	81.7	75.5	Yes	Yes
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**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	118	100	13.2	42.1	44.7	89.5	85.3	78.9	Yes	Yes
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**Gender**

Male	61	100	16.9	40.7	42.4	86.4	83.2	77	N/A	N/A
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Female	57	100	9.1	43.6	47.3	92.7	87.6	80.9	N/A	N/A
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**Racial/Ethnic Group**

White	92	100	7.9	42.7	49.4	93.3	88.6	87.2	Yes	Yes
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African American	19	100	36.8	31.6	31.6	68.4	75.2	66.7	I/S	I/S
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.3	93	I/S	I/S
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	81.7	76	I/S	I/S
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
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**Disability Status**

Disabled	15	100	50	35.7	14.3	50	48.8	45.5	I/S	I/S
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
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**English Proficiency**

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	75.8	76.1	I/S	I/S
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**Socio-Economic Status**

Subsided meals	47	100	17.8	44.4	37.8	84.4	79.2	70.2	Yes	Yes
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\* 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

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	92	100	28.1	52.8	19.1	71.9	75.1	67.5
<b>Gender</b>								
Male	47	100	28.3	50	21.7	71.7	74.8	67
Female	45	100	27.9	55.8	16.3	72.1	75.4	68
<b>Racial/Ethnic Group</b>								
White	67	100	20	55.4	24.6	80	80.5	79.5
African American	19	100	52.6	42.1	5.3	47.4	58.5	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.5	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	68.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	11	100	I/S	I/S	I/S	I/S	36.4	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	64.6	59.6
<b>Socio-Economic Status</b>								
Subsided meals	39	100	31.6	52.6	15.8	68.4	65.7	55.1
<b>Social Studies</b>								
All Students	93	100	7.9	51.7	40.4	92.1	77.9	72.3
<b>Gender</b>								
Male	48	100	8.7	47.8	43.5	91.3	77.6	71.5
Female	45	100	7	55.8	37.2	93	78.2	73.2
<b>Racial/Ethnic Group</b>								
White	76	100	4.1	53.4	42.5	95.9	81.2	80.7
African American	13	100	23.1	46.2	30.8	76.9	66.7	60
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	94.8	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	72.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
<b>Disability Status</b>								
Disabled	11	100	I/S	I/S	I/S	I/S	45.4	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	76.5	67.9
<b>Socio-Economic Status</b>								
Subsided meals	37	100	11.4	60	28.6	88.6	69.9	62.1

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

	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
<b>Writing</b>										
All Students	119	99.2	20.2	30.7	49.1	79.8	75.1	70.2	97.1	96.5
<b>Gender</b>										
Male	61	98.4	31	31	37.9	69	68.5	63.2	97	96.3
Female	58	100	8.9	30.4	60.7	91.1	82.4	77.5	97.1	96.7
<b>Racial/Ethnic Group</b>										
White	92	100	12.4	33.7	53.9	87.6	79.1	79.1	96.9	96.3
African American	20	100	45	20	35	55	63.4	57.6	98	97.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.1	86.2	98	97.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	65.3	62.6	97.6	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	98.3	95.3
<b>Disability Status</b>										
Disabled	12	100	58.3	33.3	8.3	41.7	27.8	26.1	97.4	95.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	64.9	61.2	97.1	96.9
<b>Socio-Economic Status</b>										
Subsidized meals	48	97.9	28.9	31.1	40	71.1	66.1	58.9	96.8	96

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
<b>English/Language Arts</b>							
<b>2009</b>	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
<b>Mathematics</b>							
<b>2009</b>	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
<b>Science</b>							
<b>2009</b>	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
<b>Social Studies</b>							
<b>2009</b>	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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