



## REUBEN ELEMENTARY

3605 Spearman Rd.  
Newberry, SC 29108

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	186 Students	
<b>Principal</b>	Mike Stroud	803-321-2664
<b>Superintendent</b>	Mr. Bennie Bennett	803-321-2600
<b>Board Chair</b>	Mr. Don Saylor	803-276-9765

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
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

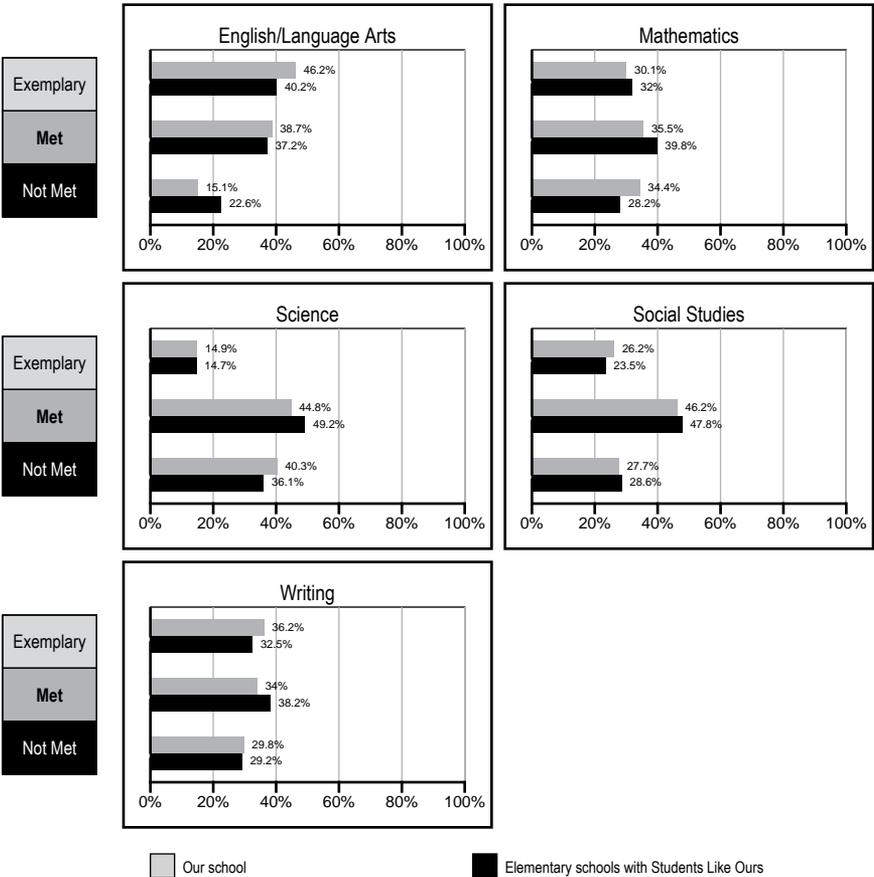
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
8	24	87	2	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
<b>Students (n=186)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 96.4%	100.0%	100.0%
Retention rate	2.4%	Up from 1.6%	1.2%	1.2%
Attendance rate	96.4%	Up from 95.9%	95.9%	96.1%
Eligible for gifted and talented	35.6%	Up from 6.8%	11.8%	11.7%
With disabilities other than speech	4.8%	No Change	8.5%	8.0%
Older than usual for grade	0.0%	No Change	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.6%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=13)</b>				
Teachers with advanced degrees	53.8%	Down from 78.6%	59.4%	60.5%
Continuing contract teachers	84.6%	Down from 100.0%	86.0%	84.6%
Teachers with emergency or provisional certificates	8.3%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	85.5%	No Change	88.8%	87.0%
Teacher attendance rate	95.6%	Up from 95.5%	95.4%	95.4%
Average teacher salary*	\$46,737	Up 0.7%	\$47,164	\$47,288
Professional development days/teacher	4.4 days	Down from 11.6 days	10.1 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 8.0	4.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 19.0 to 1	19.2 to 1	19.2 to 1
Prime instructional time	91.2%	Up from 88.6%	90.6%	90.8%
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	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,714	Down 0.3%	\$7,464	\$7,548
Percent of expenditures for instruction**	61.7%	Up from 60.1%	67.4%	68.7%
Percent of expenditures for teacher salaries**	58.8%	Up from 55.8%	64.2%	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

Reuben Elementary had another successful school year for 2009-2010. We met AYP again which makes 6 of the last 7 years we have met that goal. All of our teachers are highly qualified in their areas of certification.

We offered the "Hats off to Reading" incentive program once again this year and met our goal of reading 50,000 books. We also are continuing to offer our computerized tutorial program called "Odyssey" to our students.

We had two teachers to gain National Board Certification status to give us a total of four teachers now nationally-certified. Two more of our teachers are currently seeking the same certification.

We continue to encourage positive behavior by offering our students "Behavior Bucks" daily to get rewarded daily for good behavior and making good choices. We also offer a "Green Day" party every 9 weeks for those students who have maintained good behavior for that time period as part of our character education program.

Our fifth graders took their annual trip to Washington DC once again for a wonderful, educational experience. We took 37 students and parents on the trip.

Our Gifted and Talented program had two students to qualify as DUKE TIP scholars. We continue to offer our community a fully licensed 3-year-old daycare and use this to help get them ready for school. We also offer an after-school program until 6 p.m. for our community.

Our P.E. classes participated in Jump Rope for Heart, March Of Dimes, and Relay for Life.

We had two students to win honors at the state level in both Art and Handwriting.

Mike Stroud, Principal  
Benji Sease, SIC Chairman

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	26	25
Percent satisfied with learning environment	93.3%	96.2%	92.0%
Percent satisfied with social and physical environment	100.0%	88.5%	88.0%
Percent satisfied with school-home relations	86.7%	88.5%	84.0%

\* 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

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

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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**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	98	100	15.1	38.7	46.2	90.3	78.9	83.5	Yes	Yes
<b>Gender</b>										
Male	56	100	18.9	37.7	43.4	88.7	75.6	80.1	N/A	N/A
Female	42	100	10	40	50	92.5	82.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	60	100	15.5	29.3	55.2	89.7	88.4	89.6	Yes	Yes
African American	32	100	16.7	53.3	30	90	67	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	77.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	9	I/S	I/S	I/S	I/S	I/S	46.7	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	75	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	61	100	17.9	41.1	41.1	89.3	72	76.9	Yes	Yes

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

All Students	98	100	34.4	35.5	30.1	79.6	76.4	80.4	Yes	Yes
<b>Gender</b>										
Male	56	100	37.7	32.1	30.2	79.2	73.4	78.4	N/A	N/A
Female	42	100	30	40	30	80	79.6	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	60	100	31	29.3	39.7	79.3	86	87.8	Yes	Yes
African American	32	100	43.3	43.3	13.3	76.7	64	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	76.7	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	9	I/S	I/S	I/S	I/S	I/S	42.5	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	75.1	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	61	100	42.9	26.8	30.4	75	68.7	72.8	Yes	Yes

\* 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
<b>Science</b>								
All Students	69	100	40.3	44.8	14.9	59.7	60	67.3
<b>Gender</b>								
Male	38	100	43.2	40.5	16.2	56.8	60.2	66.9
Female	31	100	36.7	50	13.3	63.3	59.7	67.7
<b>Racial/Ethnic Group</b>								
White	44	100	39.5	37.2	23.3	60.5	74.7	79.6
African American	22	100	N/A	N/A	N/A	54.5	42.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	54.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
<b>Disability Status</b>								
Disabled	7	I/S	I/S	I/S	I/S	I/S	31	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	52.5	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	42	100	45	37.5	17.5	55	48.3	55.4
<b>Social Studies</b>								
All Students	70	100	27.7	46.2	26.2	72.3	66.5	70.9
<b>Gender</b>								
Male	43	100	25	42.5	32.5	75	64.6	70.1
Female	27	100	32	52	16	68	68.5	71.7
<b>Racial/Ethnic Group</b>								
White	39	100	24.3	43.2	32.4	75.7	78.8	79.2
African American	26	100	33.3	54.2	12.5	66.7	49.9	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	70.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	8	I/S	I/S	I/S	I/S	I/S	34.6	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	68.9	68
<b>Socio-Economic Status</b>								
Subsidized meals	43	100	34.2	42.1	23.7	65.8	56.9	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
<b>Writing</b>										
All Students	98	100	29.8	34	36.2	70.2	64.5	72.1	96.4	95.7
<b>Gender</b>										
Male	55	100	37.7	32.1	30.2	62.3	55.6	65.2	96.5	95.6
Female	43	100	19.5	36.6	43.9	80.5	73.6	79.2	96.2	95.9
<b>Racial/Ethnic Group</b>										
White	61	100	22	37.3	40.7	78	76.6	80.8	96.2	95.8
African American	31	100	46.7	26.7	26.7	53.3	49.7	59.7	96.9	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	96.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	60.3	64.6	95.3	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	98.8
<b>Disability Status</b>										
Disabled	9	I/S	I/S	I/S	I/S	I/S	22.3	27.7	95.5	94.6
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	97.2
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	57.7	63.7	95.5	96.2
<b>Socio-Economic Status</b>										
Subsidized meals	61	100	35.1	35.1	29.8	64.9	54	61.9	96	95.3

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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	40	100	20	25	55	80
	4	24	100	25	41.7	33.3	75
	5	38	100	32.4	48.6	18.9	67.6
	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>2010</b>	3	30	100	14.3	17.9	67.9	85.7
	4	41	100	15.4	51.3	33.3	84.6
	5	27	100	15.4	42.3	42.3	84.6
	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
<b>Mathematics</b>							
<b>2009</b>	3	40	100	30	42.5	27.5	70
	4	24	100	25	50	25	75
	5	38	100	37.8	54.1	8.1	62.2
	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
<b>2010</b>	3	30	100	25	28.6	46.4	75
	4	41	100	43.6	35.9	20.5	56.4
	5	27	100	30.8	42.3	26.9	69.2
	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
<b>Science</b>							
<b>2009</b>	3	21	100	28.6	61.9	9.5	71.4
	4	24	100	50	37.5	12.5	50
	5	19	100	57.9	36.8	5.3	42.1
	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>2010</b>	3	15	100	26.7	40	33.3	73.3
	4	41	100	46.2	43.6	10.3	53.8
	5	13	100	38.5	53.8	7.7	61.5
	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

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>Social Studies</b>							
<b>2009</b>	3	19	100	21.1	31.6	47.4	78.9
	4	24	100	25	50	25	75
	5	19	100	27.8	50	22.2	72.2
	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
<b>2010</b>	3	15	100	23.1	38.5	38.5	76.9
	4	41	100	30.8	53.8	15.4	69.2
	5	14	100	23.1	30.8	46.2	76.9
	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
<b>Writing</b>							
<b>2009</b>	3	41	100	26.8	24.4	48.8	73.2
	4	24	100	20.8	54.2	25	79.2
	5	38	100	29.7	40.5	29.7	70.3
	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
<b>2010</b>	3	30	100	17.2	31	51.7	82.8
	4	41	100	41	25.6	33.3	59
	5	27	100	26.9	50	23.1	73.1
	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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