



WILLIAM M REEVES ELEMENTARY

1003 DuBose School Road
Summerville, SC 29483

Grades	PK-5 Elementary School	
Enrollment	931 Students	
Principal	Laura Blanchard	843-695-2450
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Frances Townsend	843-873-1341

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Good
2009	Good	Average
2008	Average	Below Average
2007	N/A	N/A
2006	N/A	N/A

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

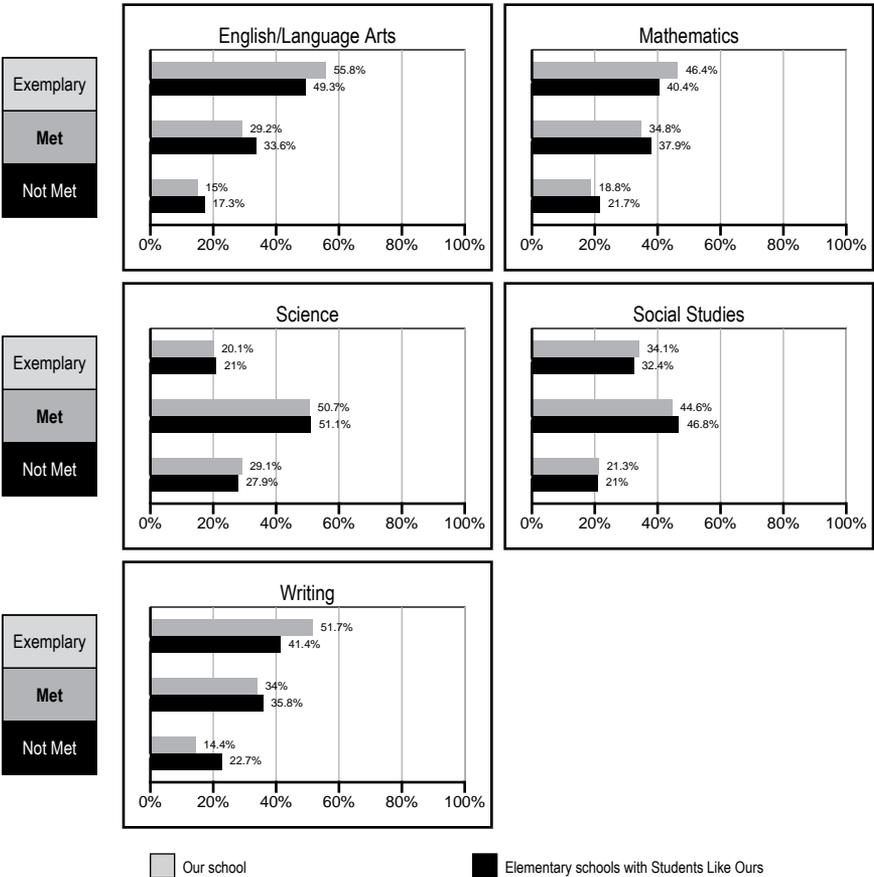
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
30	32	28	0	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=931)				
First graders who attended full-day kindergarten	98.6%	Down from 99.4%	100.0%	100.0%
Retention rate	1.0%	Down from 1.8%	1.1%	1.2%
Attendance rate	95.8%	Down from 96.3%	96.4%	96.1%
Eligible for gifted and talented	12.7%	Down from 16.6%	17.0%	11.7%
With disabilities other than speech	5.9%	Up from 4.5%	7.3%	8.0%
Older than usual for grade	0.0%	Down from 0.1%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Down from 2.2%	0.0%	0.0%
Teachers (n=57)				
Teachers with advanced degrees	49.1%	Up from 45.9%	62.2%	60.5%
Continuing contract teachers	87.7%	Up from 65.6%	86.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 1.9%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	90.2%	87.0%
Teacher attendance rate	93.7%	Down from 95.0%	95.8%	95.4%
Average teacher salary*	\$44,493	Up 2.6%	\$48,220	\$47,288
Professional development days/teacher	13.7 days	Down from 17.9 days	10.9 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 18.0 to 1	20.1 to 1	19.2 to 1
Prime instructional time	88.3%	Down from 90.2%	91.8%	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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,765	Up 5.3%	\$7,127	\$7,548
Percent of expenditures for instruction**	64.0%	Up from 62.3%	69.0%	68.7%
Percent of expenditures for teacher salaries**	60.3%	Up from 58.5%	65.9%	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

Students at William Reeves Elementary School "ROCK" because they are learning to be Responsible and Organized by building Character and Knowledge every day. Our school motto exemplifies our desire to help students develop skills that will enable them to be successful citizens and life-long learners. Our beautiful, nautical-themed facility opened its doors in 2007 with 842 students. We currently serve 930 in Child Development through 5th grade students. We are located in a rapidly developing area of Dorchester County.

We are a Positive Behavior Interventions and Supports (PBIS) school. We work to foster increased student achievement in a safe, happy learning environment with a focus on rigor, relevance, and relationships. Our staff has charted a course for success, and we take deliberate steps each day with the support of our PTA and School Improvement Council (SIC) to achieve those goals.

We measure our students' academic achievement using the Palmetto Assessment of State Standards (PASS), Measures of Academic Progress (MAP), Diagnostic Reading Assessment (DRA), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Reading Counts, teacher-made assessments, anecdotal records, monthly writing samples, district benchmark assessments, and teacher observations. To facilitate meaningful conversations about data and curriculum, separate data and curriculum walls are displayed and continuously updated. Teachers and administrators collaborate twice a month to analyze and respond to the data which drives instruction. These professional learning communities are established to ensure that there is a focus on the learner that is results-oriented.

We have technologically up-to-date computer labs that are utilized by teachers and students on a regular basis to develop PowerPoint programs, to conduct research, to work in their individual learning portfolios within the Compass program and to develop computer literacy skills. Each class has a SMARTboard (interactive whiteboard), an LCD projector, and a set of Senteo clickers to enhance instruction and learning.

Our school met 19 of 21 Adequate Yearly Progress (AYP) objectives last year or 90% of our objectives. We have seen growth for our students and will continue to work to foster the development of our students both in academic achievement and personal growth. With strong community support and caring parents who support us, we will be successful in our efforts to achieve excellence.

Laura Blanchard, Principal
Jeanette Rehrig, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	126	71
Percent satisfied with learning environment	100.0%	92.8%	92.8%
Percent satisfied with social and physical environment	100.0%	94.4%	93.0%
Percent satisfied with school-home relations	98.0%	89.7%	94.3%

* 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 21 out of 21 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 NI-DELAY

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	0.6%	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	95.8%	94.0%*	Yes

* Or greater than last year

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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	450	100	15.4	29.1	55.5	92.1	89.1	83.5	Yes	Yes
Gender										
Male	230	100	18.4	26.7	54.9	90.3	86.1	80.1	N/A	N/A
Female	220	100	12.4	31.4	56.2	93.8	92.1	87	N/A	N/A
Racial/Ethnic Group										
White	304	100	12.3	24.9	62.8	93	93	89.6	Yes	Yes
African American	113	100	26.5	43.1	30.4	87.3	81.6	74.6	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94.5	92.7	I/S	I/S
Hispanic	20	100	10.5	21.1	68.4	100	84.1	79.6	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	95.8	85.1	I/S	I/S
Disability Status										
Disabled	43	100	80	15	5	50	57.3	51.7	Yes	Yes
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	12	100	8.3	25	66.7	100	82.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	215	100	23.5	36.2	40.3	87.2	83.1	76.9	Yes	Yes

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

All Students	450	100	19.2	34.6	46.2	87.5	87.2	80.4	Yes	Yes
Gender										
Male	230	100	21.8	32.5	45.6	84.5	85.5	78.4	N/A	N/A
Female	220	100	16.7	36.7	46.7	90.5	88.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	304	100	13.3	32.6	54	90.9	92	87.8	Yes	Yes
African American	113	100	36.3	39.2	24.5	76.5	77.5	69.3	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94.5	93.5	I/S	I/S
Hispanic	20	100	15.8	42.1	42.1	89.5	86.1	78.3	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	93.1	83.2	I/S	I/S
Disability Status										
Disabled	43	100	57.5	37.5	5	60	55	46.1	Yes	Yes
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	12	100	25	41.7	33.3	83.3	86.8	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	215	100	30.1	38.3	31.6	80.6	80.3	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	289	100	29.4	50.6	20.1	70.6	74.7	67.3
Gender								
Male	141	100	32	43.8	24.2	68	74.2	66.9
Female	148	100	27	56.7	16.3	73	75.3	67.7
Racial/Ethnic Group								
White	194	100	23.2	51.4	25.4	76.8	84.1	79.6
African American	76	100	44.3	51.4	4.3	55.7	56.5	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.4	84.4
Hispanic	14	100	38.5	30.8	30.8	61.5	69	59.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	80.8	69.5
Disability Status								
Disabled	29	100	77.8	18.5	3.7	22.2	39.4	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	7	I/S	I/S	I/S	I/S	I/S	58.5	58.6
Socio-Economic Status								
Subsidized meals	136	100	42.7	47.6	9.7	57.3	61.8	55.4
Social Studies								
All Students	290	100	21.3	44.8	34	78.7	78.8	70.9
Gender								
Male	152	100	22.2	43.7	34.1	77.8	77.8	70.1
Female	138	100	20.3	45.9	33.8	79.7	79.8	71.7
Racial/Ethnic Group								
White	200	100	16.4	42.9	40.7	83.6	84.6	79.2
African American	69	100	36.1	52.5	11.5	63.9	67.5	58.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	90.1	86.8
Hispanic	11	100	18.2	36.4	45.5	81.8	74.4	68
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	82.5	71.2
Disability Status								
Disabled	26	100	58.3	37.5	4.2	41.7	44.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	69.1	68
Socio-Economic Status								
Subsidized meals	138	100	30.7	52.8	16.5	69.3	69.2	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	450	99.1	13.9	34.1	51.9	86.1	82.9	72.1	95.8	96
Gender										
Male	231	99.1	19.4	33.5	47.1	80.6	77.4	65.2	95.5	96
Female	219	99.1	8.6	34.8	56.7	91.4	88.6	79.2	96	96.1
Racial/Ethnic Group										
White	306	99	11.6	31.2	57.2	88.4	88.2	80.8	95.4	95.8
African American	113	99.1	22.5	38.2	39.2	77.5	73.1	59.7	96.8	96.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	90.5	87	95.9	97
Hispanic	19	100	10.5	36.8	52.6	89.5	75.2	64.6	95.8	96.1
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	90.1	73.4	92.7	95.5
Disability Status										
Disabled	46	95.7	70.7	24.4	4.9	29.3	37.7	27.7	95	95
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	11	100	16.7	41.7	41.7	83.3	71.4	63.7	96.7	96.5
Socio-Economic Status										
Subsidized meals	215	99.1	23.5	41.3	35.2	76.5	74.1	61.9	95.3	95.5

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	126	100	14.2	29.2	56.7	85.8
	4	161	100	20.3	38.5	41.3	79.7
	5	142	100	12.3	49.2	38.5	87.7
	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	161	100	15.5	20.9	63.5	84.5
	4	129	100	14	30.6	55.4	86
	5	160	100	16.3	36.1	47.6	83.7
	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	126	100	30	33.3	36.7	70
	4	161	100	15.4	47.6	37.1	84.6
	5	142	100	18.5	53.1	28.5	81.5
	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
2010	3	161	100	16.9	29.1	54.1	83.1
	4	129	100	15.7	37.2	47.1	84.3
	5	160	100	24.5	38.1	37.4	75.5
	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	63	100	24.1	43.1	32.8	75.9
	4	161	100	29.4	59.4	11.2	70.6
	5	71	100	24.2	57.6	18.2	75.8
	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	82	100	32.4	40.5	27	67.6
	4	129	100	22.3	57	20.7	77.7
	5	78	100	37.8	50	12.2	62.2
	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

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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	63	100	22.6	38.7	38.7	77.4
	4	161	100	16.1	57.3	26.6	83.9
	5	71	100	14.1	53.1	32.8	85.9
	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	79	100	20.3	43.2	36.5	79.7
	4	129	100	18.2	46.3	35.5	81.8
	5	82	100	27.4	43.8	28.8	72.6
	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
Writing							
2009	3	124	99.2	32.2	26.4	41.3	67.8
	4	157	98.1	22.4	36.4	41.3	77.6
	5	142	97.9	10.8	34.6	54.6	89.2
	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	161	100	14.8	35.6	49.7	85.2
	4	131	99.2	12.3	31.1	56.6	87.7
	5	158	98.1	14.5	35.2	50.3	85.5
	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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