



Reidville Elementary School

300 College Street/ P.O.
Reidville, SC 29375

Grades	PK-4 Elementary School	
Enrollment	271 Students	
Principal	Elizabeth M. Sima	864-949-2388
Superintendent	Dr. Scott Turner	864-949-2350
Board Chair	Mr. Steve Brockman	864-949-2350

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Good	At-Risk
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	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 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.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

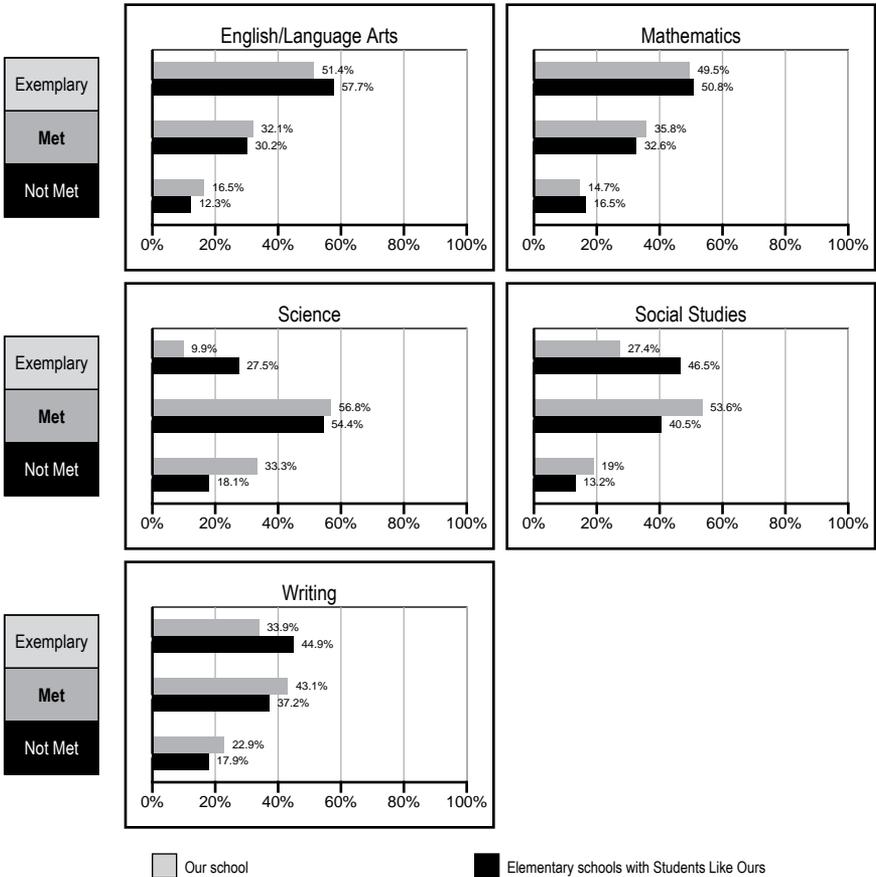
98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
36	10	0	1	0

* Ratings are calculated with data available by 12/14/2013.

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=271)				
First graders who attended full-day kindergarten	100.0%	Up from 98.0%	100.0%	100.0%
Retention rate	0.0%	No Change	0.8%	0.9%
Attendance rate	97.2%	Down from 97.4%	96.8%	96.3%
Served by gifted and talented program	6.5%	N/A	11.8%	7.2%
With disabilities	12.7%	N/A	10.7%	12.4%
Older than usual for grade	0.3%	N/A	1.4%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=21)				
Teachers with advanced degrees	81.0%	Up from 76.2%	64.4%	62.5%
Continuing contract teachers	66.7%	Down from 81.0%	88.2%	83.3%
Teachers returning from previous year	88.7%	Down from 90.7%	89.7%	88.3%
Teacher attendance rate	93.7%	Up from 91.3%	94.8%	95.0%
Average teacher salary*	\$51,031	Up 0.8%	\$49,656	\$48,193
Professional development days/teacher	17.0 days	Up from 11.6 days	10.6 days	11.0 days
School				
Principal's years at school	8.0	Up from 7.0	4.5	4.0
Student-teacher ratio in core subjects	18.3 to 1	Up from 17.7 to 1	21.1 to 1	20.1 to 1
Prime instructional time	90.1%	Up from 86.8%	90.5%	90.0%
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**	\$9,196	Up 3.2%	\$7,164	\$7,364
Percent of expenditures for instruction**	64.0%	Up from 63.0%	69.0%	68.0%
Percent of expenditures for teacher salaries**	63.0%	Up from 61.5%	67.0%	66.0%

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

** Prior year audited financial data are reported.

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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, the Gifted/Talented Program, Technology Team, Art Club, Character Education, Red Ribbon Week, Running Club, Sewing Club, Good News Club, Drama Club, ESOL, Reading Movin' Up Celebrations, Chorus, and more. Positive student leadership is promoted through our Olveus Anti-Bullying Program, School-wide Student Council, Wee Deliver Postal Service, Rocket Squad, Lunch Buddy Mentoring Program, Friday Friends/Backpack Food Program, Flag Bearers, our television Morning Show Reporters, and the Friday Radio Show DJs.

The service learning projects this year, coordinated through our Reidville Student Council included: collecting canned food items for our local food pantry, collecting soda pop tabs for the Ronald McDonald House, participating in Project Warmth, donating pet items to our local humane society, sending Christmas cards to the VA Medical Hospital (Veterans), collecting money for Relay for Life and the March of Dimes, and supporting military personnel.

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, Galaxy of Stars Student Talent Show, School-to-Work Career Day, 5-K Rocket Run, Order of the Quill, and our choral and drama productions.

We are grateful for our continued support of our PTO, and local business and community partners including: the Reidville Fire Department, Town Council, Reidville Historical Society, Zaxby's, McDonald's, The Reidville Garden Club, Publix, Yogurt King, 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 and supportive child-centered environment.

Elizabeth Sima, Principal

Jon Hollis, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	47	29
Percent satisfied with learning environment	100%	95.7%	96.6%
Percent satisfied with social and physical environment	100%	95.7%	100%
Percent satisfied with school-home relations	100%	95.7%	96.5%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	94.0
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Reidville Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.6%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.2%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	663.3	662.9	616.4	643.4	100.0	100.0
Male	660.8	662.4	617.1	642.0	100.0	100.0
Female	666.1	663.5	615.6	644.9	100.0	100.0
White	669.9	668.8	622.6	649.8	100.0	100.0
African American	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	645.9	646.2	602.5	623.1	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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							
2012	3	54	100	14.8	18.5	66.7	85.2
	4	56	100	16.7	24.1	59.3	83.3
	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
2013	3	54	100	17	22.6	60.4	83
	4	57	100	16.1	41.1	42.9	83.9
	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
Mathematics							
2012	3	54	100	18.5	35.2	46.3	81.5
	4	56	100	7.4	25.9	66.7	92.6
	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
2013	3	54	100	17	32.1	50.9	83
	4	57	100	12.5	39.3	48.2	87.5
	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
Science							
2012	3	27	100	33.3	33.3	33.3	66.7
	4	56	100	25.9	64.8	9.3	74.1
	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
2013	3	26	100	N/AV	N/AV	N/AV	60
	4	57	100	30.4	55.4	14.3	69.6
	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

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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							
2012	3	27	100	25.9	55.6	18.5	74.1
	4	56	100	9.3	55.6	35.2	90.7
	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
2013	3	28	100	10.7	64.3	25	89.3
	4	57	100	23.2	48.2	28.6	76.8
	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
Writing							
2012	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2013	3	53	100	26.4	47.2	26.4	73.6
	4	57	100	19.6	39.3	41.1	80.4
	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

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