



## William M Reeves Elementary

1003 DuBose School Road  
Summerville, SC 29483

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	842 Students	
<b>Principal</b>	Laura R. Blanchard	843-695-2450
<b>Superintendent</b>	Joseph R. Pye	843-873-2901
<b>Board Chair</b>	Bufort "Bo" Blanton	843-873-8454

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

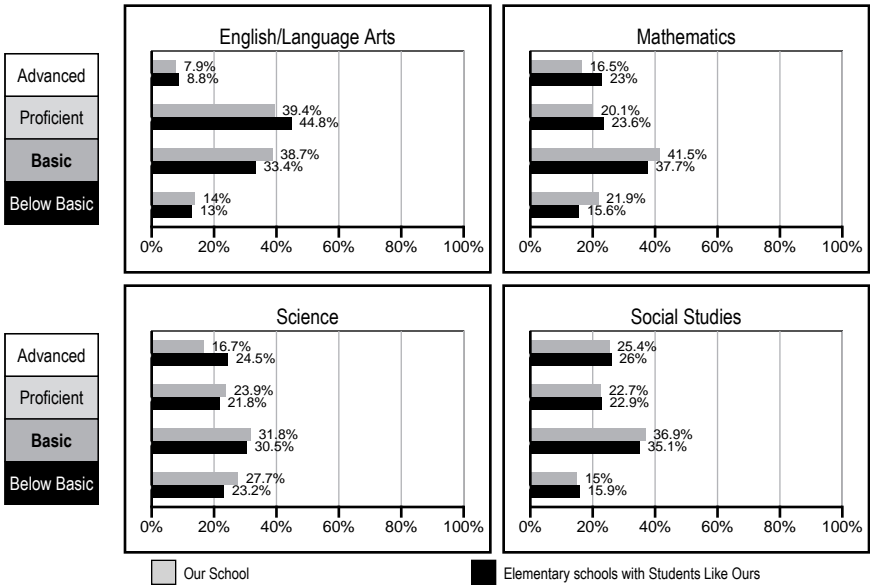
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 92.9%

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

Excellent	Good	Average	Below Average	At-Risk
3	26	39	1	0

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=842)</b>				
First graders who attended full-day kindergarten	100.0%	N/R	100.0%	100.0%
Retention rate	2.3%	N/A	1.8%	2.3%
Attendance rate	96.2%	N/A	96.5%	96.3%
Eligible for gifted and talented	12.9%	N/A	16.7%	10.4%
With disabilities other than speech	5.2%	N/A	6.6%	7.5%
Older than usual for grade	0.3%	N/A	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.4%	N/R	0.0%	0.0%
<b>Teachers (n=57)</b>				
Teachers with advanced degrees	35.1%	N/A	60.5%	56.7%
Continuing contract teachers	61.4%	N/A	81.5%	77.3%
Teachers with emergency or provisional certificates	2.5%	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.9%	86.4%
Teacher attendance rate	94.9%	N/R	94.7%	94.9%
Average teacher salary	\$42,068	I/S	\$46,557	\$45,345
Professional development days/teacher	14.7 days	N/R	13.2 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	N/R	5.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	N/R	19.6 to 1	18.5 to 1
Prime instructional time	90.2%	N/R	89.9%	89.8%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	100.0%	100.0%
Character development program	Excellent	N/R	Excellent	Excellent
Dollars spent per pupil*	N/A	N/A	\$6,545	\$7,052
Percent of expenditures for instruction*	N/A	N/A	69.5%	69.1%
Percent of expenditures for teacher salaries*	N/A	N/A	65.4%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

**Report of Principal and School Improvement Council**

The faculty and staff members of Reeves Elementary School are committed to motivating and challenging each student to chart a course for successful learning. Our faculty and student body set high goals for themselves, and we diligently strive to achieve them.

Academic excellence and student achievement are our goals. We used MAP (Measure of Academic Progress) testing this year in 2nd-5th grades. We also tested in our early grades using the DIBELS instrument and DRA (Developmental Reading Assessment). These data points give us specific feedback regarding student performance and enable teachers to target the specific needs of our children. Students have continued to participate in PACT-like district-wide writing prompts.

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 Odyssey program, and to develop computer literacy skills. Each class has a SMART Board (interactive whiteboard), an LCD, and a set of Senteo clickers to enhance instruction and learning.

We continue to focus on literacy instruction and solid math instruction in our district to further help us achieve our goals for student performance. We have provided small group differentiated instruction through a variety of programs and schedules in kindergarten – 3rd grades. We have READ 180 in both 4th and 5th grades. Our district interventionists provide tremendous staff development for our teachers in all content areas.

Reeves Elementary will receive its first report card in the fall of 2008. We have worked hard to analyze student achievement data and to design programs that will foster the personal growth for each of our students. Our PTA and SIC have supported us throughout this year in these efforts. They have provided many hours of volunteer time. In addition, the PTA has provided mini grants to teachers to impact the classrooms.

A challenge that we faced this school year was the opening of our new school. We have analyzed our data and tracked student growth. We have seen significant growth for all of our students in reading and in math. We will continue to work to meet the challenges of our diverse population and will use our data to monitor the progress of every student. With strong community support and caring parents who support us, we will be successful in our efforts to achieve excellence!

Laura Blanchard, Principal  
Bridget Dewees, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	54	125	69
Percent satisfied with learning environment	98.1%	92.8%	91.3%
Percent satisfied with social and physical environment	98.1%	90.3%	95.7%
Percent satisfied with school-home relations	94.4%	84.8%	87.0%

\* 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

NO

This school met 17 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

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. Sanction: Implement the restructuring plan.
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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.8%	0.0%	No
Student attendance rate	96.2%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	426	100	14	38.7	39.4	7.9	61.3	57.8	48.2	Yes	Yes
<b>Gender</b>											
Male	219	100	17.6	40	38	4.4	55.1	50.7	41.7	N/A	N/A
Female	207	100	10.1	37.2	41	11.7	68.1	65.6	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	295	100	9.9	35.4	44.5	10.2	67.5	65.8	60	Yes	Yes
African American	102	100	25.3	46.2	25.3	3.3	46.2	41.1	31.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	72.3	70.4	I/S	I/S
Hispanic	17	100	25	37.5	37.5	0	50	45	38.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	68.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	47	100	56.1	34.1	9.8	0	14.6	21.9	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	30.8	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	175	100	21	46.3	30.2	2.5	45.1	40.7	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	426	100	21.9	41.5	20.1	16.5	47.6	49.8	45.8	Yes	Yes
<b>Gender</b>											
Male	219	100	19	44.4	21	15.6	48.8	50.5	45.6	N/A	N/A
Female	207	100	25	38.3	19.1	17.6	46.3	49.1	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	295	100	18.2	35	24.1	22.6	55.8	59.9	59	Yes	Yes
African American	102	100	31.9	58.2	7.7	2.2	27.5	28.3	26.9	No	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	67.1	71.3	I/S	I/S
Hispanic	17	100	31.3	43.8	25	0	25	37.4	38.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	55.2	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	47	100	63.4	34.1	0	2.4	4.9	21.7	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	26	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	175	100	29.6	50	15.4	4.9	32.7	32	31.4	No	Yes

\* Adj - 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

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	283	100	27.7	31.8	23.9	16.7	40.5	42	35.7	96.2	96.1
<b>Gender</b>											
Male	147	100	27	31.4	23.4	18.2	41.6	45.1	37.4	96.1	95.9
Female	136	100	28.3	32.3	24.4	15	39.4	38.7	33.8	96.3	96.3
<b>Racial/Ethnic Group</b>											
White	201	100	23.7	29.5	26.8	20	46.8	52.4	49.2	96	96
African American	62	100	40	38.2	16.4	5.5	21.8	20.7	17	96.9	96.2
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	52.7	58	96.1	97
Hispanic	12	100	27.3	45.5	18.2	9.1	27.3	27.1	24.9	96.7	96.1
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	51.2	37.4	95.2	95.8
<b>Disability Status</b>											
Disabled	26	100	65.2	17.4	13	4.3	17.4	21.6	14	94.8	95
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	93.2
<b>English Proficiency</b>											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	18.3	24.4	96.6	96.5
<b>Socio-Economic Status</b>											
Subsided meals	109	100	38.6	30.7	22.8	7.9	30.7	24.5	21.1	95.6	95.3
<b>Social Studies</b>											
All Students	280	100	15	36.9	22.7	25.4	48.1	43.2	34	96.2	96.1
<b>Gender</b>											
Male	148	100	15	33.6	26.4	25	51.4	46.4	36.6	96.1	95.9
Female	132	100	15	40.8	18.3	25.8	44.2	39.7	31.3	96.3	96.3
<b>Racial/Ethnic Group</b>											
White	195	100	12.2	35	22.8	30	52.8	51	44.5	96	96
African American	64	100	25	41.7	20	13.3	33.3	25.8	19.1	96.9	96.2
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	61.4	58.9	96.1	97
Hispanic	12	100	9.1	45.5	18.2	27.3	45.5	32.8	27.5	96.7	96.1
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	46	32.7	95.2	95.8
<b>Disability Status</b>											
Disabled	33	100	46.4	50	3.6	0	3.6	20.9	14.4	94.8	95
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	93.2
<b>English Proficiency</b>											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	24.4	27.3	96.6	96.5
<b>Socio-Economic Status</b>											
Subsided meals	118	100	20.7	48.6	22.5	8.1	30.6	26.5	21	95.6	95.3

\* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	N/A	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	N/A
	5	N/A	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	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2008</b>	3	148	100	12.9	27.3	49.6	10.1	59.7
	4	137	100	9.2	35.9	45.8	9.2	55
	5	141	100	20.3	54.5	21.1	4.1	25.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	N/A	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	N/A
	5	N/A	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	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2008</b>	3	148	100	18	44.6	20.9	16.5	37.4
	4	137	100	16	36.6	28.2	19.1	47.3
	5	141	100	32.5	43.1	10.6	13.8	24.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	N/A	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	N/A
	5	N/A	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	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2008</b>	3	75	100	21.4	31.4	31.4	15.7	47.1
	4	137	100	20.6	34.4	26.7	18.3	45
	5	71	100	49.2	27	9.5	14.3	23.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	N/A	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	N/A
	5	N/A	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	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2008</b>	3	73	100	5.8	39.1	31.9	23.2	55.1
	4	137	100	13	35.9	22.1	29	51.1
	5	70	100	30	36.7	13.3	20	33.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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