



Simpsonville Elementary

200 Morton Avenue
Simpsonville, SC 29681

Grades	PK-5 Elementary School	
Enrollment	671 Students	
Principal	Jan H. James	864-355-8300
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Good*
2007	Average	Below Average
2006	Average	At-Risk
2005	Average	At-Risk
2004	Good	At-Risk

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

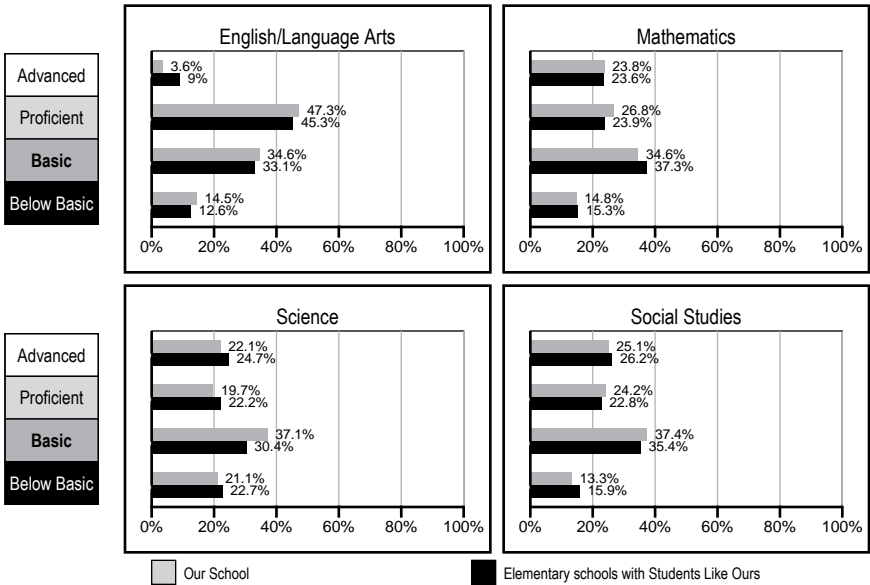
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 93.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	25	33	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
Students (n=671)				
First graders who attended full-day kindergarten	98.0%	Up from 92.5%	100.0%	100.0%
Retention rate	1.6%	Down from 2.1%	1.6%	2.3%
Attendance rate	97.1%	Up from 96.7%	96.7%	96.3%
Eligible for gifted and talented	18.8%	Up from 15.0%	17.9%	10.4%
With disabilities other than speech	10.1%	Down from 11.3%	6.4%	7.5%
Older than usual for grade	0.2%	Down from 0.8%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	44.2%	Down from 47.7%	60.7%	56.7%
Continuing contract teachers	81.4%	Down from 84.1%	79.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.6%	Down from 92.6%	87.0%	86.4%
Teacher attendance rate	95.1%	Down from 95.4%	94.9%	94.9%
Average teacher salary	\$46,015	Down 0.3%	\$47,069	\$45,345
Professional development days/teacher	11.0 days	Down from 19.2 days	12.3 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Down from 19.9 to 1	19.7 to 1	18.5 to 1
Prime instructional time	90.6%	Up from 90.3%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,950	Up 4.1%	\$6,609	\$7,052
Percent of expenditures for instruction*	71.9%	Up from 71.6%	70.6%	69.1%
Percent of expenditures for teacher salaries*	67.6%	Up from 67.3%	66.8%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The Simpsonville Elementary faculty, staff, PTA, and SIC worked together to develop a mission, shared vision, and school goals for the 2007-2008 school year. In developing our Strategic Plan, we reviewed the most recent test data, state standards for learning, and the District Education Plan. Our mission is "Preparing students to be productive, respectful, and responsible." A priority for Simpsonville Elementary is to raise the academic challenge and performance of each student by increasing the percentage of students scoring PROFICIENT or above on PACT English/Language Arts by 5% and Mathematics by 5%. We are providing a school environment supportive of learning by promoting character education, as well as civic and personal responsibility. We have improved public understanding and support of our school by involving parents and volunteers as partners with our school in Junior Achievement, Hispanic Family Literacy Nights, Super Star Math, SEEDS literacy program, a before school math computer lab, and small group tutoring. Through teacher websites, all parents have access to current information from their child's class. We have promoted character education and civic responsibility through collecting canned goods, school supplies for the Children's Hospital, March of Dimes, and participating in "Jump Rope for Heart". These projects help our students learn firsthand the rewards of helping others in our community. Simpsonville Elementary raised over \$198,000 for "Jump Rope for Heart" since 1981. Success will be measured by student performance on standardized tests, MAP tests, student work samples, and attendance logs for conferences, PTA meetings, and staff development.

Our vision is to help each child reach or exceed his or her full potential by providing creative and challenging learning opportunities. Field Trips at each grade level coordinate with and enrich our curriculum. An Artist-in-Residence program provided our students an opportunity to use water colors to paint a wild animal print.

Simpsonville Elementary School has a long history of strong academic achievement. We believe that the use of the Four Blocks Reading model, Every Day Counts Math, Larson's Math, academic enrichment, and outstanding parental support of academic programs contribute to student success. We have an experienced instructional staff, many of whom have advanced degrees. The support of parents and the community is evidenced by tremendous support of our SEEDS program, Reading Counts, and Morning Math Achievers, which were offered to students through volunteers working with classroom teachers. We are continuing our efforts to maintain an atmosphere where parent and community involvement are encouraged.

With Academic Achievement as our # 1 priority at Simpsonville Elementary, we made teaching all students the focal point of planning. Academic standards were enhanced by professional development, the information gained through the development of our Strategic Plan, and the ongoing analysis of standardized test scores and other data.

Jan H. James, Principal
Ms. Shannon Greene, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	111	69
Percent satisfied with learning environment	97.9%	85.3%	91.3%
Percent satisfied with social and physical environment	97.9%	90.1%	94.0%
Percent satisfied with school-home relations	95.7%	90.1%	95.6%

* 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 23 out of 25 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	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	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
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

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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
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	357	99.4	13.9	34.8	47.6	3.6	64.2	52.4	48.2	Yes	Yes
Gender											
Male	194	99	15.7	38.8	43.3	2.2	60.1	46.1	41.7	N/A	N/A
Female	163	100	11.8	30.3	52.6	5.3	69.1	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	225	99.6	10	31.8	54	4.3	70.6	62.3	60	Yes	Yes
African American	82	100	26	42.5	31.5	0	45.2	31.7	31.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	34	100	16.1	I/S	38.7	6.5	64.5	36.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	66	98.5	37.3	42.4	18.6	1.7	33.9	20.3	16	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	48	97.9	16.3	39.5	37.2	7	62.8	36.1	36.9	Yes	Yes
Socio-Economic Status											
Subsided meals	131	98.5	20.9	39.1	38.3	1.7	52.2	34.3	34	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	357	100	14.8	34.6	26.8	23.8	62	49.5	45.8	Yes	Yes
Gender											
Male	194	100	14.4	33.3	22.8	29.4	62.2	49.9	45.6	N/A	N/A
Female	163	100	15.1	36.2	31.6	17.1	61.8	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	225	100	9	30.7	29.7	30.7	72.6	59.4	59	Yes	Yes
African American	82	100	31.5	45.2	16.4	6.8	28.8	27.2	26.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	34	100	19.4	35.5	32.3	12.9	67.7	37.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	66	100	41.7	31.7	16.7	10	33.3	20.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	48	100	18.2	36.4	27.3	18.2	63.6	38.4	38.7	Yes	Yes
Socio-Economic Status											
Subsided meals	131	100	24.8	41	19.7	14.5	45.3	32.2	31.4	Yes	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
Science											
All Students	228	100	21.1	37.1	19.7	22.1	41.8	39.3	35.7	97.1	96.5
Gender											
Male	126	100	20.2	32.8	16.8	30.3	47.1	41.6	37.4	97	96.4
Female	102	100	22.3	42.6	23.4	11.7	35.1	36.9	33.8	97.2	96.6
Racial/Ethnic Group											
White	140	100	11.4	33.3	25.8	29.5	55.3	49.7	49.2	96.9	96.4
African American	54	100	40.8	42.9	6.1	10.2	16.3	18.2	17	97.4	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	98.6	97.7
Hispanic	24	100	27.3	54.5	9.1	9.1	18.2	23.7	24.9	97.3	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	97.2	95.3
Disability Status											
Disabled	45	100	46.3	31.7	2.4	19.5	22	16.3	14	96	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
English Proficiency											
Limited English Proficient	32	100	33.3	46.7	13.3	6.7	20	22.6	24.4	97.4	97.2
Socio-Economic Status											
Subsided meals	89	100	33.3	43.2	13.6	9.9	23.5	21.3	21.1	96.3	95.8
Social Studies											
All Students	227	99.6	12.9	37.6	24.3	25.2	49.5	38.1	34	97.1	96.5
Gender											
Male	123	99.2	13.3	31.9	23.9	31	54.9	41	36.6	97	96.4
Female	104	100	12.4	44.3	24.7	18.6	43.3	35	31.3	97.2	96.6
Racial/Ethnic Group											
White	148	100	12.8	36.2	21.3	29.8	51.1	46.1	44.5	96.9	96.4
African American	51	100	17.8	37.8	33.3	11.1	44.4	20.5	19.1	97.4	96.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	98.6	97.7
Hispanic	20	100	5.9	52.9	17.6	23.5	41.2	27.7	27.5	97.3	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	97.2	95.3
Disability Status											
Disabled	40	100	37.8	35.1	8.1	18.9	27	17.1	14.4	96	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
English Proficiency											
Limited English Proficient	28	96.4	4.3	47.8	21.7	26.1	47.8	27.6	27.3	97.4	97.2
Socio-Economic Status											
Subsided meals	76	98.7	27.3	40.9	18.2	13.6	31.8	22.8	21	96.3	95.8

* 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*	
English/Language Arts									
2007	3	102	100	10.6	29.8	52.1	7.4	59.6	
	4	129	98.5	14.9	39.5	41.2	4.4	45.6	
	5	134	100	22	48.8	25.2	4.1	29.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	140	99.3	7.8	31	55.8	5.4	61.2	
	4	97	99	16.7	25.6	56.7	1.1	57.8	
	5	120	100	18.9	46.8	30.6	3.6	34.2	
	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	
Mathematics									
2007	3	102	100	11.7	53.2	25.5	9.6	35.1	
	4	129	100	18.3	41.7	12.2	27.8	40	
	5	134	100	20.3	52.8	14.6	12.2	26.8	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	140	100	11.5	37.7	26.9	23.8	50.8	
	4	97	100	11	22	36.3	30.8	67	
	5	120	100	21.6	41.4	18.9	18	36.9	
	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	
Science									
2007	3	51	100	31.1	24.4	33.3	11.1	44.4	
	4	129	100	21.1	36.8	27.2	14.9	42.1	
	5	70	100	33.9	30.6	14.5	21	35.5	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	71	100	18.5	43.1	26.2	12.3	38.5	
	4	97	100	15.4	35.2	19.8	29.7	49.5	
	5	60	100	33.3	33.3	12.3	21.1	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	
Social Studies									
2007	3	51	100	10.9	45.7	30.4	13	43.5	
	4	129	100	21.9	37.7	21.1	19.3	40.4	
	5	65	100	25.9	41.4	17.2	15.5	32.8	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	70	100	7.6	43.9	33.3	15.2	48.5	
	4	97	99	13.3	41.1	20	25.6	45.6	
	5	60	100	18.5	24.1	20.4	37	57.4	
	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	

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