



## Reuben Elementary

3605 Spearman Rd.  
Newberry, SC 29108

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	209 Students	
<b>Principal</b>	Gloria M. Owens	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 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Average	Average
2004	Average	Below Average

## 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**

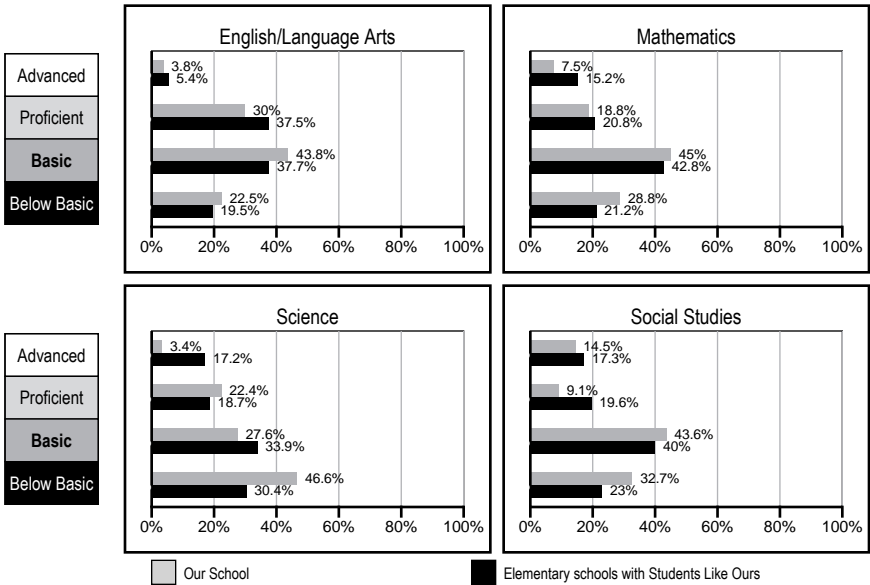
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.3%

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

Excellent	Good	Average	Below Average	At-Risk
0	8	67	17	1

\* 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=209)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Down from 3.9%	2.9%	2.3%
Attendance rate	96.4%	Up from 96.2%	96.2%	96.3%
Eligible for gifted and talented	5.6%	Up from 0.0%	9.5%	10.4%
With disabilities other than speech	5.2%	Up from 3.8%	8.7%	7.5%
Older than usual for grade	0.0%	No Change	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=15)</b>				
Teachers with advanced degrees	66.7%	Up from 62.5%	58.0%	56.7%
Continuing contract teachers	73.3%	Down from 75.0%	81.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	76.6%	Up from 72.2%	87.4%	86.4%
Teacher attendance rate	95.0%	Up from 90.6%	94.8%	94.9%
Average teacher salary	\$43,064	Up 9.0%	\$45,465	\$45,345
Professional development days/teacher	9.2 days	Down from 13.4 days	12.9 days	12.6 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	15.5 to 1	Up from 14.7 to 1	18.5 to 1	18.5 to 1
Prime instructional time	91.4%	Up from 84.3%	89.4%	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 97.4%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,432	Up 19.5%	\$6,938	\$7,052
Percent of expenditures for instruction*	62.7%	Up from 60.4%	68.9%	69.1%
Percent of expenditures for teacher salaries*	60.1%	Up from 58.4%	65.5%	64.2%

\* Prior year audited financial data are reported.

**Report of Principal and School Improvement Council**

During the 2007-08 school year, Reuben Elementary enjoyed a variety of accomplishments and successes, despite losing staff positions due to budget cuts. Title One funds and a supportive PTO allowed classroom libraries to be expanded, new books to be purchased for the media center, and classroom technology to be updated with installation of SmartBoards in each homeroom. In addition, the building was re-roofed. PTO and the district assisted with new fencing around the perimeter of the schoolyard for security purposes. A PTO sponsored fundraiser allowed a new PA system to be purchased for student performances in the cafeteria.

Due to a below average State Report Card rating, much emphasis was placed on improving academic achievement. A new reading incentive program was initiated. At the end of the year we celebrated, in various ways, having read 44,498 books! To further develop the writing process, all students published their own books. Odyssey, a computerized tutorial program, provided individual academic assistance in a highly-engaging format.

A schoolwide unit of study centered on pirates. It included a visit from author, Melinda Long. Each student received an autographed copy of her book, How I Became a Pirate. Research, writing, and pirate vocabulary ensured student engagement.

In order to continue to grow the knowledge base of faculty and staff, teachers participated in book studies of professional readings and data analysis. One-third of the staff began to pursue National Board Certification. One teacher was selected to participate in Palmetto Teachers Association's STAR teacher event.

Reuben students continue to support a variety of community service projects, including Operation Shoebox, March of Dimes, Relay for Life, Jump Rope for Heart, and tabs for Ronald McDonald House. Several students received state and national recognition for honors in art and citizenship.

The 2007-08 school year proved to be a very successful year. Reuben Elementary continues to be a "Beacon for the Community" by promoting academic achievement and community support. More successes are in its future.

Lisa Bouknight, School Improvement Chair  
 Gloria Owens, Principal

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	12	31	24
Percent satisfied with learning environment	100.0%	100.0%	100.0%
Percent satisfied with social and physical environment	100.0%	86.7%	87.5%
Percent satisfied with school-home relations	83.3%	80.0%	79.2%

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

Abbreviations for Missing Data

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

School Adequate Yearly Progress

NO

This school met 10 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. 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	0.0%	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	96.4%	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	87	100	22.5	43.8	30	3.8	52.5	38.5	48.2	Yes	Yes
<b>Gender</b>											
Male	50	100	28.3	41.3	26.1	4.3	45.7	30.2	41.7	N/A	N/A
Female	37	100	14.7	47.1	35.3	2.9	61.8	47.6	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	49	100	20	42.2	31.1	6.7	57.8	53.3	60	Yes	Yes
African American	33	100	30	43.3	26.7	0	43.3	21.8	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	32	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	10.8	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	22.9	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	28.8	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	56	100	30.8	44.2	25	0	38.5	24.8	34	No	Yes

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

All Students	87	100	28.8	45	18.8	7.5	36.3	39.1	45.8	No	Yes
<b>Gender</b>											
Male	50	100	32.6	39.1	21.7	6.5	37	37.5	45.6	N/A	N/A
Female	37	100	23.5	52.9	14.7	8.8	35.3	40.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	49	100	22.2	46.7	22.2	8.9	44.4	55	59	Yes	Yes
African American	33	100	40	40	16.7	3.3	26.7	21	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	33.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	13.9	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	20	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	32.1	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	56	100	40.4	46.2	9.6	3.8	21.2	26.2	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	62	100	46.6	27.6	22.4	3.4	25.9	30.2	35.7	96.4	95.9
<b>Gender</b>											
Male	36	100	48.5	36.4	12.1	3	15.2	30.6	37.4	96.6	95.7
Female	26	100	44	16	36	4	40	29.6	33.8	96.2	96.2
<b>Racial/Ethnic Group</b>											
White	31	100	41.4	34.5	17.2	6.9	24.1	45.2	49.2	96	96
African American	27	100	56	16	28	0	28	12.9	17	97.1	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	95.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	26.2	24.9	96.1	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	96.6
<b>Disability Status</b>											
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	8	14	95.1	94.8
<b>Migrant Status</b>											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	10	21.9	95.4	96.1
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	24.8	24.4	95.7	96.1
<b>Socio-Economic Status</b>											
Subsided meals	42	100	55	25	20	0	20	17.4	21.1	96	95.4
<b>Social Studies</b>											
All Students	59	100	32.7	43.6	9.1	14.5	23.6	24.2	34	96.4	95.9
<b>Gender</b>											
Male	29	100	25	50	3.6	21.4	25	25.1	36.6	96.6	95.7
Female	30	100	40.7	37	14.8	7.4	22.2	23.4	31.3	96.2	96.2
<b>Racial/Ethnic Group</b>											
White	37	100	38.2	35.3	5.9	20.6	26.5	34.3	44.5	96	96
African American	19	100	27.8	50	16.7	5.6	22.2	13.1	19.1	97.1	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	95.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.5	96.1	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.6
<b>Disability Status</b>											
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	7.9	14.4	95.1	94.8
<b>Migrant Status</b>											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	8.3	22.6	95.4	96.1
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	18.3	27.3	95.7	96.1
<b>Socio-Economic Status</b>											
Subsided meals	38	100	36.1	50	8.3	5.6	13.9	14.6	21	96	95.4

\* 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	27	100	7.7	50	38.5	3.8	42.3
	4	24	100	16.7	37.5	45.8	0	45.8
	5	32	100	41.9	35.5	22.6	0	22.6
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	23	100	13.6	27.3	45.5	13.6	59.1
	4	34	100	24.2	51.5	24.2	0	24.2
	5	30	100	28	48	24	0	24
	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	27	100	30.8	53.8	15.4	0	15.4
	4	24	100	16.7	45.8	29.2	8.3	37.5
	5	32	100	22.6	61.3	16.1	0	16.1
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	23	100	18.2	45.5	18.2	18.2	36.4
	4	34	100	39.4	48.5	6.1	6.1	12.1
	5	30	100	24	40	36	0	36
	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	13	100	30.8	53.8	15.4	0	15.4
	4	24	100	37.5	45.8	12.5	4.2	16.7
	5	16	100	62.5	25	6.3	6.3	12.5
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	12	100	16.7	41.7	41.7	0	41.7
	4	34	100	54.5	27.3	15.2	3	18.2
	5	16	100	53.8	15.4	23.1	7.7	30.8
	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	14	100	46.2	53.8	0	0	0
	4	24	100	20.8	50	25	4.2	29.2
	5	16	100	53.3	40	6.7	0	6.7
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	11	100	0	60	10	30	40
	4	34	100	45.5	39.4	6.1	9.1	15.2
	5	14	100	25	41.7	16.7	16.7	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

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