



WILLIAM M REEVES ELEMENTARY

1003 DuBose School Road
Summerville, SC 29483

Grades	PK-5 Elementary School	
Enrollment	922 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 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Good
2009	Good	Average
2008	Average	Below Average
2007	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 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://eoc.sc.gov>

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

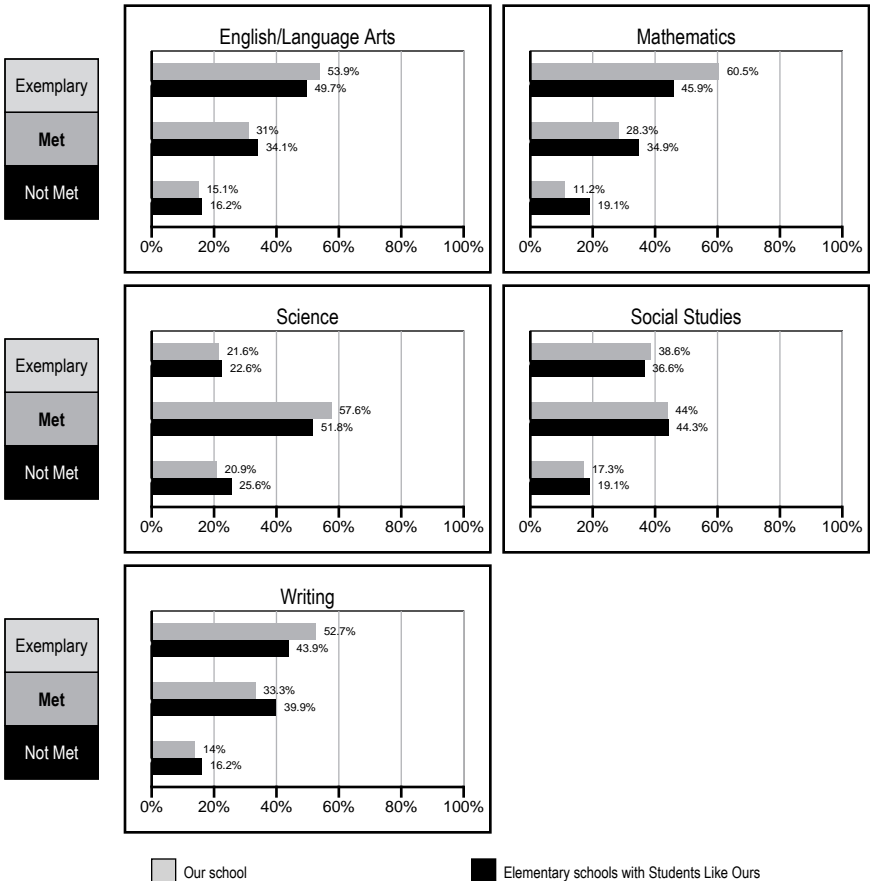
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
31	35	12	0	0

* Ratings are calculated with data available by 11/09/2011.

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=922)				
First graders who attended full-day kindergarten	99.4%	Up from 98.6%	100.0%	100.0%
Retention rate	1.8%	Up from 1.0%	0.9%	1.1%
Attendance rate	96.0%	Up from 95.8%	96.3%	96.2%
Served by gifted and talented program	19.1%	Up from 12.7%	20.0%	13.4%
With disabilities other than speech	1.4%	Down from 5.9%	3.6%	4.1%
Older than usual for grade	0.2%	Up from 0.0%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.9%	0.0%	0.0%
Teachers (n=57)				
Teachers with advanced degrees	49.1%	No Change	65.9%	62.5%
Continuing contract teachers	89.5%	Up from 87.7%	90.8%	88.2%
Teachers returning from previous year	87.9%	N/A	90.2%	87.8%
Teacher attendance rate	93.6%	Down from 93.7%	95.0%	95.2%
Average teacher salary*	\$44,251	Down 0.5%	\$48,080	\$46,773
Professional development days/teacher	12.8 days	Down from 13.7 days	11.0 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Down from 20.1 to 1	20.8 to 1	19.9 to 1
Prime instructional time	88.5%	Up from 88.3%	90.2%	90.4%
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**	\$6,265	Down 7.4%	\$7,186	\$7,447
Percent of expenditures for instruction**	62.6%	Down from 64.0%	68.8%	68.4%
Percent of expenditures for teacher salaries**	61.4%	Up from 60.3%	66.6%	65.8%

* 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

Marlins ROCK is more than a motto for our students. It is a belief that is held in the hearts and minds of our school family. We are Responsible educators who strive to create an Organized environment that models Character and values Knowledge. It is said that some of the largest documented marlins were caught in waters considered to be on the edges of their habitats, pushing their limits. Like the marlin, we have pushed ourselves as educators and learners in an effort to better serve our children and the community in which they live. Our teachers, staff and parents create an atmosphere that builds community and sets high standards that encourage our students to push their limits and exceed beyond expectations. As a school family, we are committed to motivating and challenging our students to chart a course for successful learning. We are honored to have been named Palmetto's Finest this past year.

Our beautiful, nautical themed facility opened its doors in 2007 with 842 students, and we currently serve 948 Child Development through 5th grade students. We are located in a rapidly developing area of Dorchester County. "Teamwork is the ability to work together toward a common vision. It's the fuel that allows common people to obtain uncommon results" (Andrew Carnegie). The message of "TEAM" has been and continues to be communicated through meetings and interactions with all stakeholders. Our principal and kindergarten teachers host a new parent orientation in the spring of each year. Families receive packets of information/activities to help them prepare for kindergarten. At the annual Meet the Teacher Night, teachers share information about goals, expectations, and procedures for the coming year. The administrative team meets weekly and then daily as needed. Monthly meetings are held with PTA, SIC, student council, grade representatives/leadership team, and PBIS leadership team. Additionally, monthly data and curriculum meetings are held with each grade level/content area team. Our business partners meet approximately five times throughout the year. Implementation of and continued integration of PBIS has helped us to create an atmosphere of high expectations and learning. The philosophies of the school community and the vision for the school are shared and shaped through collaborative team meetings.

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 I pads, SMART board (interactive whiteboard), an LCD, and a set of Senteo clickers to enhance instruction and learning.

Our school met 21 of 21 AYP 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.

Laura Blanchard, Principal
Jeannette Rehrig, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	56	96	31
Percent satisfied with learning environment	100.0%	91.6%	90.3%
Percent satisfied with social and physical environment	100.0%	90.5%	83.9%
Percent satisfied with school-home relations	98.2%	87.4%	87.1%

* 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 17 out of 17 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. 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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%**	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	446	100	15.7	30.8	53.5	90.6	88.8	82.4	Yes	Yes
Gender										
Male	213	100	21.3	28.9	49.7	85.3	86	78.7	N/A	N/A
Female	233	100	10.6	32.4	56.9	95.4	91.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	288	100	8.9	29.7	61.3	94.4	92.7	88.9	Yes	Yes
African American	112	100	33	36	31	80	81.5	72.9	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	33	100	12.9	22.6	64.5	93.5	88	79.3	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	90.9	83	I/S	I/S
Disability Status										
Disabled	31	100	69	10.3	20.7	44.8	58.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	23.5	35.3	41.2	82.4	84	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	224	100	24	37	39	84.5	82.5	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	446	100	11.9	28.1	60	92.7	90.3	81.9	Yes	Yes
Gender										
Male	213	100	16.8	23.9	59.4	89.8	88.6	79.9	N/A	N/A
Female	233	100	7.4	31.9	60.6	95.4	91.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	288	100	6.7	26.4	66.9	97	94.6	88.9	Yes	Yes
African American	112	100	22	38	40	83	81.8	71.4	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	96.5	94.6	I/S	I/S
Hispanic	33	100	16.1	16.1	67.7	90.3	90.2	81.1	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	95.5	84.4	I/S	I/S
Disability Status										
Disabled	31	100	37.9	34.5	27.6	65.5	61.6	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	23.5	23.5	52.9	82.4	88.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	224	100	18	35	47	87	84.3	74.9	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	302	100	21.1	57.3	21.5	78.9	77.2	68.6
Gender								
Male	142	100	22	53	25	78	76.2	68.3
Female	160	100	20.4	61.2	18.4	79.6	78.3	68.9
Racial/Ethnic Group								
White	190	100	14.5	59.8	25.7	85.5	86.2	80.7
African American	80	100	35.7	58.6	5.7	64.3	60.8	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91	85.3
Hispanic	22	100	30	40	30	70	71.8	61.6
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	83.6	70.8
Disability Status								
Disabled	21	100	47.4	47.4	5.3	52.6	43.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	59.2	60.7
Socio-Economic Status								
Subsidized meals	147	100	32.6	56.6	10.9	67.4	65.5	57.3
Social Studies								
All Students	302	99.7	17.9	43.7	38.4	82.1	81.4	72.5
Gender								
Male	149	99.3	19.7	37.2	43.1	80.3	81.2	72
Female	153	100	16.2	50	33.8	83.8	81.6	73.1
Racial/Ethnic Group								
White	194	100	12.7	42	45.3	87.3	86.9	81
African American	77	98.7	30.9	47.1	22.1	69.1	70.6	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91	89
Hispanic	21	100	20	45	35	80	78.6	69.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	91.5	73.5
Disability Status								
Disabled	24	95.8	45.5	45.5	9.1	54.5	49.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	14	100	35.7	35.7	28.6	64.3	69.1	69.7
Socio-Economic Status								
Subsidized meals	155	99.4	28.3	48.6	23.2	71.7	71.6	62.9

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	140	96.4	13.3	33.6	53.1	86.7	82.3	73.2	96	95.8
Gender										
Male	68	94.1	18.3	33.3	48.3	81.7	77.2	67.2	95.8	95.7
Female	72	98.6	8.8	33.8	57.4	91.2	87.4	79.4	96.1	95.8
Racial/Ethnic Group										
White	94	97.9	9.1	28.4	62.5	90.9	89.2	81.5	95.7	95.5
African American	35	91.4	24.1	48.3	27.6	75.9	71.1	61.3	96.4	96.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.8	87	98	96.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	78.8	66.7	96.5	95.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	87.5	72.2	94.4	94.9
Disability Status										
Disabled	12	75	I/S	I/S	I/S	I/S	34.9	26	93	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	66.2	65.7	97.4	96.1
Socio-Economic Status										
Subsidized meals	66	95.5	23.3	43.3	33.3	76.7	71.5	63.2	95.3	95.1

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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							
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
2011	3	150	100	15.2	21.7	63	84.8
	4	157	100	13.8	31.7	54.5	86.2
	5	139	100	18.5	39.2	42.3	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
Mathematics							
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
2011	3	150	100	13.8	26.1	60.1	86.2
	4	157	100	5.5	26.2	68.3	94.5
	5	139	100	16.9	32.3	50.8	83.1
	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							
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
2011	3	76	100	31.4	38.6	30	68.6
	4	157	100	15.2	68.3	16.6	84.8
	5	69	100	23.4	53.1	23.4	76.6
	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							
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
2011	3	74	100	17.6	33.8	48.5	82.4
	4	157	100	15.2	51	33.8	84.8
	5	71	98.6	24.2	37.9	37.9	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
Writing							
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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	140	96.4	13.3	33.6	53.1	86.7
	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

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