

SIMPSONVILLE ELEMENTARY

200 Morton Avenue
Simpsonville, SC 29681

Grades	PK-5 Elementary School	
Enrollment	763 Students	
Principal	Jan H. James	864-355-8300
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Average
2010	Good	Good
2009	Good	Average
2008	Average	Good
2007	Average	Below Average

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

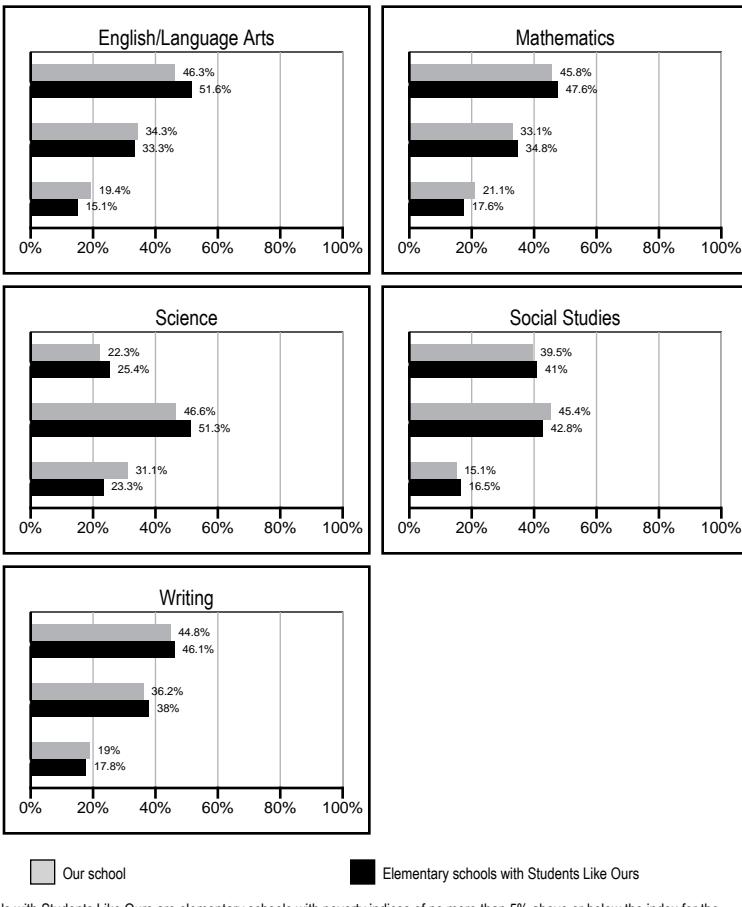
97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
33	20	3	2	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=763)				
First graders who attended full-day kindergarten	92.9%	Down from 93.1%	100.0%	100.0%
Retention rate	1.1%	Up from 0.5%	0.8%	1.1%
Attendance rate	96.8%	Up from 96.5%	96.6%	96.2%
Served by gifted and talented program	16.6%	Down from 18.5%	21.8%	13.4%
With disabilities other than speech	6.0%	Down from 10.0%	3.9%	4.1%
Older than usual for grade	0.1%	Down from 0.2%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	46.3%	Down from 46.7%	65.2%	62.5%
Continuing contract teachers	100.0%	Up from 88.9%	89.8%	88.2%
Teachers returning from previous year	94.9%	Up from 93.4%	88.5%	87.8%
Teacher attendance rate	95.3%	Down from 97.1%	95.3%	95.2%
Average teacher salary*	\$48,426	Up 0.7%	\$48,426	\$46,773
Professional development days/teacher	7.9 days	Up from 6.5 days	9.6 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	4.3	4.0
Student-teacher ratio in core subjects	22.5 to 1	Down from 23.0 to 1	20.6 to 1	19.9 to 1
Prime instructional time	91.3%	Down from 93.6%	91.2%	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	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,986	Down 6.5%	\$6,951	\$7,447
Percent of expenditures for instruction**	69.9%	Down from 71.9%	70.3%	68.4%
Percent of expenditures for teacher salaries**	68.9%	Up from 66.6%	68.9%	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

Simpsonville Elementary has gained in all area in the past few years. State test scores have risen in one category or the other for five consecutive years. We use test data, state standards, district goals, and school goals to develop our strategic plan. Our mission is "Preparing students to be productive, respectful, and responsible." One of our top priorities is to raise the academic challenge and performance of each student by increasing the percentage of students scoring Met or Exemplary on PASS tests, even as the standards are set progressively higher. On the 2010 PASS Reading 78.2% of our student scored Met or Exemplary and 77.6% of our students scored Met or Exemplary in Math. We are providing a school environment conducive to learning by promoting character education, as well as civic responsibility. We have enhanced public understanding and support of our school by involving parents and volunteers as partners in our school programs such as Junior Achievement, our morning math and reading programs, Hispanic Family Nights, Super Star Math, and small group tutoring. Parents have access to current school information through our website. Students have collected canned goods, brought clothing for the Cool Kids Closet, donated stuffed animals for Cuddles for Kids, brought pet food for animal shelters, raised money through Jump Rope for Heart, and donated over \$600 to a high school in another state that was seriously damaged by a tornado.

Success will be measured by standardized tests like MAP, PASS, ITBS, and AIMSWEB, student classroom performance, logs of teacher conferences, PTA meetings, and staff development. Our vision is to help each child reach his or her full potential by providing creative and challenging learning opportunities. Field trips at each level enrich our curriculum. Simpsonville Elementary has a heritage of strong academic performance. We believe our use of Four Blocks Reading model, Every Day Counts math program, Larson's Math, RTI program, academic enrichment, and strong standards-based core instruction contribute to students' success. We have a well-seasoned staff who manage their classrooms effectively. We have the support of our parents and our community as evidenced by hundreds of volunteer hours each year. We won a state Red Carpet Award in 2010. Being a "family-friendly" school is important to us. We will continue to keep our standards high by analysis of test data and team planning, and will maintain an atmosphere where children love to come to school to learn.

Jan James Principal

Shay Willimon SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	114	65
Percent satisfied with learning environment	97.9%	88.6%	93.8%
Percent satisfied with social and physical environment	95.8%	92.9%	93.8%
Percent satisfied with school-home relations	95.7%	84.8%	93.5%

* 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 24 out of 29 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 "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 "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%**	Yes

* Or greater than last year

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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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	371	98.7	18.5	34.7	46.9	88.6	84.1	82.4	Yes	Yes
Gender										
Male	185	98.9	21	36.4	42.6	88.6	80.8	78.7	N/A	N/A
Female	186	98.4	15.9	33	51.1	88.6	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	219	99.1	14.5	31.9	53.6	92.3	89.7	88.9	Yes	Yes
African American	97	100	20.4	46.2	33.3	84.9	72.2	72.9	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	47	93.6	31.8	27.3	40.9	81.8	79.2	79.3	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.8	83	I/S	I/S
Disability Status										
Disabled	66	100	54	30.2	15.9	61.9	48.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	56	91.1	32	24	44	80	79.3	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	158	97.5	27.8	38.2	34	81.9	75.7	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	371	100	21.1	33.1	45.8	86	84.4	81.9	Yes	Yes
Gender										
Male	185	100	20.2	32	47.8	86.5	82.9	79.9	N/A	N/A
Female	186	100	21.9	34.3	43.8	85.4	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	219	100	16.8	26.9	56.3	88.9	89.4	88.9	Yes	Yes
African American	97	100	25.8	48.4	25.8	83.9	72	71.4	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	47	100	31.9	29.8	38.3	74.5	82.7	81.1	No	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.3	84.4	I/S	I/S
Disability Status										
Disabled	66	100	69.8	19	11.1	46	47.1	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	56	100	29.6	27.8	42.6	75.9	83.6	81.4	No	Yes
Socio-Economic Status										
Subsidized meals	158	100	32.7	38.8	28.6	78.2	76.5	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	247	100	31.1	46.6	22.3	68.9	71.6	68.6
Gender								
Male	125	100	27.7	50.4	21.8	72.3	71.4	68.3
Female	122	100	34.5	42.9	22.7	65.5	71.9	68.9
Racial/Ethnic Group								
White	137	100	22.7	45.5	31.8	77.3	81	80.7
African American	70	100	39.4	45.5	15.2	60.6	52.3	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	36	100	N/AV	N/AV	N/AV	55.6	61.4	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	76.8	70.8
Disability Status								
Disabled	40	100	75.7	18.9	5.4	24.3	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	39	100	41	53.8	5.1	59	61.8	60.7
Socio-Economic Status								
Subsidized meals	116	100	43.6	48.2	8.2	56.4	58.4	57.3
Social Studies								
All Students	249	100	15.1	45.4	39.5	84.9	76.1	72.5
Gender								
Male	116	100	13.4	47.3	39.3	86.6	75.9	72
Female	133	100	16.7	43.7	39.7	83.3	76.2	73.1
Racial/Ethnic Group								
White	149	100	9.4	40.3	50.4	90.6	82.8	81
African American	62	100	23	59	18	77	61.5	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	30	100	26.7	43.3	30	73.3	69.6	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75.5	73.5
Disability Status								
Disabled	44	100	33.3	52.4	14.3	66.7	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	38	100	27.8	38.9	33.3	72.2	70.5	69.7
Socio-Economic Status								
Subsidized meals	109	100	24	59	17	76	65.2	62.9

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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	119	100	19	36.2	44.8	81	76	73.2	96.8	96.4
Gender										
Male	62	100	21.3	39.3	39.3	78.7	70.2	67.2	96.9	96.3
Female	57	100	16.4	32.7	50.9	83.6	82.1	79.4	96.7	96.4
Racial/Ethnic Group										
White	78	100	14.7	36	49.3	85.3	83.1	81.5	96.7	96.2
African American	25	100	20	36	44	80	62.2	61.3	97	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.3	87	98.4	97.6
Hispanic	14	100	42.9	35.7	21.4	57.1	64.3	66.7	96.6	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.1	72.2	97.8	95.8
Disability Status										
Disabled	22	100	59.1	27.3	13.6	40.9	26.5	26	96.7	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	15	100	40	33.3	26.7	60	65.3	65.7	96.7	97.2
Socio-Economic Status										
Subsidized meals	38	100	34.3	37.1	28.6	65.7	63.7	63.2	96.4	95.9

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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	126	100	19.5	28.8	51.7	80.5
	4	117	100	22.5	34.2	43.2	77.5
	5	136	100	18	44.5	37.5	82
	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
	3	126	100	20	18.3	61.7	80
	4	125	100	23.3	40.8	35.8	76.7
2011	5	120	95.8	11.6	45.5	42.9	88.4
	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	126	99.2	17.9	25.6	56.4	82.1
	4	117	100	23.4	21.6	55	76.6
	5	136	100	19.5	42.2	38.3	80.5
	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
	3	126	100	21.7	22.5	55.8	78.3
	4	125	100	19.2	37.5	43.3	80.8
2011	5	120	100	22.4	39.7	37.9	77.6
	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
Science							
2010	3	62	98.4	35	43.3	21.7	65
	4	117	100	25	56.3	18.8	75
	5	67	95.5	27	65.1	7.9	73
	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
	3	63	100	35	33.3	31.7	65
	4	125	100	32.5	55	12.5	67.5
2011	5	59	100	24.1	43.1	32.8	75.9
	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	64	96.9	10.3	55.2	34.5	89.7
	4	117	100	20.5	55.4	24.1	79.5
	5	69	97.1	15.6	42.2	42.2	84.4
	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
	3	63	100	16.7	31.7	51.7	83.3
	4	125	100	16.7	57.5	25.8	83.3
2011	5	61	100	10.3	34.5	55.2	89.7
	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
Writing							
2010	3	123	99.2	31	36.2	32.8	69
	4	117	100	25.7	35.4	38.9	74.3
	5	140	99.3	20.5	35.6	43.9	79.5
	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
	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
2011	5	119	100	19	36.2	44.8	81
	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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