



REUBEN ELEMENTARY

3605 Spearman Rd.
Newberry, SC 29108

Grades	PK-5 Elementary School	
Enrollment	181 Students	
Principal	Mike Stroud	803-321-2664
Superintendent	Mr. Bennie Bennett	803-321-2600
Board Chair	Mr. Jody Hamm	803-276-7552

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk

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

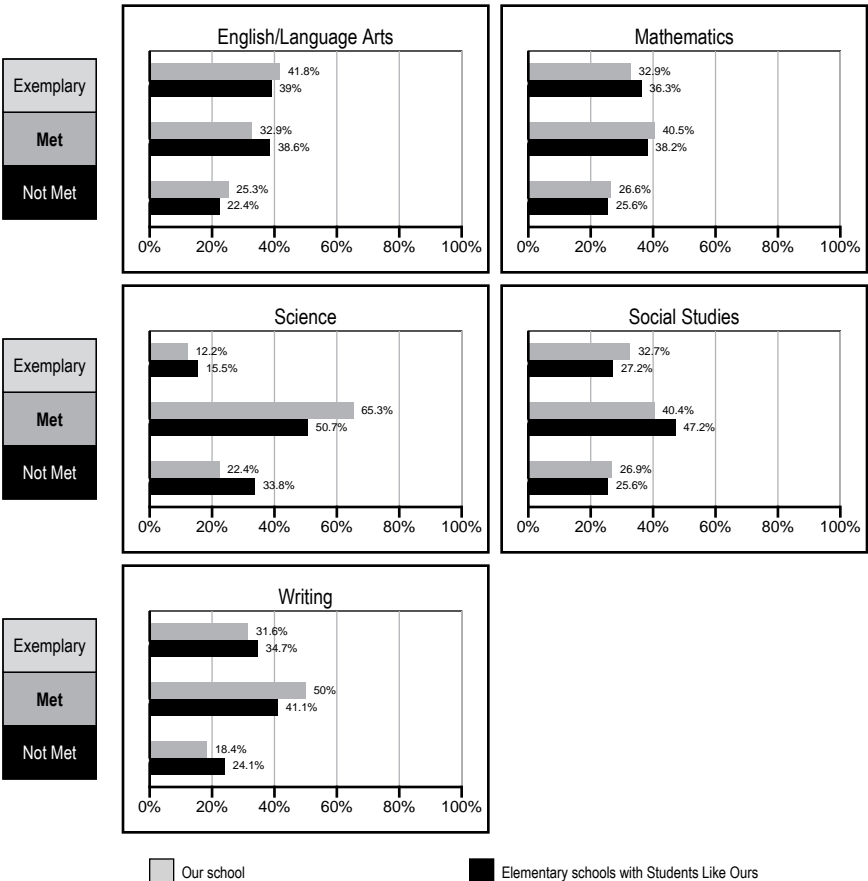
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
14	33	77	5	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=181)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Down from 2.4%	1.0%	1.1%
Attendance rate	95.2%	Down from 96.4%	96.0%	96.2%
Served by gifted and talented program	29.7%	Down from 35.6%	12.7%	13.4%
With disabilities other than speech	3.8%	Down from 4.8%	4.9%	4.1%
Older than usual for grade	0.0%	No Change	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.6%	0.0%	0.0%
Teachers (n=12)				
Teachers with advanced degrees	58.3%	Up from 53.8%	60.5%	62.5%
Continuing contract teachers	91.7%	Up from 84.6%	90.6%	88.2%
Teachers returning from previous year	82.9%	Down from 85.5%	88.0%	87.8%
Teacher attendance rate	94.8%	Down from 95.6%	95.1%	95.2%
Average teacher salary*	\$49,100	Up 5.1%	\$46,613	\$46,773
Professional development days/teacher	4.4 days	No Change	10.8 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Down from 18.9 to 1	19.7 to 1	19.9 to 1
Prime instructional time	88.7%	Down from 91.2%	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	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,807	Up 1.1%	\$7,320	\$7,447
Percent of expenditures for instruction**	61.3%	Down from 61.7%	67.9%	68.4%
Percent of expenditures for teacher salaries**	60.6%	Up from 58.8%	65.1%	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

Reuben Elementary had another successful school year for 2010-2011. Some of the accomplishments for our school were meeting Annual Yearly Progress, having all staff highly qualified and certified in the appropriate areas, along with two more teachers obtaining National Board certification status for a total of six on the faculty and one more pursuing the certification.

We strive to offer our students many opportunities for learning and growth by providing programs such as an independent three year old child development center, Green Day celebrations to promote positive behavior, a computer lab with a trained staff member available, an ESOL program, a gifted and talented program, an afterschool program and participation in community service programs such as Jump Rope for Heart, March of Dimes, and Relay for Life. We also offer character education through our student of the week, student of the month awards, and Behavior Bucks for our students who make good choices.

One of our fifth grade students received the State Superintendent's Writing Award for the School District of Newberry County and in our Hats Off to reading program our students read over 25,000 books schoolwide.

In an effort to expose our students to various opportunities outside of the school setting, we sent our fifth graders to Washington DC on their annual trip. We also provided other grade levels with trips to Charleston, the State House, the State Museum, local farms, and medical facilities.

Our previous year's PASS scores saw significant gains in the areas of English language arts and math in the category of Exemplary for both male and female students. We are still working to improve our scores in the area of math as it continues to be a challenge for our students.

Mike Stroud- Principal
Benji Sease- SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	13	41	30
Percent satisfied with learning environment	53.8%	80.5%	92.9%
Percent satisfied with social and physical environment	100.0%	82.9%	93.1%
Percent satisfied with school-home relations	69.2%	92.7%	71.4%

* 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 11 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. 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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.2%	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
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	91	100	25.3	32.9	41.8	82.3	76.6	82.4	Yes	Yes
Gender										
Male	46	100	31	31	38.1	76.2	70.3	78.7	N/A	N/A
Female	45	100	18.9	35.1	45.9	89.2	83.2	86.2	N/A	N/A
Racial/Ethnic Group										
White	55	100	22.4	32.7	44.9	85.7	85.7	88.9	Yes	Yes
African American	29	100	32	36	32	72	65.5	72.9	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	76.1	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	43.2	48.1	I/S	I/S
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	4	I/S	I/S	I/S	I/S	I/S	74.8	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	62	100	32.1	28.3	39.6	73.6	69.9	75.4	Yes	Yes

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

All Students	91	100	26.6	40.5	32.9	78.5	80.2	81.9	No	Yes
Gender										
Male	46	100	26.2	40.5	33.3	76.2	76.5	79.9	N/A	N/A
Female	45	100	27	40.5	32.4	81.1	83.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	55	100	20.4	40.8	38.8	85.7	88.5	88.9	Yes	Yes
African American	29	100	44	36	20	60	69	71.4	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	83.4	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	48.6	47.3	I/S	I/S
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	4	I/S	I/S	I/S	I/S	I/S	82.4	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	62	100	35.8	34	30.2	69.8	74	74.9	No	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	59	100	22.4	65.3	12.2	77.6	64.8	68.6
Gender								
Male	28	100	28	56	16	72	62.5	68.3
Female	31	100	16.7	75	8.3	83.3	67.2	68.9
Racial/Ethnic Group								
White	37	100	15.2	75.8	9.1	84.8	80.8	80.7
African American	19	100	40	46.7	13.3	60	45.8	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	64.2	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	30	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	2	I/S	I/S	I/S	I/S	I/S	62.3	60.7
Socio-Economic Status								
Subsidized meals	41	100	23.5	61.8	14.7	76.5	54.4	57.3
Social Studies								
All Students	58	100	26.9	40.4	32.7	73.1	66.8	72.5
Gender								
Male	30	100	18.5	33.3	48.1	81.5	64	72
Female	28	100	36	48	16	64	69.6	73.1
Racial/Ethnic Group								
White	35	100	21.9	43.8	34.4	78.1	77.3	81
African American	16	100	40	33.3	26.7	60	52.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	70.1	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	39.1	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	4	I/S	I/S	I/S	I/S	I/S	71.6	69.7
Socio-Economic Status								
Subsidized meals	39	100	38.2	32.4	29.4	61.8	59.5	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	42	100	18.4	50	31.6	81.6	67.6	73.2	95.2	95.8
Gender										
Male	20	100	30	40	30	70	59.9	67.2	95.3	95.7
Female	22	100	5.6	61.1	33.3	94.4	75.8	79.4	95.1	96
Racial/Ethnic Group										
White	23	100	19	42.9	38.1	81	79.1	81.5	95.1	95.9
African American	17	100	20	53.3	26.7	80	52.5	61.3	95.9	95.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	77.8	96.2
Hispanic	1	I/S	I/S	I/S	I/S	I/S	69	66.7	94.2	95.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	94.3	95.7
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	25.3	26	95.4	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	94.8
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	65.3	65.7	93.8	96.1
Socio-Economic Status										
Subsidized meals	28	100	28	52	20	72	57	63.2	94.8	95.3

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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	30	100	14.3	17.9	67.9	85.7
	4	41	100	15.4	51.3	33.3	84.6
	5	27	100	15.4	42.3	42.3	84.6
	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	23	100	5.3	21.1	73.7	94.7
	4	26	100	31.8	27.3	40.9	68.2
	5	42	100	31.6	42.1	26.3	68.4
	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	30	100	25	28.6	46.4	75
	4	41	100	43.6	35.9	20.5	56.4
	5	27	100	30.8	42.3	26.9	69.2
	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	23	100	31.6	21.1	47.4	68.4
	4	26	100	18.2	54.5	27.3	81.8
	5	42	100	28.9	42.1	28.9	71.1
	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	15	100	26.7	40	33.3	73.3
	4	41	100	46.2	43.6	10.3	53.8
	5	13	100	38.5	53.8	7.7	61.5
	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	11	100	I/S	I/S	I/S	I/S
	4	26	100	18.2	63.6	18.2	81.8
	5	22	100	33.3	61.1	5.6	66.7
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	15	100	23.1	38.5	38.5	76.9
	4	41	100	30.8	53.8	15.4	69.2
	5	14	100	23.1	30.8	46.2	76.9
	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	12	100	I/S	I/S	I/S	I/S
	4	26	100	27.3	45.5	27.3	72.7
	5	20	100	40	35	25	60
	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	30	100	17.2	31	51.7	82.8
	4	41	100	41	25.6	33.3	59
	5	27	100	26.9	50	23.1	73.1
	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
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	42	100	18.4	50	31.6	81.6
	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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