



North Hartsville Elementary

110 School Drive
Hartsville, South Carolina

Grades	1-5 Elementary School	
Enrollment	807 Students	
Principal	Kristi Austin	843-857-3200
Superintendent	Dr. Rainey H. Knight	843-398-5200
Board Chair	Connell Delaine	843-332-2852

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Good
2008	Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk
2005	Good	Good

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 GOAL

By 2010, SC'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.

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.

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

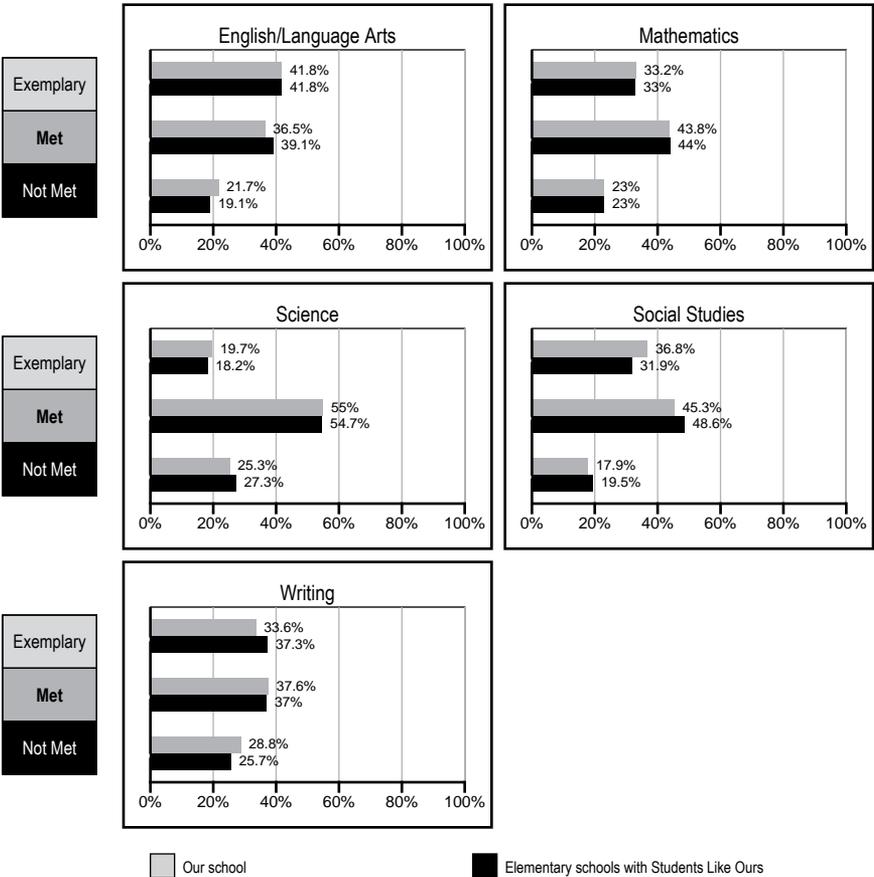
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	27	53	0	0

* Ratings are calculated with data available by 06/01/2010.

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=807)				
First graders who attended full-day kindergarten	92.3%	Up from 87.0%	100.0%	100.0%
Retention rate	3.3%	Down from 4.0%	1.9%	1.9%
Attendance rate	96.0%	Down from 96.2%	96.3%	96.3%
Eligible for gifted and talented	8.8%	Down from 11.3%	12.7%	10.0%
With disabilities other than speech	7.3%	Down from 8.0%	7.8%	7.7%
Older than usual for grade	0.4%	No Change	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	48.8%	Down from 50.0%	58.8%	59.4%
Continuing contract teachers	90.7%	Down from 95.7%	82.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.4%	Down from 89.3%	87.9%	85.9%
Teacher attendance rate	95.9%	Up from 95.2%	95.3%	95.1%
Average teacher salary*	\$47,204	Up 1.8%	\$47,217	\$47,149
Professional development days/teacher	16.6 days	Down from 25.6 days	10.6 days	11.1 days
School				
Principal's years at school	1.0	Down from 8.0	5.0	4.0
Student-teacher ratio in core subjects	22.9 to 1	Up from 17.7 to 1	19.3 to 1	18.8 to 1
Prime instructional time	90.6%	Up from 89.8%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,393	Up 5.5%	\$6,860	\$7,458
Percent of expenditures for instruction**	68.8%	Up from 67.7%	69.7%	68.8%
Percent of expenditures for teacher salaries**	64.8%	Down from 65.5%	64.5%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

North Hartsville Elementary School, a school with great expectations and endless possibilities, enjoyed many successes during the 2008-2009 school year. With an average of 812 students divided among thirty-six homerooms, we strive to actively provide excellence in education and learning for all students in a safe environment.

First through third grade classes are self-contained with a strong emphasis on individualized instruction for each child. Fourth and fifth grade classes enjoy team teaching, while also focusing on individualized instruction. Students are also able to excel in our related arts program, which includes music, art, and physical education.

Teachers utilize many sources of data, including formal and informal assessments, to set high expectations for all students. First and second grade students are given the Dominic reading assessment three times a year, as well as periodic benchmark assessments in math and science. Third through fifth grade students are assessed utilizing Measures of Academic Progress (MAP) three times a year, which assists teachers in developing individual growth plans for students. Students have opportunities to work at their instructional level to meet their goals through the use of whole class instruction, computer assisted instruction, and small group sessions.

All North Hartsville Elementary faculty, staff, parents, community members, and business partners work closely together to encourage each child to demonstrate good character and to be successful academically, physically, and emotionally. Our PTO is continuously enhancing our school climate to make North Hartsville Elementary extraordinary by actively coordinating programs throughout the school year.

Through many activities and a lot of hard work, North Hartsville Elementary is truly the "Best School in the Universe"!

Kristi Austin, Principal
Marla Prozzi, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	143	55
Percent satisfied with learning environment	100.0%	72.3%	88.2%
Percent satisfied with social and physical environment	100.0%	67.4%	87.0%
Percent satisfied with school-home relations	93.5%	89.4%	88.9%

* 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 I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 20 out of 21 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	3.3%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.0%	0.0%	No
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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

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 = 58.8% (Met or Exemplary)

All Students	478	100	21.7	36.5	41.8	85.2	76.8	82.8	Yes	Yes
Gender										
Male	240	100	23	38.9	38.1	82.3	74.1	79.3	N/A	N/A
Female	238	100	20.4	34.1	45.6	88.1	79.6	86.5	N/A	N/A
Racial/Ethnic Group										
White	316	100	15.4	35.2	49.3	89.3	86.7	89.5	Yes	Yes
African American	152	100	33.3	41.7	25	76.4	70.1	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	100	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	70.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	68	100	45.3	31.3	23.4	64.1	48.5	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	71.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	240	100	31.1	42.5	26.5	79	71.8	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	478	100	23	43.8	33.2	83.6	74.6	78.9	Yes	Yes
Gender										
Male	240	100	23.9	43.4	32.7	84.1	74	77	N/A	N/A
Female	238	100	22.1	44.2	33.6	83.2	75.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	316	100	18.1	40.9	40.9	87.9	84.6	87.2	Yes	Yes
African American	152	100	33.3	50	16.7	74.3	67.6	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	100	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	81	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	68	100	59.4	25	15.6	56.3	44.8	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	82.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	240	100	33.3	46.1	20.5	73.1	69.1	70.2	Yes	Yes

* 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

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	316	100	25.3	55	19.7	74.7	61.7	67.5
Gender								
Male	152	100	21.7	55.2	23.1	78.3	62	67
Female	164	100	28.7	54.8	16.6	71.3	61.4	68
Racial/Ethnic Group								
White	205	100	14.4	59.8	25.8	85.6	78.5	79.5
African American	104	100	46.5	45.5	8.1	53.5	50.2	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	65.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	47	100	43.2	47.7	9.1	56.8	36.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	59	59.6
Socio-Economic Status								
Subsided meals	169	100	36.5	54.5	9	63.5	53.4	55.1
Social Studies								
All Students	316	100	17.9	45.3	36.8	82.1	67.2	72.3
Gender								
Male	169	100	14.5	47.8	37.7	85.5	67.1	71.5
Female	147	100	21.9	42.3	35.8	78.1	67.4	73.2
Racial/Ethnic Group								
White	211	100	13.7	42.1	44.2	86.3	78.8	80.7
African American	97	100	27.5	52.7	19.8	72.5	59.1	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.7	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	75.7	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	44	100	19	57.1	23.8	81	44.3	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	74.2	67.9
Socio-Economic Status								
Subsided meals	153	100	26.5	50.7	22.8	73.5	61.2	62.1

Abbreviations for Missing Data

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

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	479	99.4	28.3	37.8	33.8	71.7	60	70.2	96	95.8
Gender										
Male	239	99.2	36	36.9	27.1	64	52.8	63.2	95.8	95.5
Female	240	99.6	20.7	38.8	40.5	79.3	67.5	77.5	96.2	96
Racial/Ethnic Group										
White	318	99.4	21.8	38.9	39.3	78.2	72.3	79.1	95.9	95.3
African American	150	99.3	42.7	35.7	21.7	57.3	51.3	57.6	96.3	96.1
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.9	86.2	95.7	97
Hispanic	6	I/S	I/S	I/S	I/S	I/S	60.3	62.6	96.4	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	90.8
Disability Status										
Disabled	66	98.5	62.3	23	14.8	37.7	19.1	26.1	95.4	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	59.6	61.2	96	97.2
Socio-Economic Status										
Subsidized meals	241	99.2	37	41.6	21.5	63	52.6	58.9	95.4	95.5

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	170	100	23	29.2	47.8	77
	4	154	100	20.1	39.6	40.3	79.9
	5	154	100	21.8	41.5	36.7	78.2
	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							
2009	3	170	100	31.1	38.5	30.4	68.9
	4	154	100	16	37.5	46.5	84
	5	154	100	21.1	55.8	23.1	78.9
	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
Science							
2009	3	85	100	39.5	42	18.5	60.5
	4	154	100	18.1	56.3	25.7	81.9
	5	77	100	24	66.7	9.3	76
	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
Social Studies							
2009	3	85	100	22.5	41.3	36.3	77.5
	4	154	100	10.4	47.9	41.7	89.6
	5	77	100	27.8	44.4	27.8	72.2
	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							
2009	3	169	100	30.4	32.9	36.6	69.6
	4	156	98.7	33.3	41.7	25	66.7
	5	154	99.4	21.1	39.5	39.5	78.9
	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

Abbreviations for Missing Data

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