



Newberry Elementary

1829 Nance Street
Newberry, SC 29108

Grades	PK-5 Elementary School	
Enrollment	442 Students	
Principal	Leila M. Caldwell	803-321-2670
Superintendent	Mr. Bennie Bennett	803-321-2600
Board Chair	Mr. Don Saylor	803-276-9765

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

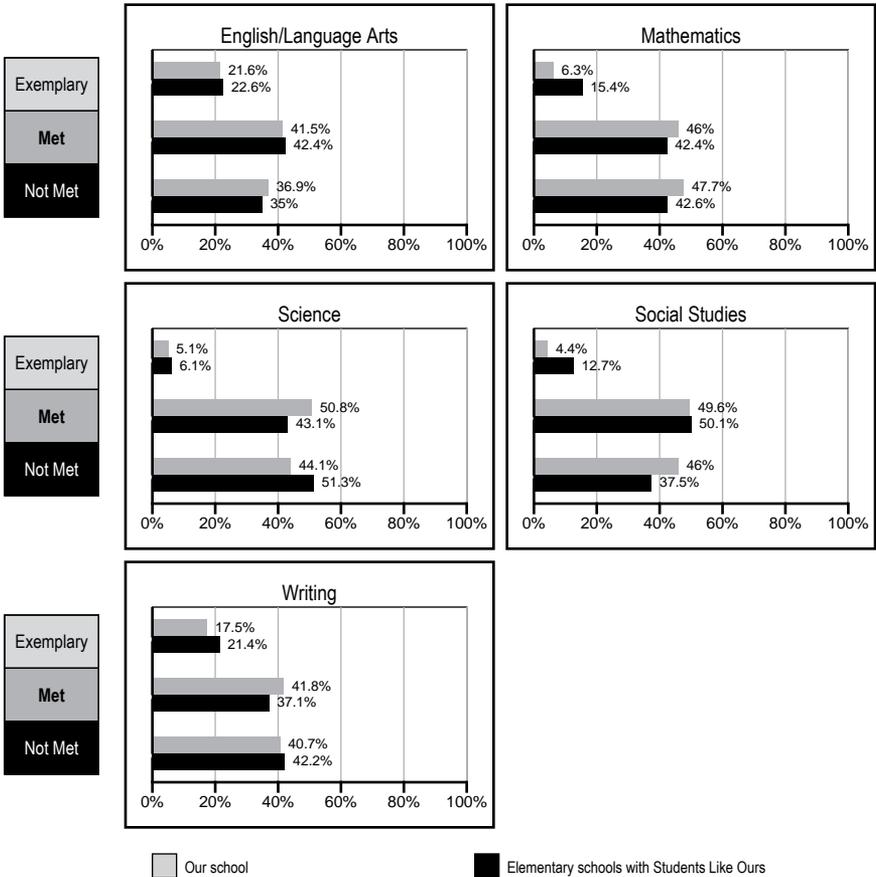
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	81	65	32

* 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=442)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.6%	Down from 6.7%	2.5%	1.9%
Attendance rate	96.0%	Down from 96.1%	96.0%	96.3%
Eligible for gifted and talented	4.2%	Up from 3.4%	3.6%	10.0%
With disabilities other than speech	5.7%	Down from 6.8%	7.7%	7.7%
Older than usual for grade	1.8%	Up from 0.9%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	55.9%	Up from 50.0%	57.4%	59.4%
Continuing contract teachers	76.5%	Up from 71.9%	72.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.6%	Up from 83.6%	82.1%	85.9%
Teacher attendance rate	92.9%	Down from 94.2%	95.2%	95.1%
Average teacher salary*	\$43,185	Up 3.4%	\$45,725	\$47,149
Professional development days/teacher	19.2 days	Up from 14.7 days	10.8 days	11.1 days
School				
Principal's years at school	11.0	Up from 10.0	3.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Up from 17.2 to 1	16.7 to 1	18.8 to 1
Prime instructional time	85.6%	Down from 90.0%	90.1%	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**	\$7,257	Up 2.8%	\$8,556	\$7,458
Percent of expenditures for instruction**	70.3%	Down from 74.3%	68.1%	68.8%
Percent of expenditures for teacher salaries**	66.6%	Down from 68.0%	61.9%	63.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Newberry Elementary School is located in the city of Newberry. Our total enrollment of 420 students during the 2008-2009 school year consisted of 64% African American, 21% Caucasian, 15% Hispanic students; of these students, 91% qualified for the free or reduced lunch program.

Newberry Elementary School is in its sixth year of being a South Carolina Reading First School. Teachers are implementing a variety of scientifically based reading research strategies that support best practices in reading instruction. They are actively engaged in professional studies, on-going collaboration, and sharing strategies that work within the classroom. Teachers continue to broaden their knowledge base as they attend conferences, workshops, seminars, and conduct peer observations.

For the 2008-2009 school year, Newberry Elementary was able to employ a full time Parenting Coordinator. With the implementation of this position, the school experienced a vast amount of increased parental involvement. The Parenting Coordinator provided and arranged parenting workshops, literacy programs, and solicited volunteers from the community to assist in a variety of areas that provided support to the students and teachers.

Data collected from MAP, DOMINIE, and Stanford will be used to guide our instruction to meet the needs of all students. We have placed a heavy focus on small group instruction. We have made great strides and our students are the beneficiaries, but there is always room for growth.

Leila M. Caldwell, Principal
Marcia Berry, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	57	33
Percent satisfied with learning environment	94.7%	80.4%	78.8%
Percent satisfied with social and physical environment	94.7%	71.9%	65.6%
Percent satisfied with school-home relations	78.9%	89.5%	75.8%

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

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School Adequate Yearly Progress

NO

This school met 12 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

CSI

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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.4%	5.8%

	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

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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 = 58.8% (Met or Exemplary)

All Students	185	100	36.9	41.5	21.6	80.1	77.5	82.8	Yes	Yes
Gender										
Male	96	100	37.8	46.7	15.6	78.9	72.1	79.3	N/A	N/A
Female	89	100	36	36	27.9	81.4	83.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	37	100	8.8	44.1	47.1	94.1	86.4	89.5	I/S	I/S
African American	122	100	41.5	43.2	15.3	78	68	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	26	100	54.2	29.2	16.7	70.8	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	21	100	N/AV	N/AV	N/AV	68.4	45.1	52	I/S	I/S
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	23	100	56.5	26.1	17.4	69.6	68.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	163	100	40.9	39	20.1	78.6	70.8	75.5	Yes	Yes

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

All Students	185	100	47.7	46	6.3	60.8	73.8	78.9	Yes	Yes
Gender										
Male	96	100	46.7	48.9	4.4	62.2	71.6	77	N/A	N/A
Female	89	100	48.8	43	8.1	59.3	76.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	37	100	26.5	55.9	17.6	79.4	84.1	87.2	I/S	I/S
African American	122	100	56.8	41.5	1.7	51.7	60.6	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	26	100	33.3	54.2	12.5	79.2	75.6	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	21	100	N/AV	N/AV	N/AV	26.3	40.8	45.5	I/S	I/S
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	23	100	34.8	52.2	13	78.3	73.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	163	100	50.6	44.2	5.2	57.8	65.3	70.2	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	125	100	44.1	50.8	5.1	55.9	60.1	67.5
Gender								
Male	60	100	34.5	60	5.5	65.5	59.9	67
Female	65	100	52.4	42.9	4.8	47.6	60.4	68
Racial/Ethnic Group								
White	24	100	33.3	52.4	14.3	66.7	73.3	79.5
African American	84	100	46.9	50.6	2.5	53.1	43.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	17	100	43.8	50	6.3	56.3	55.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	26	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	15	100	46.7	46.7	6.7	53.3	54.5	59.6
Socio-Economic Status								
Subsided meals	111	100	48.1	48.1	3.8	51.9	48.4	55.1
Social Studies								
All Students	120	100	46	49.6	4.4	54	63.6	72.3
Gender								
Male	68	100	51.6	46.9	1.6	48.4	59.3	71.5
Female	52	100	38.8	53.1	8.2	61.2	68.2	73.2
Racial/Ethnic Group								
White	26	100	29.2	54.2	16.7	70.8	74	80.7
African American	77	100	51.4	47.3	1.4	48.6	50.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	17	100	N/AV	N/AV	N/AV	53.3	65.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	18	100	N/AV	N/AV	N/AV	31.3	33.7	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	14	100	N/AV	N/AV	N/AV	50	62.6	67.9
Socio-Economic Status								
Subsided meals	104	100	51.5	45.4	3.1	48.5	54.3	62.1

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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	188	100	40.7	41.8	17.5	59.3	62.6	70.2	96	95.8
Gender										
Male	99	100	48.4	40.7	11	51.6	52.4	63.2	95.9	95.6
Female	89	100	32.6	43	24.4	67.4	73.6	77.5	96.2	96
Racial/Ethnic Group										
White	37	100	35.3	38.2	26.5	64.7	73.8	79.1	94.9	95.7
African American	123	100	45.4	37.8	16.8	54.6	48.8	57.6	96.3	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	97
Hispanic	28	100	25	66.7	8.3	75	61.8	62.6	96.4	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	94.7
Disability Status										
Disabled	23	100	N/AV	N/AV	N/AV	28.6	20.1	26.1	94.5	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	98.6	98.6
English Proficiency										
Limited English Proficient	23	100	26.1	65.2	8.7	73.9	59.7	61.2	96.5	95.9
Socio-Economic Status										
Subsided meals	165	100	42.9	39.6	17.5	57.1	52	58.9	96	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							
2009	3	60	100	32.8	32.8	34.5	67.2
	4	60	100	49.1	34.5	16.4	50.9
	5	65	100	30.2	55.6	14.3	69.8
	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
Mathematics							
2009	3	60	100	55.2	32.8	12.1	44.8
	4	60	100	34.5	60	5.5	65.5
	5	65	100	52.4	46	1.6	47.6
	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							
2009	3	32	100	48.4	48.4	3.2	51.6
	4	60	100	41.8	50.9	7.3	58.2
	5	33	100	43.8	53.1	3.1	56.3
	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	28	100	37	55.6	7.4	63
	4	60	100	43.6	50.9	5.5	56.4
	5	32	100	N/AV	N/AV	N/AV	41.9
	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
Writing							
2009	3	62	100	39.7	48.3	12.1	60.3
	4	59	100	41.8	41.8	16.4	58.2
	5	67	100	40.6	35.9	23.4	59.4
	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

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