



## Newington Elementary

10 King Charles Circle  
Summerville, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	890 Students	
<b>Principal</b>	Camilla Groome	843-871-3230
<b>Superintendent</b>	Joseph R. Pye	843-873-2901
<b>Board Chair</b>	Bufort "Bo" Blanton	843-873-8454

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>At-Risk</b>
2007	Good	Below Average
2006	Good	At-Risk
2005	Good	At-Risk
2004	Excellent	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

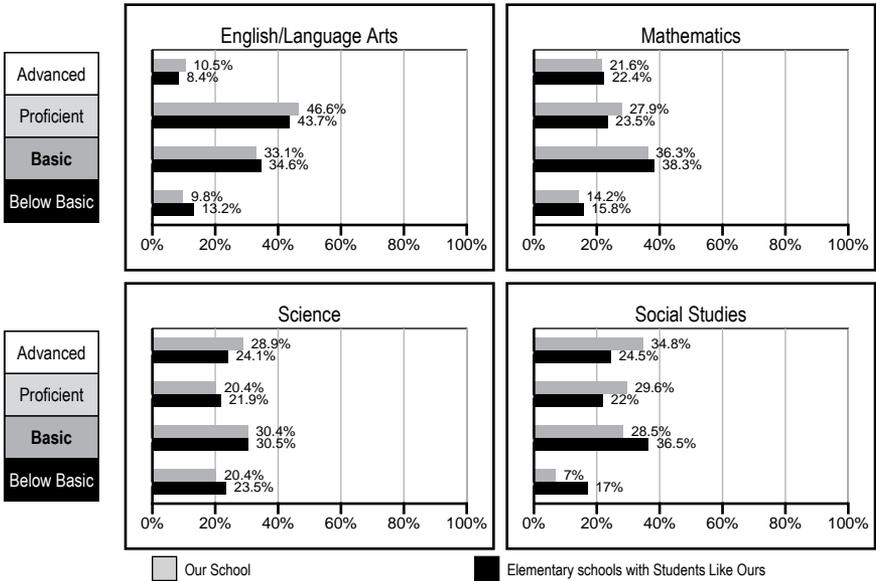
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
4	31	52	1	0

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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
<b>Students (n=890)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 99.4%	100.0%	100.0%
Retention rate	3.1%	Up from 1.9%	2.1%	2.3%
Attendance rate	96.5%	Up from 95.8%	96.4%	96.3%
Eligible for gifted and talented	15.7%	Down from 16.6%	14.6%	10.4%
With disabilities other than speech	6.5%	Up from 3.7%	6.9%	7.5%
Older than usual for grade	0.5%	Down from 0.8%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 1.9%	0.0%	0.0%
<b>Teachers (n=57)</b>				
Teachers with advanced degrees	50.9%	Up from 47.6%	57.5%	56.7%
Continuing contract teachers	66.7%	No Change	79.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 1.9%	0.0%	0.0%
Teachers returning from previous year	80.3%	Down from 83.4%	88.9%	86.4%
Teacher attendance rate	93.9%	Down from 94.0%	94.9%	94.9%
Average teacher salary	\$43,200	Up 1.9%	\$46,138	\$45,345
Professional development days/teacher	14.5 days	Up from 13.9 days	12.6 days	12.6 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Up from 18.0 to 1	19.4 to 1	18.5 to 1
Prime instructional time	88.7%	Up from 88.6%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,894	Down 2.8%	\$6,412	\$7,052
Percent of expenditures for instruction*	63.2%	Up from 61.9%	69.8%	69.1%
Percent of expenditures for teacher salaries*	60.4%	Up from 57.8%	65.7%	64.2%

\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

The 2007-2008 school year was a great one for our Newington family. Nearly 900 students in Child Development through 5th grade attended our 2007 National Blue Ribbon Lighthouse School. SMART Board technology enhanced classroom lessons while our students also benefitted from daily individualized computer instruction using the COMPASS software program and SENTEO handheld assessment systems. The integration of technology at Newington resulted in our designation as a SMART Showcase School. NES students are thriving with strong teacher directed instruction coupled with the best of education technology.

The 2007 PACT results revealed gains in most areas tested and earned our school a GOOD report card from the State Department of Education. Newington was recognized for the 2nd consecutive year for "Closing the Achievement Gap," an honor received when historically underachieving groups show improvement on the Palmetto Achievement Challenge Test. Our test scores and this honor indicate that we are successfully accomplishing our mission of "Achieving Academic Excellence in a Changing World."

During the year, our students, families, and staff participated in a variety of academic, social, and community activities. Staff development focused on instructional technology, gender specific needs in the classroom, explicit direct instruction, and differentiated strategies. Staff members attended workshops, conferences, visited schools and enrolled in courses to enhance instruction. Many students in 3rd-5th grades participated in extended day tutoring with their teacher. Our PTA and SIC sponsored events such as the Run with the Dolphins, Faculty Follies, Pancakes and PJ's night, historical storyteller Tim Lowry, and mini-grants. Newington students were active in service projects, clubs, performances, and competitions. Canned goods and "Dolphin Tree" contributions were collected during the holiday season. Students entertained audiences with musical performances and raised funds for the American Heart Association, the American Cancer Society, and the St. Jude's Children's Hospital. Third, fourth, and fifth graders competed in the Quiz Bowl, 4th and 5th graders competed in the Math is Cool competition, while individuals performed in the Honor's Chorus. Our students were winners in essay contests, the spelling bee, the Black History Bowl, and in the PTA Reflections program. We ended the year by celebrating our Silver and Gold Honor Roll recipients (all A's for 3 nine weeks or all A's for the year).

As we strive to reach our goal of 100% proficient and advanced levels on PACT, our staff will continue to develop and implement strategies to meet the needs of each learner. Our challenges include returning to an excellent report card rating and continuing to make Adequate Yearly Progress (AYP) as the bar is raised. We will address these challenges through our Title I and Read 180 programs, extended day tutoring, differentiated instruction, technology, and by providing the training and materials our staff needs to achieve success. Touching the heart and mind of every learner remains our steadfast commitment.

Camilla D. Groome, Principal ■ Kimberly Rentz, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	61	124	100
Percent satisfied with learning environment	98.4%	91.9%	94.9%
Percent satisfied with social and physical environment	98.4%	92.6%	89.8%
Percent satisfied with school-home relations	98.4%	88.6%	84.8%

\* 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 19 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. Sanction: Implement the restructuring plan.
DELAY	<b>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."</b>
HOLD	<b>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."</b>

## Teacher Quality and Student Attendance

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	0.1%	1.8%	
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%	
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%	Yes

\* Or greater than last year

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	444	100	9.8	33	45.9	11.2	69.9	57.8	48.2	Yes	Yes
<b>Gender</b>											
Male	235	100	14.3	34.1	42.6	9	63.2	50.7	41.7	N/A	N/A
Female	209	100	4.6	31.8	49.7	13.8	77.4	65.6	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	321	100	7.8	29.5	48.7	14	73.7	65.8	60	Yes	Yes
African American	102	100	16.9	43.8	37.1	2.2	56.2	41.1	31.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	72.3	70.4	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	45	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	68.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	46	100	39.5	30.2	16.3	14	41.9	21.9	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	30.8	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	175	100	15.7	41.2	36.6	6.5	58.8	40.7	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	444	100	13.9	36.4	28.7	21.1	60.8	49.8	45.8	Yes	Yes
<b>Gender</b>											
Male	235	100	13.5	35	27.8	23.8	61	50.5	45.6	N/A	N/A
Female	209	100	14.4	37.9	29.7	17.9	60.5	49.1	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	321	100	10.7	36	28.2	25	65.6	59.9	59	Yes	Yes
African American	102	100	23.6	41.6	28.1	6.7	43.8	28.3	26.9	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	67.1	71.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	37.4	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	55.2	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	46	100	32.6	34.9	23.3	9.3	39.5	21.7	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	26	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	175	100	22.9	41.8	20.9	14.4	45.8	32	31.4	Yes	Yes

\* Adj - 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

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	305	100	20.1	30.6	20.5	28.8	49.3	42	35.7	96.5	96.1
<b>Gender</b>											
Male	158	100	19.5	26.2	18.8	35.6	54.4	45.1	37.4	96.5	95.9
Female	147	100	20.9	35.3	22.3	21.6	43.9	38.7	33.8	96.4	96.3
<b>Racial/Ethnic Group</b>											
White	220	100	17.5	26.1	21.8	34.6	56.4	52.4	49.2	96.4	96
African American	70	100	30.6	41.9	16.1	11.3	27.4	20.7	17	96.7	96.2
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	52.7	58	96.4	97
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	27.1	24.9	95.6	96.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	51.2	37.4	94.7	95.8
<b>Disability Status</b>											
Disabled	33	100	34.4	31.3	6.3	28.1	34.4	21.6	14	95.6	95
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	93.2
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	18.3	24.4	95.7	96.5
<b>Socio-Economic Status</b>											
Subsidized meals	126	100	26.8	37.5	19.6	16.1	35.7	24.5	21.1	95.9	95.3
<b>Social Studies</b>											
All Students	296	100	6.9	29.1	29.8	34.2	64	43.2	34	96.5	96.1
<b>Gender</b>											
Male	158	100	8.1	25.7	29.1	37.2	66.2	46.4	36.6	96.5	95.9
Female	138	100	5.5	33.1	30.7	30.7	61.4	39.7	31.3	96.4	96.3
<b>Racial/Ethnic Group</b>											
White	217	100	5.8	22.2	31.9	40.1	72	51	44.5	96.4	96
African American	67	100	12.5	50	28.6	8.9	37.5	25.8	19.1	96.7	96.2
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	61.4	58.9	96.4	97
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	32.8	27.5	95.6	96.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	46	32.7	94.7	95.8
<b>Disability Status</b>											
Disabled	28	100	11.5	53.8	23.1	11.5	34.6	20.9	14.4	95.6	95
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	93.2
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	24.4	27.3	95.7	96.5
<b>Socio-Economic Status</b>											
Subsidized meals	112	100	7.5	46.2	30.1	16.1	46.2	26.5	21	95.9	95.3

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	148	99.3	8.1	21.3	46.3	24.3	70.6
	4	140	100	6.1	30.5	51.1	12.2	63.4
	5	155	100	11.9	39.9	42.7	5.6	48.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	146	100	7.2	28.8	43.2	20.9	64
	4	157	100	12.4	20	58.6	9	67.6
	5	141	100	9.7	51.5	35.1	3.7	38.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	148	100	9.5	46	26.3	18.2	44.5
	4	140	100	9.9	38.9	28.2	22.9	51.1
	5	155	100	14.7	46.9	22.4	16.1	38.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	146	100	16.5	41	24.5	18	42.4
	4	157	100	12.4	29	30.3	28.3	58.6
	5	141	100	12.7	39.6	31.3	16.4	47.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	75	100	11.9	47.8	16.4	23.9	40.3
	4	140	100	22.8	33.1	24.4	19.7	44.1
	5	84	100	45.7	25.7	15.7	12.9	28.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	74	100	20.8	31.9	22.2	25	47.2
	4	157	100	20.7	28.3	22.8	28.3	51
	5	74	100	18.3	33.8	14.1	33.8	47.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	74	100	0	32.4	29.4	38.2	67.6
	4	140	100	6.3	36.2	22.8	34.6	57.5
	5	77	100	16.2	30.9	26.5	26.5	52.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	72	100	3	23.9	34.3	38.8	73.1
	4	156	100	9	27.8	31.3	31.9	63.2
	5	68	100	6.3	37.5	21.9	34.4	56.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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