



North Vista Elementary

1100 North Irby Street
Florence, SC 29501

Grades	PK-6 Elementary School	
Enrollment	624 Students	
Principal	Sharon R. Dixon	843-664-8159
Superintendent	Larry Jackson	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Below Average
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Average	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

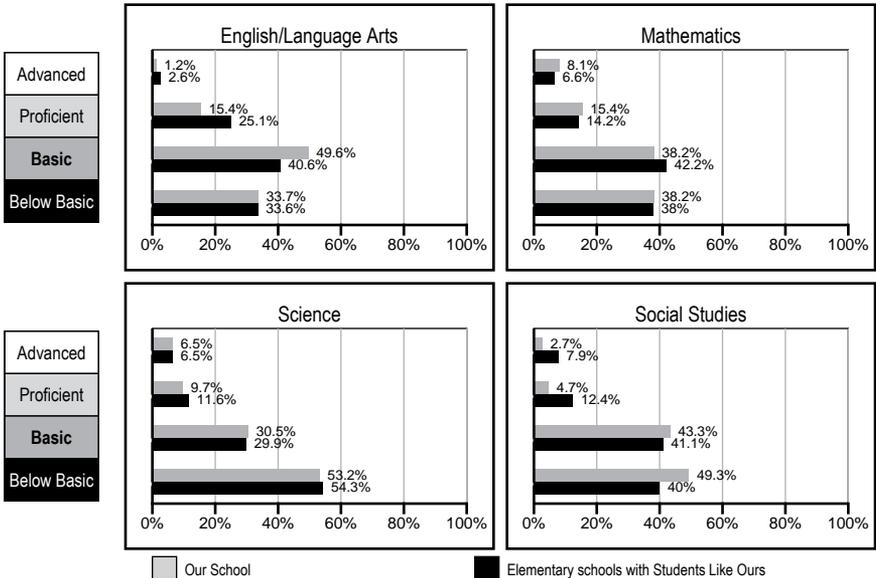
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	10	55	62

* 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
Students (n=624)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.0%	Down from 3.6%	3.1%	2.3%
Attendance rate	95.2%	Up from 95.0%	96.0%	96.3%
Eligible for gifted and talented	3.9%	Down from 4.8%	3.5%	10.4%
With disabilities other than speech	8.6%	Up from 7.6%	7.9%	7.5%
Older than usual for grade	2.6%	Down from 3.8%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=58)				
Teachers with advanced degrees	55.2%	Down from 60.8%	54.3%	56.7%
Continuing contract teachers	74.1%	Down from 80.4%	70.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 2.3%	0.0%	0.0%
Teachers returning from previous year	82.8%	Up from 81.6%	83.2%	86.4%
Teacher attendance rate	95.9%	Up from 94.7%	95.0%	94.9%
Average teacher salary	\$44,681	Up 3.7%	\$43,955	\$45,345
Professional development days/teacher	19.3 days	Up from 15.5 days	13.3 days	12.6 days
School				
Principal's years at school	12.0	Up from 11.0	3.0	4.0
Student-teacher ratio in core subjects	11.9 to 1	Up from 10.9 to 1	16.6 to 1	18.5 to 1
Prime instructional time	86.4%	Up from 86.3%	89.3%	89.8%
Opportunities in the arts	Fair	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	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,896	Up 10.0%	\$8,058	\$7,052
Percent of expenditures for instruction*	68.1%	Up from 66.0%	69.0%	69.1%
Percent of expenditures for teacher salaries*	61.4%	Up from 60.5%	62.5%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

High Performance Partnership, School Improvement Council, PTA Executive Board, School Leadership Team, and all other stakeholders worked together to identify performance goals for our School Improvement Plan. In alignment with Florence School District One Strategic Plan, we targeted the following goals: increase the percent of students scoring proficient and advanced on PACT Math, ELA, Science, and Social Studies in grades 3 through 6 by fourteen percent; meet Average Yearly Progress objectives; continue to increase highly qualified personnel to 100% to meet the requirements of No Child Left Behind; and enhance Parental Involvement.

Through the accomplishments of North Vista Elementary, it is evident that our performance goals are being addressed. Our percent of highly qualified staff continues to improve. The number of volunteer hours has increased from 150 to 237 due to our high performance partnership. MAPS have provided information to help drive instruction. Our PTA displayed student work at the State PTA Conference.

The School Improvement Council, in conjunction with PTA, sponsored several events including "Celebrate North Vista" and planning for a school wide mentoring program. Other programs offered for our school community include the Reading Buddies Program, the Science and Technology Fair, Drama Performance, Artist In Residence, Week of the Young Child, and International Day. Our PTA initiatives provide financial support for each grade level to complete activities for students and parents.

We support several innovative programs to meet the needs of our students including: South Carolina Reading First School Literacy, Math, and Science Coaches; "Arts are Basic at North Vista", South Carolina Arts Commission Grant; Montessori Children's House (Primary and Lower Elementary); Smallness Concept: Mentoring; and I AM Beautiful Program-Character Education.

Katrina Rouse was selected as our teacher of the year; she represents all of our teachers, who are well trained and skillfully teach South Carolina State standards. They share a great deal of knowledge that is imparted across grades Pre K- 6. Our art teacher, Catherine Johnson, was named South Carolina Elementary Art Teacher of the Year.

Our School Improvement Plan remains a vital part of school existence as stakeholders remain focused on a data-driven and research-based framework for enhancing student achievement

Sharon R. Dixon, Principal
Stephanie Johnson, PTA President
Michael B. Gary, School Improvement Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	63	20
Percent satisfied with learning environment	95.3%	85.7%	95.0%
Percent satisfied with social and physical environment	88.6%	85.5%	89.5%
Percent satisfied with school-home relations	56.8%	93.5%	95.0%

* 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 9 out of 17 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

Corrective Action

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	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	5.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	17.4%	0.0%	No
Student attendance rate	95.2%	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	274	99.6	33.5	49.8	15.5	1.2	30.6	49.1	48.2	No	Yes
Gender											
Male	132	99.2	44.4	46.2	9.4	0	23.1	43.1	41.7	N/A	N/A
Female	142	100	23.4	53.1	21.1	2.3	37.5	55.1	55	N/A	N/A
Racial/Ethnic Group											
White	10	I/S	I/S	I/S	I/S	I/S	I/S	61.8	60	I/S	I/S
African American	264	99.6	33.1	50.8	14.8	1.3	30.5	35.7	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	80.2	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.3	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
Disability Status											
Disabled	55	100	74.5	25.5	0	0	1.8	19	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	252	99.6	35.8	49.1	13.7	1.3	28.8	36.9	34	No	Yes

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

All Students	274	99.6	38	38.4	15.5	8.2	36.3	43.8	45.8	No	Yes
Gender											
Male	132	99.2	47.9	32.5	12	7.7	30.8	44	45.6	N/A	N/A
Female	142	100	28.9	43.8	18.8	8.6	41.4	43.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	10	I/S	I/S	I/S	I/S	I/S	I/S	58.1	59	I/S	I/S
African American	264	99.6	37.3	39	15.7	8.1	36.4	28.9	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	79.3	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	46.2	I/S	I/S
Disability Status											
Disabled	55	100	83.6	9.1	7.3	0	7.3	18.4	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	252	99.6	40.3	38.1	13.7	8	33.2	30.8	31.4	No	Yes

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

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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*	School Attendance Rate	District Attendance Rate
Science											
All Students	171	100	53.2	30.5	9.7	6.5	16.2	33.1	35.7	95.2	95.8
Gender											
Male	76	100	54.4	30.9	10.3	4.4	14.7	36.6	37.4	94.5	95.6
Female	95	100	52.3	30.2	9.3	8.1	17.4	29.6	33.8	95.9	96
Racial/Ethnic Group											
White	5	I/S	I/S	I/S	I/S	I/S	I/S	47.8	49.2	89.2	95.7
African American	166	100	53.7	30.9	9.4	6	15.4	18.4	17	95.3	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	58	N/A	97.9
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	29.4	24.9	N/A	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.9
Disability Status											
Disabled	30	100	83.3	16.7	0	0	0	20.3	14	93.9	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	23.8	24.4	N/A	97.1
Socio-Economic Status											
Subsidized meals	159	100	55.9	30.8	7.7	5.6	13.3	19.6	21.1	95.1	95.2
Social Studies											
All Students	170	100	49.3	43.3	4.7	2.7	7.3	29.3	34	95.2	95.8
Gender											
Male	84	100	50.7	41.1	5.5	2.7	8.2	33.7	36.6	94.5	95.6
Female	86	100	48.1	45.5	3.9	2.6	6.5	24.9	31.3	95.9	96
Racial/Ethnic Group											
White	8	I/S	I/S	I/S	I/S	I/S	I/S	40.4	44.5	89.2	95.7
African American	162	100	47.6	44.8	4.9	2.8	7.7	17.1	19.1	95.3	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.4	58.9	N/A	97.9
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.5	N/A	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.9
Disability Status											
Disabled	36	100	83.3	16.7	0	0	0	16.4	14.4	93.9	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.3	N/A	97.1
Socio-Economic Status											
Subsidized meals	151	100	51.5	41	5.2	2.2	7.5	17.4	21	95.1	95.2

* 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*	
English/Language Arts									
2007	3	75	100	22.7	54.5	22.7	0	22.7	
	4	60	98.3	24	54	22	0	22	
	5	73	100	41.8	49.3	7.5	1.5	9	
	6	83	100	50.6	39.2	10.1	0	10.1	
	7	N/A	N/AV	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	N/AV
2008	3	65	98.5	23.7	52.5	23.7	0	23.7	
	4	68	100	32.2	45.8	22	0	22	
	5	63	100	44.8	46.6	8.6	0	8.6	
	6	78	100	33.3	53.6	8.7	4.3	13	
	7	N/A	I/S	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	I/S
Mathematics									
2007	3	75	100	40.9	47	9.1	3	12.1	
	4	60	98.3	26	56	10	8	18	
	5	73	100	31.3	50.7	9	9	17.9	
	6	83	100	29.1	41.8	22.8	6.3	29.1	
	7	N/A	N/AV	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	N/AV
2008	3	65	98.5	45.8	37.3	15.3	1.7	16.9	
	4	68	100	33.9	45.8	15.3	5.1	20.3	
	5	63	100	41.4	44.8	10.3	3.4	13.8	
	6	78	100	31.9	27.5	20.3	20.3	40.6	
	7	N/A	I/S	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	I/S
Science									
2007	3	37	100	69.7	21.2	9.1	0	9.1	
	4	60	93.3	53.2	31.9	8.5	6.4	14.9	
	5	38	100	61.8	23.5	5.9	8.8	14.7	
	6	41	100	69.2	17.9	5.1	7.7	12.8	
	7	N/A	N/AV	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	N/AV
2008	3	32	100	46.7	40	13.3	0	13.3	
	4	68	100	54.2	28.8	11.9	5.1	16.9	
	5	32	100	66.7	26.7	3.3	3.3	6.7	
	6	39	100	45.7	28.6	8.6	17.1	25.7	
	7	N/A	I/S	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	I/S
Social Studies									
2007	3	38	100	36.4	54.5	9.1	0	9.1	
	4	60	98.3	40	48	10	2	12	
	5	35	100	66.7	21.2	6.1	6.1	12.1	
	6	42	100	45	50	5	0	5	
	7	N/A	N/AV	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	N/AV
2008	3	32	100	31	55.2	3.4	10.3	13.8	
	4	68	100	44.1	50.8	3.4	1.7	5.1	
	5	31	100	82.1	14.3	3.6	0	3.6	
	6	39	100	47.1	44.1	8.8	0	8.8	
	7	N/A	I/S	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	I/S

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