



## NORTH VISTA ELEMENTARY

1100 North Irby Street  
Florence, SC 29501

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	625 Students	
<b>Principal</b>	Sharon R. Dixon	843-664-8159
<b>Superintendent</b>	Allie E. Brooks	843-669-4141
<b>Board Chair</b>	Porter Stewart	843-669-6395

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>Average</b>
2009	Below Average	Below Average
2008	At-Risk	Below Average
2007	Below Average	Below Average
2006	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 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

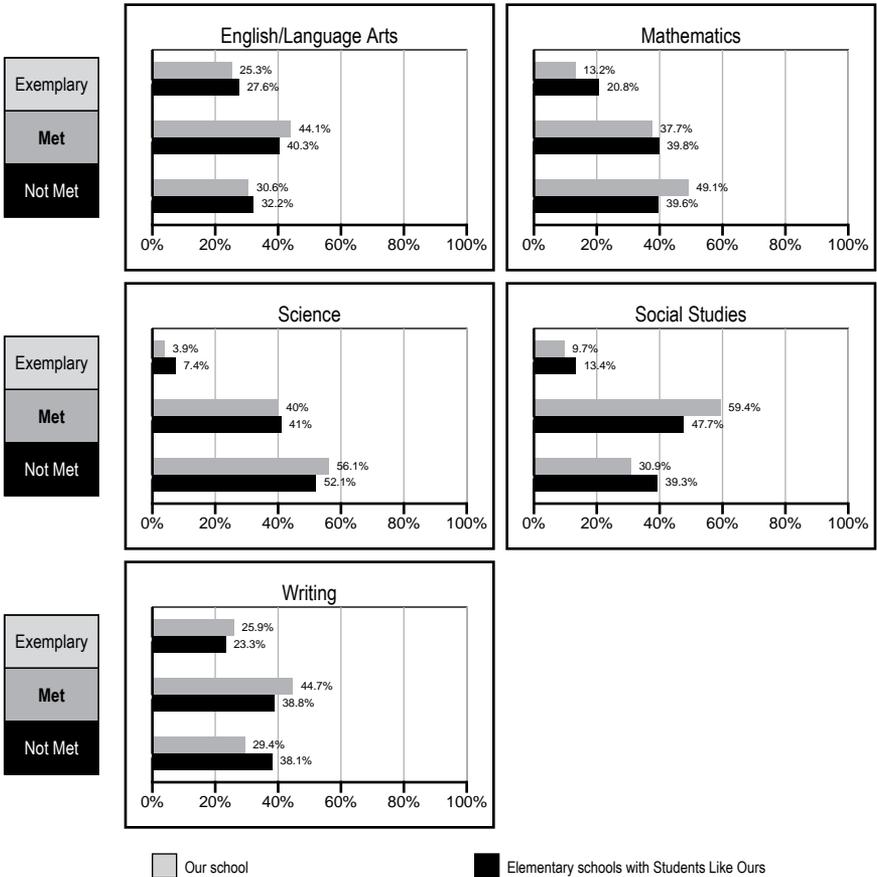
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	4	102	44	18

\* Ratings are calculated with data available by 03/09/2011.

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
<b>Students (n=625)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.8%	Down from 2.6%	1.6%	1.2%
Attendance rate	95.4%	Up from 94.9%	95.8%	96.1%
Eligible for gifted and talented	5.5%	Up from 3.3%	5.1%	11.7%
With disabilities other than speech	9.4%	Down from 10.4%	8.6%	8.0%
Older than usual for grade	0.4%	Down from 2.9%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=54)</b>				
Teachers with advanced degrees	61.1%	Down from 61.4%	58.6%	60.5%
Continuing contract teachers	77.8%	Up from 68.4%	80.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.4%	Up from 82.9%	84.9%	87.0%
Teacher attendance rate	97.4%	No Change	95.2%	95.4%
Average teacher salary*	\$46,906	Up 1.4%	\$45,509	\$47,288
Professional development days/teacher	22.7 days	Down from 25.7 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	14.0	Up from 13.0	3.0	4.0
Student-teacher ratio in core subjects	12.2 to 1	Down from 12.9 to 1	18.0 to 1	19.2 to 1
Prime instructional time	90.3%	Up from 89.8%	90.3%	90.8%
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**	\$10,679	Up 2.3%	\$8,259	\$7,548
Percent of expenditures for instruction**	68.6%	Up from 68.5%	68.1%	68.7%
Percent of expenditures for teacher salaries**	62.0%	Up from 61.3%	63.0%	65.1%

\* 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**

North Vista Elementary School is a unique educational environment where our stakeholders are committed to student success. We believe every child, regardless of background, should have the best education a school can offer.

Stakeholders in our school community, including the School Improvement Council, School Leadership team, PTA, and High Performance Partners, developed and supported goals for the 2009-10 school year.

Our targeted goals were to improve students' Math performance and to decrease the number of students reporting to school tardy, thereby increasing instructional time. These goals were based upon our most recent MAP (Measures of Academic Progress) data and attendance data. The MAP data was used to target students' individual strengths and weaknesses, develop differentiated instructional strategies, and to implement professional development that would assist teachers in meeting those needs. Quarterly "tardy" parties were held to celebrate students and parents who committed to our goal of decreasing tardies and increasing instructional time.

All academic programs at North Vista are student centered and research based to ensure a quality education. We have implemented several innovative programs to meet the needs of our students including:

- Literacy, Math, and Science Coaches
- "Arts are Basic at North Vista", South Carolina Arts Commission Grant (Kathleen Jones)
- South Carolina Reading First School
- Montessori Children's House (Primary, Lower and Upper Elementary)
- Smallness Concept
- High Performance Partnership
- Three National Board Certified Teachers (Janice Estes, Kathleen Jones, and Catherine Johnson)
- Books for Breakfast Grant (Shay Thames)
- Flashmasters Grant for Math (Carrie Ann Brigman)
- Fresh Fruits & Vegetables Grant (Regina Peterson)
- 21st Century Community Learning Center Grant (FSD1)
- Reduced Class Size
- Parenting Workshops
- Measure of Academic Progress (MAP) testing during fall and spring
- Compass Odyssey Program
- Reading Renaissance Program (4-6)
- Reading and Math Assistants (1-6)

Calandra Brisbane 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.

Students are offered a variety of opportunities to participate in after school activities such as Extended Day and 21st Century.

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	57	61	15
Percent satisfied with learning environment	94.6%	95.1%	100.0%
Percent satisfied with social and physical environment	96.5%	81.7%	93.3%
Percent satisfied with school-home relations	87.3%	95.1%	100.0%

\* 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** YES

This school met 15 out of 15 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** RP-DELAY

**School Improvement Key**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

**Teacher Quality and Student Attendance**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	2.9%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.8%	5.6%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	6.6%	0.0%	No
Student attendance rate	95.4%	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	300	98.7	29.9	44.6	25.5	85.6	84.6	83.5	Yes	Yes
<b>Gender</b>										
Male	127	98.4	39.8	41.6	18.6	79.6	82.1	80.1	N/A	N/A
Female	173	98.8	23	46.7	30.3	89.7	87.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	8	I/S	I/S	I/S	I/S	I/S	90.9	89.6	I/S	I/S
African American	292	98.6	30.4	45.6	24.1	85.2	78.5	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	95.3	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	85.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.8	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	43	95.4	65.8	28.9	5.3	55.3	56.1	51.7	I/S	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	84.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	266	98.5	31.5	44.8	23.8	85.5	79.2	76.9	Yes	Yes

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

All Students	300	99	48.6	38.1	13.3	68.3	78.9	80.4	Yes	Yes
<b>Gender</b>										
Male	127	98.4	51.3	38.1	10.6	64.6	77.1	78.4	N/A	N/A
Female	173	99.4	46.7	38.2	15.2	70.9	80.8	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	8	I/S	I/S	I/S	I/S	I/S	88.2	87.8	I/S	I/S
African American	292	99	49.3	37.8	13	67.8	69.8	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.9	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	81.5	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.8	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	43	97.7	N/A	N/A	N/A	28.9	46.5	46.1	I/S	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	85.6	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	266	98.9	50.8	35.9	13.3	66.5	71.5	72.8	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
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**Science**

All Students	188	100	55.4	40.7	4	44.6	67.8	67.3
<b>Gender</b>								
Male	80	100	58.1	37.8	4.1	41.9	68.4	66.9
Female	108	100	53.4	42.7	3.9	46.6	67.2	67.7
<b>Racial/Ethnic Group</b>								
White	7	I/S	I/S	I/S	I/S	I/S	82.4	79.6
African American	181	100	57.1	38.8	4.1	42.9	53.3	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.7	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	70.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.9	69.5
<b>Disability Status</b>								
Disabled	28	100	N/A	N/A	N/A	15.4	42	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	70.1	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	164	100	60.3	35.3	4.5	39.7	57	55.4

**Social Studies**

All Students	189	99.5	30.9	59.4	9.7	69.1	71	70.9
<b>Gender</b>								
Male	82	100	30.1	60.3	9.6	69.9	70.6	70.1
Female	107	99.1	31.4	58.8	9.8	68.6	71.4	71.7
<b>Racial/Ethnic Group</b>								
White	3	I/S	I/S	I/S	I/S	I/S	80.2	79.2
African American	186	99.5	31.4	59.3	9.3	68.6	62.1	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	91.2	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	68.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	26	96.2	56.5	39.1	4.3	43.5	45.8	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	73.6	68
<b>Socio-Economic Status</b>								
Subsidized meals	169	99.4	33.1	58	8.9	66.9	62.2	60.8

Abbreviations for Missing Data

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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
<b>Writing</b>										
All Students	300	99.7	29.2	44.8	26	70.8	73	72.1	95.4	95.8
<b>Gender</b>										
Male	128	100	45.7	37.1	17.2	54.3	66	65.2	94.8	95.6
Female	172	99.4	17.6	50.3	32.1	82.4	80.3	79.2	95.8	95.9
<b>Racial/Ethnic Group</b>										
White	8	I/S	I/S	I/S	I/S	I/S	81.4	80.8	95.5	95.6
African American	292	99.7	30	45.4	24.5	70	64.8	59.7	95.4	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.1	87	N/A	97.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.7	64.6	N/A	94.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.5	73.4	N/A	97
<b>Disability Status</b>										
Disabled	41	100	64.1	33.3	2.6	35.9	30.8	27.7	93.5	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	63.7	N/A	96.1
<b>Socio-Economic Status</b>										
Subsidized meals	266	99.6	30.3	46.6	23.1	69.7	64.9	61.9	95.1	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
<b>English/Language Arts</b>							
<b>2009</b>	3	81	100	32.4	43.7	23.9	67.6
	4	66	100	32.8	52.5	14.8	67.2
	5	68	98.5	46.8	41.9	11.3	53.2
	6	51	100	34	48.9	17	66
	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
<b>2010</b>	3	91	96.7	21.2	40	38.8	78.8
	4	80	100	31.1	50	18.9	68.9
	5	67	100	27.9	45.9	26.2	72.1
	6	62	98.4	43.1	43.1	13.8	56.9
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	81	100	63.4	26.8	9.9	36.6
	4	66	100	39.3	52.5	8.2	60.7
	5	68	98.5	43.5	51.6	4.8	56.5
	6	51	100	27.7	48.9	23.4	72.3
	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
<b>2010</b>	3	91	97.8	61.2	24.7	14.1	38.8
	4	80	100	39.2	48.6	12.2	60.8
	5	67	100	44.3	37.7	18	55.7
	6	62	98.4	46.6	44.8	8.6	53.4
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	40	100	63.9	30.6	5.6	36.1
	4	66	100	42.6	52.5	4.9	57.4
	5	36	97.2	N/AV	N/AV	N/AV	51.5
	6	25	100	50	45.8	4.2	50
	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
<b>2010</b>	3	44	100	79.1	16.3	4.7	20.9
	4	80	100	39.2	56.8	4.1	60.8
	5	33	100	53.3	40	6.7	46.7
	6	31	100	N/A	N/A	N/A	36.7
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	41	100	42.9	51.4	5.7	57.1
	4	66	100	44.3	52.5	3.3	55.7
	5	33	97	N/AV	N/AV	N/AV	36.7
	6	26	100	N/AV	N/AV	N/AV	56.5
	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
<b>2010</b>	3	45	100	38.1	52.4	9.5	61.9
	4	80	100	24.3	62.2	13.5	75.7
	5	34	97.1	41.9	48.4	9.7	58.1
	6	30	100	N/A	N/A	N/A	75
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	78	100	50.7	39.4	9.9	49.3
	4	69	100	42.9	41.3	15.9	57.1
	5	66	98.5	35.5	46.8	17.7	64.5
	6	52	100	38.3	44.7	17	61.7
	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
<b>2010</b>	3	90	98.9	25.6	45.3	29.1	74.4
	4	80	100	32.4	39.2	28.4	67.6
	5	66	100	24.6	47.5	27.9	75.4
	6	64	100	35	48.3	16.7	65
	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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