



NEWINGTON ELEMENTARY

10 King Charles Circle
Summerville, South

Grades	PK-5 Elementary School	
Enrollment	849 Students	
Principal	Camilla D. Groome	843-871-3230
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Frances Townsend	843-873-1341

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	At-Risk
2007	Good	Below Average

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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

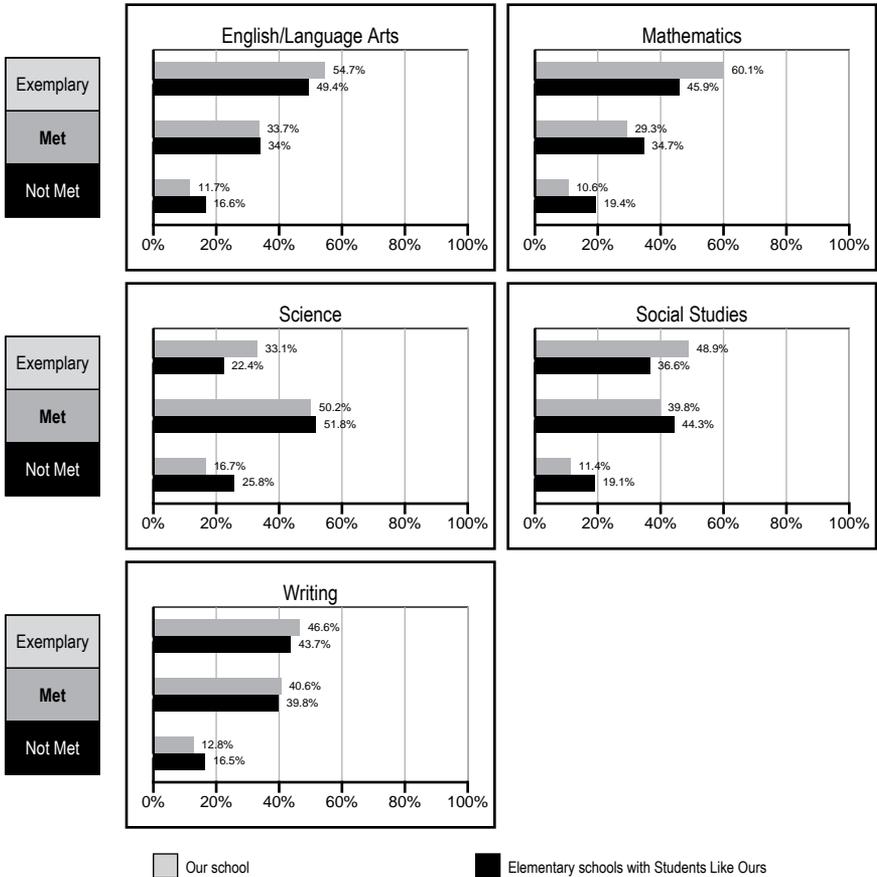
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
32	35	15	0	0

* Ratings are calculated with data available by 11/09/2011.

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
Students (n=849)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 1.6%	0.9%	1.1%
Attendance rate	96.0%	Up from 95.4%	96.2%	96.2%
Served by gifted and talented program	19.8%	Up from 14.9%	20.2%	13.4%
With disabilities other than speech	2.5%	Down from 8.2%	3.7%	4.1%
Older than usual for grade	0.3%	Down from 0.4%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.6%	Up from 0.3%	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	55.6%	Up from 50.9%	65.9%	62.5%
Continuing contract teachers	87.0%	Up from 84.9%	90.8%	88.2%
Teachers returning from previous year	89.2%	Up from 85.2%	90.2%	87.8%
Teacher attendance rate	93.7%	Down from 93.9%	95.1%	95.2%
Average teacher salary*	\$44,590	Down 0.4%	\$48,100	\$46,773
Professional development days/teacher	10.0 days	Down from 10.7 days	11.0 days	10.5 days
School				
Principal's years at school	11.0	Up from 10.0	5.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 20.2 to 1	20.8 to 1	19.9 to 1
Prime instructional time	88.3%	No Change	90.3%	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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,197	Down 9.4%	\$7,063	\$7,447
Percent of expenditures for instruction**	60.6%	Down from 62.8%	68.8%	68.4%
Percent of expenditures for teacher salaries**	59.6%	Up from 59.1%	66.6%	65.8%

* 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

The 2010-11 year was filled with the fun of learning and flourishing in our efforts at Newington Elementary. Our classroom lessons were creative and engaging. Students interacted with technology, worked in groups to create projects or solve problems, and contributed to our community through classroom instructional activities that were also tied to service learning. The students contributed to the Palmetto House, Dorchester County Recycling, the Ronald McDonald House, the American Cancer Society and Jump Rope for Heart to name a few. We participated in wacky Peace Flag celebrations throughout the year including pie eating contests, school wide BINGO, and tossing water balloons at the administration. The chorus and recorder clubs performed, students ran the Dolphin Run, the Genie was set free by Aladdin during an awesome student theatre production, and Tim Lowry helped us learn through hilarious and educational storytelling!

The year was challenging for our staff and students as we implemented new pacing guides, participated in benchmark testing, and debriefed about data. As a result, we celebrated successes and planned for differentiated lessons that would challenge each child based on his or her personal performance. Our teachers trained in the implementation of Explicit Direct Instruction and received professional development from instructional specialists Michael Clay Thompson and Eve Hayes.

Our students continued to make great strides in academic achievement. The results from the 2010 Palmetto Assessment of State Standards reflected gains and earned Newington an "Excellent" report card from the State Department of Education as well as the Palmetto Gold Award. The school also earned the Palmetto Silver Award for Closing the Achievement Gap among our subgroups and was designated a SMART Elite School for our integration of technology. In addition to school wide successes, individual students were winners in essay contests, class and school spelling bees, athletic challenges, and school, district and state PTA Reflections contests. 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), our kindergarten graduation, and hosting our popular Reading Counts Reading Carnival. We look forward to the 2011-2012 school year. In planning ahead, our staff will be trained in the 7 Habits of Highly Effective People and will encourage our students to become "leaders of themselves" through the implementation of the habits. Our challenges include maintaining our excellent report card rating and achieving AYP status as the bar continues to rise. We will address these challenges through the Title I, Voyager, Systems 44, and Read 180 programs; extended day tutoring; differentiated instruction; technology; and by providing our staff with the training and materials needed to achieve success.

Touching the heart and mind of every learner remains our steadfast commitment.

Camilla D. Groome, Principal

Dionne Welsh, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	132	99
Percent satisfied with learning environment	98.1%	96.2%	92.6%
Percent satisfied with social and physical environment	94.4%	88.6%	91.9%
Percent satisfied with school-home relations	83.3%	94.7%	90.6%

* 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

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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	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

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	420	99.8	11.9	34.3	53.8	92.6	88.8	82.4	Yes	Yes
Gender										
Male	206	99.5	14.2	40	45.8	91.6	86	78.7	N/A	N/A
Female	214	100	9.8	28.9	61.3	93.6	91.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	275	100	9.3	29.1	61.6	94.4	92.7	88.9	Yes	Yes
African American	117	100	19.8	47.5	32.7	87.1	81.5	72.9	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	18	94.4	13.3	33.3	53.3	93.3	88	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	90.9	83	I/S	I/S
Disability Status										
Disabled	49	100	41.7	35.4	22.9	68.8	58.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	84	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	203	99.5	17.3	40	42.7	89.7	82.5	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	420	100	11.2	29.7	59.1	93.9	90.3	81.9	Yes	Yes
Gender										
Male	206	100	15.8	27.9	56.3	91.6	88.6	79.9	N/A	N/A
Female	214	100	6.9	31.4	61.8	96.1	91.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	275	100	8.2	25.4	66.4	95.9	94.6	88.9	Yes	Yes
African American	117	100	18.8	42.6	38.6	88.1	81.8	71.4	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	96.5	94.6	I/S	I/S
Hispanic	18	100	20	26.7	53.3	93.3	90.2	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	95.5	84.4	I/S	I/S
Disability Status										
Disabled	49	100	39.6	39.6	20.8	75	61.6	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	88.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	203	100	15.1	38.9	45.9	91.9	84.3	74.9	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	285	100	16.8	50.4	32.8	83.2	77.2	68.6
Gender								
Male	148	100	18.5	51.9	29.6	81.5	76.2	68.3
Female	137	100	15	48.9	36.1	85	78.3	68.9
Racial/Ethnic Group								
White	186	100	12.6	48.6	38.8	87.4	86.2	80.7
African American	83	100	29.2	54.2	16.7	70.8	60.8	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91	85.3
Hispanic	12	100	I/S	I/S	I/S	I/S	71.8	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.6	70.8
Disability Status								
Disabled	34	100	39.4	54.5	6.1	60.6	43.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	59.2	60.7
Socio-Economic Status								
Subsidized meals	144	100	23.8	55.4	20.8	76.2	65.5	57.3
Social Studies								
All Students	286	100	12.5	39.9	47.6	87.5	81.4	72.5
Gender								
Male	145	100	15.3	38.7	46	84.7	81.2	72
Female	141	100	9.7	41	49.3	90.3	81.6	73.1
Racial/Ethnic Group								
White	186	100	9.9	35.7	54.4	90.1	86.9	81
African American	78	100	20.6	50	29.4	79.4	70.6	60
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	91	89
Hispanic	13	100	8.3	50	41.7	91.7	78.6	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.5	73.5
Disability Status								
Disabled	37	100	32.4	45.9	21.6	67.6	49.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	69.1	69.7
Socio-Economic Status								
Subsidized meals	134	100	19	49.2	31.7	81	71.6	62.9

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
Writing										
All Students	146	96.6	12.8	40.6	46.6	87.2	82.3	73.2	96	95.8
Gender										
Male	68	94.1	14.8	44.3	41	85.2	77.2	67.2	96.2	95.7
Female	78	98.7	11.1	37.5	51.4	88.9	87.4	79.4	95.9	95.8
Racial/Ethnic Group										
White	93	97.9	11.1	36.7	52.2	88.9	89.2	81.5	96.2	95.5
African American	39	92.3	22.6	48.4	29	77.4	71.1	61.3	95.7	96.1
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	84.8	87	96.1	96.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	78.8	66.7	95.3	95.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87.5	72.2	95.1	94.9
Disability Status										
Disabled	14	64.3	I/S	I/S	I/S	I/S	34.9	26	95.8	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	66.2	65.7	93.9	96.1
Socio-Economic Status										
Subsidized meals	68	94.1	19	43.1	37.9	81	71.5	63.2	95.6	95.1

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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							
2010	3	152	98.7	11.1	21.5	67.4	88.9
	4	144	100	16.7	36.4	47	83.3
	5	154	100	16.6	47.6	35.9	83.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	125	100	5.3	24.6	70.2	94.7
	4	149	99.3	13.3	35.7	51	86.7
	5	146	100	16.1	40.9	43.1	83.9
	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
Mathematics							
2010	3	152	99.3	17	20.7	62.2	83
	4	144	100	8.3	37.1	54.5	91.7
	5	154	100	11.7	52.4	35.9	88.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	125	100	8.8	22.8	68.4	91.2
	4	149	100	13.3	30.8	55.9	86.7
	5	146	100	10.9	34.3	54.7	89.1
	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							
2010	3	74	100	28.8	30.3	40.9	71.2
	4	144	100	22.7	56.8	20.5	77.3
	5	81	96.3	24.3	56.8	18.9	75.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	62	100	12.7	50.9	36.4	87.3
	4	149	100	17.5	57.3	25.2	82.5
	5	74	100	18.6	35.7	45.7	81.4
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	77	98.7	8.8	38.2	52.9	91.2
	4	144	100	17.4	40.9	41.7	82.6
	5	76	100	26.8	38	35.2	73.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	63	100	8.5	27.1	64.4	91.5
	4	149	100	9.1	42.7	48.3	90.9
	5	74	100	23.2	44.9	31.9	76.8
	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
Writing							
2010	3	150	99.3	16.3	34.8	48.9	83.7
	4	139	99.3	16	35.9	48.1	84
	5	155	94.8	15.6	40.4	44	84.4
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	146	96.6	12.8	40.6	46.6	87.2
	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

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