

Newington Elementary

10 King Charles Circle
Summerville, South

Grades	PK-5 Elementary School	
Enrollment	852 Students	
Principal	Camilla Groome	843-871-3230
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Good	At-Risk
2007	Good	Below Average
2006	Good	At-Risk
2005	Good	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 2008-09 whose 2007-08 test scores were located

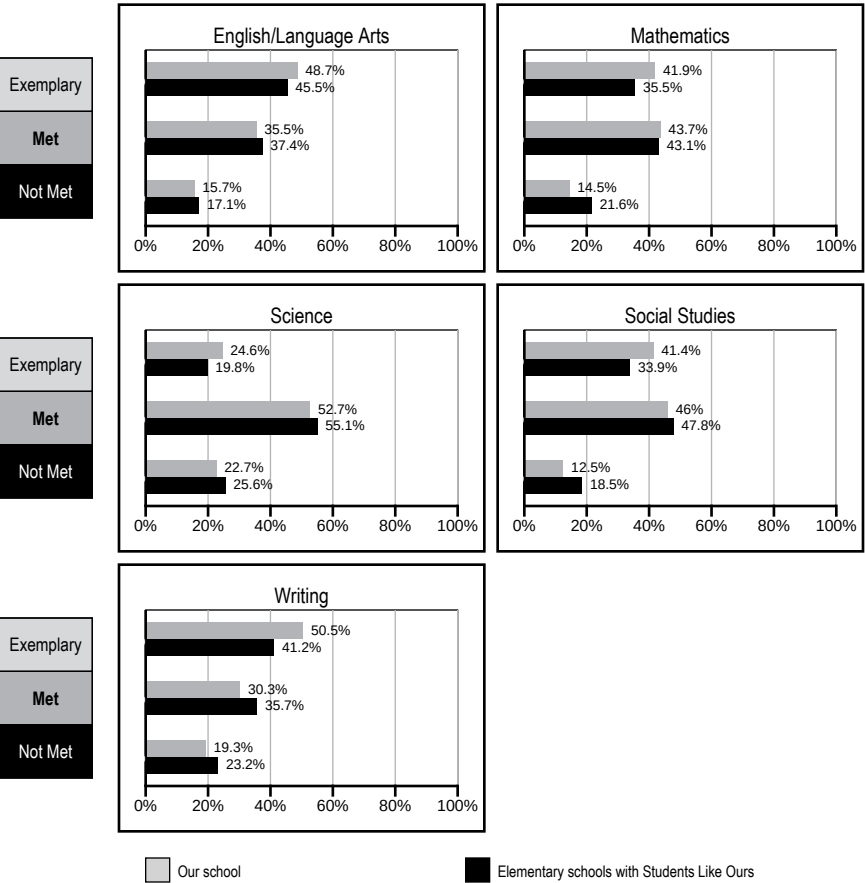
97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
18	36	34	0	0

* 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=852)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.1%	No Change	1.6%	1.9%
Attendance rate	96.0%	Down from 96.5%	96.4%	96.3%
Eligible for gifted and talented	17.2%	Up from 15.7%	15.4%	10.0%
With disabilities other than speech	8.6%	Up from 6.5%	7.2%	7.7%
Older than usual for grade	0.7%	Up from 0.5%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.2%	0.0%	0.0%
Teachers (n=56)				
Teachers with advanced degrees	58.9%	Up from 50.9%	62.6%	59.4%
Continuing contract teachers	78.6%	Up from 66.7%	84.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.9%	Up from 80.3%	88.5%	85.9%
Teacher attendance rate	93.6%	Down from 93.9%	95.1%	95.1%
Average teacher salary*	\$46,009	Up 6.5%	\$48,430	\$47,149
Professional development days/teacher	13.0 days	Down from 14.5 days	11.4 days	11.1 days
School				
Principal's years at school	9.0	Up from 8.0	5.3	4.0
Student-teacher ratio in core subjects	18.1 to 1	Down from 18.3 to 1	19.4 to 1	18.8 to 1
Prime instructional time	88.1%	Down from 88.7%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,532	Up 9.3%	\$7,022	\$7,458
Percent of expenditures for instruction**	61.1%	Down from 63.2%	68.9%	68.8%
Percent of expenditures for teacher salaries**	56.7%	Down from 60.4%	60.8%	63.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

Report of Principal and School Improvement Council

The 2008-09 school year was an exciting instructional year for our Newington family. Our student population of 865 students in Child Development through 5th grade enjoyed the benefits of a classroom equipped with SmartBoards, projectors, and SENTEO handheld assessment systems. This technology provides our students with greater opportunities for hands-on engagement across all content areas. In addition, all students benefited daily from individualized computer instruction using the COMPASS or Waterford software programs.

Our 2008 PACT results revealed gains in six of twelve areas tested and earned our school a GOOD report card from the State Department of Education. Our test scores indicate that we are accomplishing our mission of "Achieving Academic Excellence in a Changing World."

Over the year, our community of learners participated in various academic, social, and community activities. Staff training focused on instructional technology, a school-wide positive behavior intervention system, single gender education, and in building instructional rigor through higher order questioning. Teachers attended workshops, conferences, visited schools and enrolled in courses to support our instructional goals. Many students in 3rd-5th grades participated in extended-day tutoring with their teacher. Our PTA and SIC sponsored events, including the annual 5k Run with the Dolphins, Faculty Follies, Pancakes and PJ's night, artist-in-residence Tim Lowry, mini-grants, and the Reflections program. Newington students were also active in service projects, 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 Jump Rope for Heart Association, St. Jude's Children's Hospital, and the Relay for Life. Third, fourth, and fifth graders competed in the Quiz Bowl; 4th and 5th graders took part in the Math is Cool competition; while individuals performed in the Honor's Chorus. Our students were winners in essay contests, the spelling bee, and in the District 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), our kindergarten graduation, and hosting our popular Reading Carnival.

As we strive to reach our goal of 100% proficient and advanced levels of achievement, the Newington staff will continue to implement strategies and programs to meet every learner's needs. Our challenges include returning to an excellent report card rating and achieving AYP status as the bar continues to rise. We will address these challenges through the Title I and Read 180 programs, extended day tutoring, differentiated instruction with 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
Michael Lisle, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	55	138	86
Percent satisfied with learning environment	94.5%	95.6%	92.9%
Percent satisfied with social and physical environment	100.0%	92.0%	90.6%
Percent satisfied with school-home relations	94.4%	91.9%	87.1%

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

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 Adequate Yearly Progress

YES

This school met 21 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	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	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

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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	431	100	15.3	35.9	48.8	92.8	89.3	82.8	Yes	Yes
Gender										
Male	221	100	19.9	38.3	41.7	90.8	86.4	79.3	N/A	N/A
Female	210	100	10.6	33.3	56.1	94.9	92.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	313	100	12.7	32.3	55	94	92.9	89.5	Yes	Yes
African American	91	100	25.3	53	21.7	88	82.3	73.7	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	93.3	92.3	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	82.7	76.5	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	92.8	82.5	I/S	I/S
Disability Status										
Disabled	57	100	50	30	20	68	59.6	52	Yes	Yes
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	6	I/S	I/S	I/S	I/S	I/S	77.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	176	100	23.6	49	27.4	89.8	81.9	75.5	Yes	Yes

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

All Students	431	100	14.1	44.8	41.1	91.3	85.8	78.9	Yes	Yes
Gender										
Male	221	100	12.6	47.6	39.8	92.7	85.2	77	N/A	N/A
Female	210	100	15.7	41.9	42.4	89.9	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	313	100	10.7	43.7	45.7	94	91.5	87.2	Yes	Yes
African American	91	100	28.9	51.8	19.3	80.7	74.4	66.7	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	91.8	93	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	80.4	76	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	94.2	79.5	I/S	I/S
Disability Status										
Disabled	57	100	46	48	6	66	57.1	45.5	Yes	Yes
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	6	I/S	I/S	I/S	I/S	I/S	76.6	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	176	100	24.2	51.6	24.2	85.4	76.5	70.2	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
Science								
All Students	286	100	22.6	52.6	24.8	77.4	75.3	67.5
Gender								
Male	147	100	26.8	47.8	25.4	73.2	75	67
Female	139	100	18.2	57.6	24.2	81.8	75.8	68
Racial/Ethnic Group								
White	209	100	18.5	54.5	27	81.5	83.8	79.5
African American	60	100	38.2	49.1	12.7	61.8	57	50.3
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	86.4	84.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	70.5	60.7
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	83.3	71.2
Disability Status								
Disabled	36	100	58.1	29	12.9	41.9	42.2	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	5	I/S	I/S	I/S	I/S	I/S	66.7	59.6
Socio-Economic Status								
Subsided meals	121	100	31.8	52.7	15.5	68.2	59.9	55.1

Social Studies

All Students	288	100	12.2	47.2	40.6	87.8	81.2	72.3
Gender								
Male	154	100	11.7	44.1	44.1	88.3	80.9	71.5
Female	134	100	12.7	50.8	36.5	87.3	81.4	73.2
Racial/Ethnic Group								
White	209	100	10	43.8	46.3	90	86.7	80.7
African American	61	100	21.4	64.3	14.3	78.6	69.9	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	91.5	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	73.6	68
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	95.2	72.2
Disability Status								
Disabled	37	100	30.3	57.6	12.1	69.7	53.1	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	2	I/S	I/S	I/S	I/S	I/S	74.6	67.9
Socio-Economic Status								
Subsided meals	117	100	19.4	54.4	26.2	80.6	70.6	62.1

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	430	97.2	19.3	30.3	50.5	80.8	81.7	70.2	96	96.2
Gender										
Male	220	96.4	24.9	35.8	39.3	75.1	76	63.2	96.1	96.1
Female	210	98.1	13.6	24.6	61.8	86.4	87.5	77.5	95.9	96.3
Racial/Ethnic Group										
White	315	97.5	15.7	29.1	55.2	84.3	86.9	79.1	96	96
African American	90	95.6	36.3	36.3	27.5	63.8	70.9	57.6	96.2	96.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	88.6	86.2	97.3	97.1
Hispanic	10	I/S	I/S	I/S	I/S	I/S	78.9	62.6	94.9	96.4
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	88.4	68.7	94.1	95.8
Disability Status										
Disabled	56	78.6	59	30.8	10.3	41	37.7	26.1	95.5	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.1
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	70.2	61.2	95.5	96.3
Socio-Economic Status										
Subsidized meals	172	94.8	29.8	37.1	33.1	70.2	70.2	58.9	95.6	95.5

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
--	-------	----------------------------------	----------	-----------	-------	-------------	-----------------------

English/Language Arts

2009	3	136	100	14.8	26.2	59	85.2
	4	141	100	21.1	41.4	37.6	78.9
	5	154	100	10.7	38.9	50.3	89.3
	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

Mathematics

2009	3	136	100	20.5	39.3	40.2	79.5
	4	141	100	12	49.6	38.3	88
	5	154	100	10.7	45	44.3	89.3
	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

Science

2009	3	68	100	19.4	43.5	37.1	80.6
	4	141	100	30.1	51.9	18	69.9
	5	77	100	12	61.3	26.7	88
	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	68	100	16.4	44.3	39.3	83.6
	4	140	100	11.3	48.1	40.6	88.7
	5	80	100	10.4	48.1	41.6	89.6
	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

Writing

2009	3	133	100	22	30.1	48	78
	4	139	98.6	24.6	30.6	44.8	75.4
	5	158	93.7	11.9	30.1	58	88.1
	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample