



Newberry Elementary

1829 Nance Street
Newberry, SC 29108

Grades	PK-5 Elementary School	
Enrollment	450 Students	
Principal	Leila M. Caldwell	803-321-2670
Superintendent	Mr. Bennie Bennett	803-321-2600
Board Chair	Mr. Don Saylor	803-276-9765

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

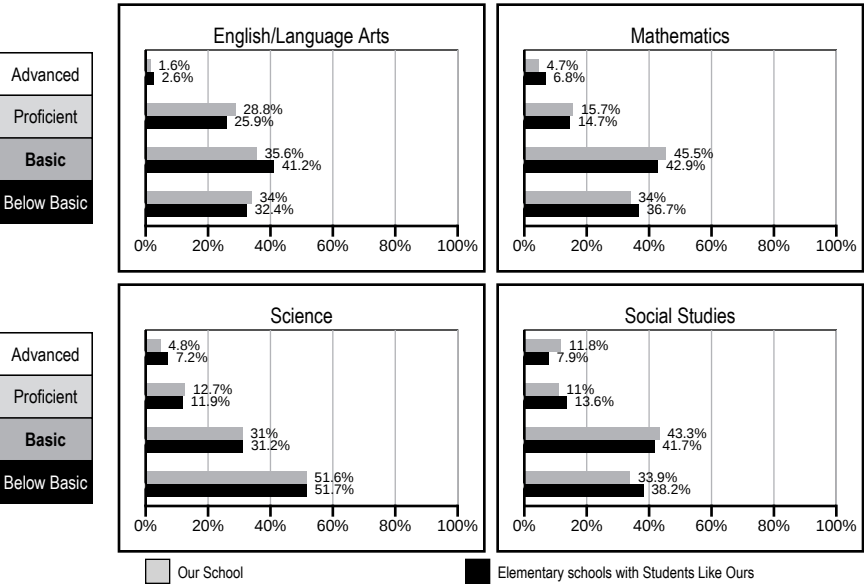
98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	12	59	46

* 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=450)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	6.7%	Up from 3.6%	3.0%	2.3%
Attendance rate	96.1%	Up from 95.9%	96.0%	96.3%
Eligible for gifted and talented	3.4%	Up from 2.0%	3.7%	10.4%
With disabilities other than speech	6.8%	Up from 3.9%	7.9%	7.5%
Older than usual for grade	0.9%	Down from 2.3%	1.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	50.0%	Up from 44.1%	54.8%	56.7%
Continuing contract teachers	71.9%	Up from 67.6%	70.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.6%	Up from 70.8%	83.4%	86.4%
Teacher attendance rate	94.2%	Up from 93.6%	95.0%	94.9%
Average teacher salary	\$41,765	Up 3.1%	\$43,988	\$45,345
Professional development days/teacher	14.7 days	Down from 27.8 days	13.3 days	12.6 days
School				
Principal's years at school	10.0	Up from 9.0	3.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Up from 14.0 to 1	16.8 to 1	18.5 to 1
Prime instructional time	90.0%	Up from 84.9%	89.3%	89.8%
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	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,056	Up 12.8%	\$7,984	\$7,052
Percent of expenditures for instruction*	74.3%	Down from 76.3%	69.1%	69.1%
Percent of expenditures for teacher salaries*	68.0%	Down from 70.1%	63.1%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Newberry Elementary School is located in the city of Newberry. Our total enrollment of 446 students during the 2007-2008 school year consisted of 67% African American, 19% Caucasian, and 14% Hispanic students; of these students, 90.93% qualified for the free or reduced lunch program.

Newberry Elementary is in its fifth year of being a Reading First school. Teachers are implementing a variety of scientifically-based reading research strategies that support best practices in reading instruction. They are actively engaged in professional studies, on-going collaboration, and sharing strategies that work within the classroom. Teachers continue to broaden their knowledge base, as they attend conferences, workshops, seminars, and conduct peer observations.

We will continue to provide parenting programs that will address strategies for parents, as they work with their children in the areas of ELA, Math, Science, and Social Studies.

Data collected from MAP, Dominie, and Stanford will be used to guide our instruction to meet the needs of all students. We have placed a heavy focus on small group instruction.

We have made great strides, and our students are the beneficiaries. But there is always room for growth.

Leila M. Caldwell, Principal
Amy Riser, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	63	36
Percent satisfied with learning environment	87.5%	95.2%	94.4%
Percent satisfied with social and physical environment	87.1%	93.7%	97.1%
Percent satisfied with school-home relations	53.1%	93.7%	91.4%

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

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 7 out of 13 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	Newly Identified
---------------------------	------------------

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	0.0%		1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%		6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.2%	0.0%	No
Student attendance rate	96.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	208	99	33.3	36	29.1	1.6	36	38.5	48.2	No	Yes
Gender											
Male	108	98.2	44.2	37.9	16.8	1.1	23.2	30.2	41.7	N/A	N/A
Female	100	100	22.3	34	41.5	2.1	48.9	47.6	55	N/A	N/A
Racial/Ethnic Group											
White	37	100	30.3	27.3	42.4	0	51.5	53.3	60	I/S	I/S
African American	142	98.6	30.8	39.8	27.1	2.3	33.8	21.8	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	29	100	52.2	26.1	21.7	0	26.1	32	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	26	96.2	61.9	33.3	4.8	0	4.8	10.8	16	I/S	I/S
Migrant Status											
Migrant	10	I/S	I/S	I/S	I/S	I/S	I/S	22.9	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	26	100	54.5	22.7	22.7	0	27.3	28.8	36.9	I/S	I/S
Socio-Economic Status											
Subsidized meals	182	98.9	36	36.6	26.8	0.6	32.9	24.8	34	No	Yes

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

All Students	208	99.5	33.7	45.8	15.8	4.7	31.6	39.1	45.8	No	Yes
Gender											
Male	108	99.1	43.8	37.5	12.5	6.3	28.1	37.5	45.6	N/A	N/A
Female	100	100	23.4	54.3	19.1	3.2	35.1	40.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	37	100	21.2	45.5	21.2	12.1	42.4	55	59	I/S	I/S
African American	142	99.3	36.6	45.5	14.9	3	26.9	21	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	29	100	34.8	47.8	13	4.3	43.5	33.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	26	100	54.5	40.9	4.5	0	18.2	13.9	17.1	I/S	I/S
Migrant Status											
Migrant	10	I/S	I/S	I/S	I/S	I/S	I/S	20	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	26	100	36.4	45.5	13.6	4.5	45.5	32.1	38.7	I/S	I/S
Socio-Economic Status											
Subsidized meals	182	99.5	36.4	46.1	13.9	3.6	27.9	26.2	31.4	No	Yes

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

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	137	99.3	51.2	31.2	12.8	4.8	17.6	30.2	35.7	96.1	95.9
Gender											
Male	74	98.7	55.4	29.2	12.3	3.1	15.4	30.6	37.4	96	95.7
Female	63	100	46.7	33.3	13.3	6.7	20	29.6	33.8	96.2	96.2
Racial/Ethnic Group											
White	25	100	34.8	30.4	21.7	13	34.8	45.2	49.2	94.2	96
African American	93	98.9	54	33.3	10.3	2.3	12.6	12.9	17	96.6	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	95.5
Hispanic	19	100	60	20	13.3	6.7	20	26.2	24.9	96.4	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	96.6
Disability Status											
Disabled	16	100	86.7	13.3	0	0	0	8	14	94.8	94.8
Migrant Status											
Migrant	7	I/S	I/S	I/S	I/S	I/S	I/S	10	21.9	97.8	96.1
English Proficiency											
Limited English Proficient	18	100	60	20	13.3	6.7	20	24.8	24.4	96.5	96.1
Socio-Economic Status											
Subsidized meals	119	99.2	55.6	31.5	10.2	2.8	13	17.4	21.1	96.1	95.4

Social Studies

All Students	138	99.3	33.3	43.7	11.1	11.9	23	24.2	34	96.1	95.9
Gender											
Male	71	98.6	39.7	33.3	11.1	15.9	27	25.1	36.6	96	95.7
Female	67	100	27	54	11.1	7.9	19	23.4	31.3	96.2	96.2
Racial/Ethnic Group											
White	23	100	47.6	28.6	4.8	19	23.8	34.3	44.5	94.2	96
African American	95	99	30.7	46.6	11.4	11.4	22.7	13.1	19.1	96.6	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	95.5
Hispanic	20	100	29.4	47.1	17.6	5.9	23.5	21.1	27.5	96.4	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	96.6
Disability Status											
Disabled	17	100	30.8	53.8	15.4	0	15.4	7.9	14.4	94.8	94.8
Migrant Status											
Migrant	6	I/S	I/S	I/S	I/S	I/S	I/S	8.3	22.6	97.8	96.1
English Proficiency											
Limited English Proficient	18	100	31.3	50	12.5	6.3	18.8	18.3	27.3	96.5	96.1
Socio-Economic Status											
Subsidized meals	121	99.2	33	45	11	11	22	14.6	21	96.1	95.4

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

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	73	100	23.9	59.7	16.4	0	16.4
	4	67	100	35.5	41.9	22.6	0	22.6
	5	56	98.2	40	50	10	0	10
	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
2008	3	71	98.6	17.2	35.9	46.9	0	46.9
	4	67	98.5	36.1	39.3	21.3	3.3	24.6
	5	70	100	46.9	32.8	18.8	1.6	20.3
	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
Mathematics								
2007	3	73	100	43.3	46.3	7.5	3	10.4
	4	67	100	29	48.4	16.1	6.5	22.6
	5	56	100	24	62	8	6	14
	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
2008	3	71	100	20	49.2	27.7	3.1	30.8
	4	67	98.5	42.6	41	6.6	9.8	16.4
	5	70	100	39.1	46.9	12.5	1.6	14.1
	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
Science								
2007	3	37	100	50	35.3	11.8	2.9	14.7
	4	67	100	45.2	30.6	21	3.2	24.2
	5	28	100	48	44	4	4	8
	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
2008	3	35	100	32.3	32.3	29	6.5	35.5
	4	67	98.5	49.2	37.7	8.2	4.9	13.1
	5	35	100	72.7	18.2	6.1	3	9.1
	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
Social Studies								
2007	3	36	100	30.3	51.5	15.2	3	18.2
	4	67	100	45.2	33.9	12.9	8.1	21
	5	27	100	28	52	8	12	20
	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
2008	3	36	100	14.7	58.8	17.6	8.8	26.5
	4	67	98.5	45.9	39.3	9.8	4.9	14.8
	5	35	100	29	35.5	6.5	29	35.5
	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

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample