



Northside Elementary

710 N. Townville Street
Seneca, SC 29678

Grades	PK-5 Elementary School	
Enrollment	381 Students	
Principal	Geoff Smith	864-886-4445
Superintendent	Dr. Mike Lucas	864-886-4400
Board Chair	Andy Inabinet	864-710-0796

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	Below Average
2007	Good	Good
2006	Good	Average
2005	Good	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 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

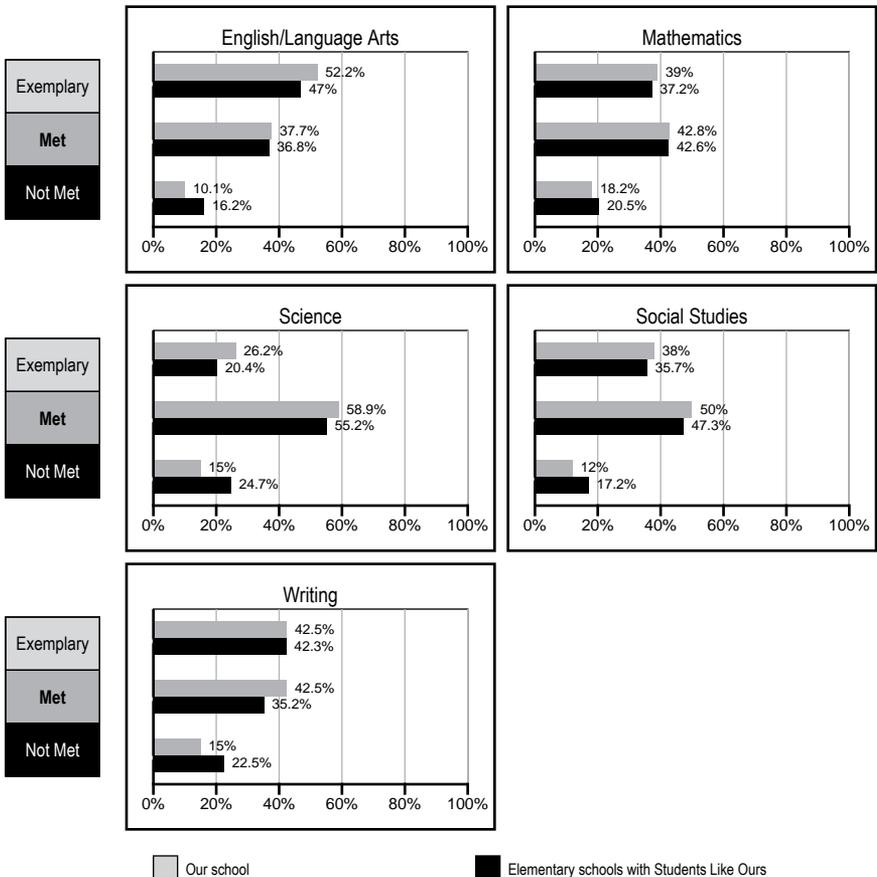
97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
19	37	22	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=381)				
First graders who attended full-day kindergarten	96.3%	Down from 98.4%	100.0%	100.0%
Retention rate	1.1%	Down from 2.8%	1.5%	1.9%
Attendance rate	96.4%	Down from 96.7%	96.6%	96.3%
Eligible for gifted and talented	28.3%	Up from 24.4%	15.7%	10.0%
With disabilities other than speech	6.0%	Up from 5.4%	6.8%	7.7%
Older than usual for grade	0.0%	No Change	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	53.3%	Down from 66.7%	61.4%	59.4%
Continuing contract teachers	86.7%	Up from 85.2%	84.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.5%	Up from 82.3%	87.7%	85.9%
Teacher attendance rate	96.2%	Up from 94.7%	95.1%	95.1%
Average teacher salary*	\$49,222	Up 6.4%	\$48,458	\$47,149
Professional development days/teacher	8.8 days	Down from 14.0 days	11.4 days	11.1 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 19.1 to 1	19.4 to 1	18.8 to 1
Prime instructional time	92.0%	Up from 90.6%	90.5%	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 99.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,924	Down 2.6%	\$6,983	\$7,458
Percent of expenditures for instruction**	64.0%	Down from 65.5%	68.9%	68.8%
Percent of expenditures for teacher salaries**	60.2%	Down from 62.2%	60.7%	63.2%

* 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 mission of Northside Elementary School, in partnership with home and community, is to challenge every child to be a "Learner for Life." It is this team approach that makes Northside such an inviting, warm, safe, and nurturing place. Northside continues as a Red Carpet school for its service to children and the school community. It is a school of high expectations that wishes the very best for every child. Northside Elementary is a community of 384 students in grades kindergarten through grade five. The 09-10 school year will bring an expansion of the school and its population. There is an even split between male and female students and a variety of cultural backgrounds are represented. Our class size in grades 1-3 averages 20 and in grades 4 and 5 the average is 22. Students and staff here at Northside have the privilege of being in an expanded building that is clean and attractive both outside and inside. The media center has an open format and averages 30,000 books checked out each year. A fine arts program offers many opportunities for our students. Several pieces of student art work are displayed in the community and around our school. The music program provides many performance opportunities. Physical Education continues to teach students about fitness and general well being. Zest Quest has been an additional program to teach students and staff about wellness and nutrition. Speech, Reading Recovery, English as a Second Language, a Reading Strategies class, and a Resource class all aid in the development of children needing additional assistance. Northside Elementary offers a comprehensive guidance program with a variety of programs to enhance each child's personal well being. A gifted and talented class serves students who score at the state identified level. An emphasis is placed on technology in all classrooms. Instruction is infused with lessons utilizing Smartboards, United Streaming, and lap top computers as well as LCD projectors. The staff of Northside also does a terrific job in handling day-to-day clerical needs, keeping the school looking great, and preparing a breakfast and lunch program. Support from an active parent group as well as the School Improvement Council provides necessary input for continued growth and school improvement. A pumpkin patch and 5k/ 1 mile fun run was enjoyed by many. Community sponsorship from these events will assist in playground enhancements and promote fitness. It is this well rounded approach and quality daily instruction that has made PASS test scores of Northside students consistently higher than the state average and MAP scores above the national average. Northside also met the federal mandate in the No Child Left Behind Act of making Adequate Yearly Progress (AYP) for the sixth year in a row as well as earning its second Palmetto Silver distinction for school achievement. There is a continual analysis of MAP and PASS scores to seek ways to improve upon our daily instruction and support programs. Through the commitment of the Northside staff, it is our goal to meet each child's needs and encourage them to be Learners for Life.

Geoff Smith
CJ Smith, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	44	14
Percent satisfied with learning environment	96.4%	97.7%	100.0%
Percent satisfied with social and physical environment	100.0%	90.9%	92.9%
Percent satisfied with school-home relations	100.0%	95.3%	92.9%

* 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 13 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

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	0.0%	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	96.4%	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	167	100	10.1	37.7	52.2	92.5	86	82.8	Yes	Yes
Gender										
Male	79	100	13.5	39.2	47.3	87.8	82.7	79.3	N/A	N/A
Female	88	100	7.1	36.5	56.5	96.5	89.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	127	100	9	36.9	54.1	93.4	87.8	89.5	Yes	Yes
African American	32	100	13.3	46.7	40	90	76.8	73.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94.9	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	80.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	17	100	21.4	50	28.6	85.7	62.8	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	79.4	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	74	100	20.3	43.5	36.2	85.5	80.7	75.5	Yes	Yes

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

All Students	167	100	18.2	42.8	39	88.1	82.8	78.9	Yes	Yes
Gender										
Male	79	100	16.2	44.6	39.2	87.8	81.2	77	N/A	N/A
Female	88	100	20	41.2	38.8	88.2	84.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	127	100	14.8	44.3	41	91	85.2	87.2	Yes	Yes
African American	32	100	30	43.3	26.7	76.7	68.6	66.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	79.5	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	17	100	42.9	42.9	14.3	71.4	54.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	79.8	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	74	100	30.4	43.5	26.1	78.3	75.3	70.2	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	113	100	15	58.9	26.2	85	69	67.5
Gender								
Male	56	100	15.1	50.9	34	84.9	67	67
Female	57	100	14.8	66.7	18.5	85.2	71.1	68
Racial/Ethnic Group								
White	85	100	14.8	58	27.2	85.2	73	79.5
African American	22	100	14.3	71.4	14.3	85.7	48.7	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	70.8	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	58.5	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	14	100	25	66.7	8.3	75	38.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	53.7	59.6
Socio-Economic Status								
Subsided meals	55	100	23.5	56.9	19.6	76.5	57.9	55.1
Social Studies								
All Students	111	100	12	50	38	88	71.8	72.3
Gender								
Male	49	100	10.9	47.8	41.3	89.1	72.1	71.5
Female	62	100	12.9	51.6	35.5	87.1	71.6	73.2
Racial/Ethnic Group								
White	89	100	12.5	50	37.5	87.5	74.5	80.7
African American	18	100	12.5	56.3	31.3	87.5	55.4	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	66.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	12	100	I/S	I/S	I/S	I/S	47.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	66.7	67.9
Socio-Economic Status								
Subsided meals	47	100	22.2	60	17.8	77.8	62.6	62.1

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	165	99.4	15	42.5	42.5	85	72	70.2	96.4	96.4
Gender										
Male	78	98.7	20.3	41.9	37.8	79.7	63.8	63.2	96.7	96.4
Female	87	100	10.5	43	46.5	89.5	80.5	77.5	96.2	96.3
Racial/Ethnic Group										
White	126	100	13	43.9	43.1	87	74.3	79.1	96.4	96.2
African American	32	96.9	23.3	40	36.7	76.7	59.8	57.6	97	97.2
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	83.8	86.2	98.5	97.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	65.7	62.6	95.1	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	94	97.5
Disability Status										
Disabled	17	94.1	35.7	50	14.3	64.3	26.4	26.1	94.9	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	62.8	61.2	95.3	97.2
Socio-Economic Status										
Subsided meals	74	98.7	24.3	47.1	28.6	75.7	62.4	58.9	95.6	95.8

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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							
2009	3	62	100	8.6	27.6	63.8	91.4
	4	57	100	14.3	48.2	37.5	85.7
	5	48	100	6.7	37.8	55.6	93.3
	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	62	100	27.6	41.4	31	72.4
	4	57	100	16.1	44.6	39.3	83.9
	5	48	100	8.9	42.2	48.9	91.1
	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							
2009	3	32	100	6.9	55.2	37.9	93.1
	4	57	100	16.1	67.9	16.1	83.9
	5	24	100	22.7	40.9	36.4	77.3
	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
Social Studies							
2009	3	30	100	20.7	37.9	41.4	79.3
	4	57	100	8.9	57.1	33.9	91.1
	5	24	100	8.7	47.8	43.5	91.3
	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
Writing							
2009	3	59	100	17.2	39.7	43.1	82.8
	4	58	98.3	19.3	52.6	28.1	80.7
	5	48	100	6.7	33.3	60	93.3
	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

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