

## NORTHWEST ELEMENTARY

840 Green River Road  
Gaffney, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	456 Students	
<b>Principal</b>	Kathy Phillips	864-487-1243
<b>Superintendent</b>	Dr. Edgar C. Taylor	864-902-3542
<b>Board Chair</b>	Mr. Donnie Smith	(864) 839-3499

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Average</b>
2010	Good	Good
2009	Good	Excellent
2008	Average	Below Average
2007	Average	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

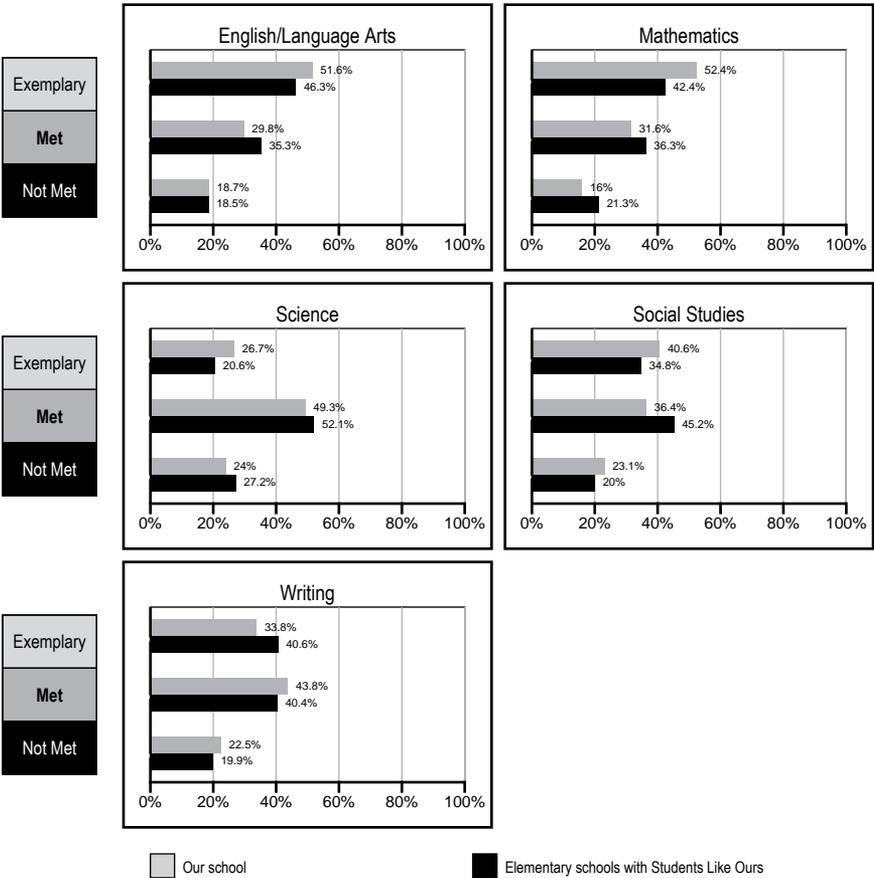
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
29	38	29	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
<b>Students (n=456)</b>				
First graders who attended full-day kindergarten	95.9%	Down from 100.0%	100.0%	100.0%
Retention rate	0.0%	Down from 0.2%	1.1%	1.1%
Attendance rate	96.0%	Down from 96.1%	96.2%	96.2%
Served by gifted and talented program	23.8%	Down from 25.4%	17.7%	13.4%
With disabilities other than speech	1.6%	Down from 4.4%	4.3%	4.1%
Older than usual for grade	0.2%	Down from 0.3%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=28)</b>				
Teachers with advanced degrees	60.7%	Down from 65.6%	63.2%	62.5%
Continuing contract teachers	96.4%	Down from 96.9%	90.3%	88.2%
Teachers returning from previous year	92.5%	Down from 92.8%	89.4%	87.8%
Teacher attendance rate	95.3%	Down from 95.5%	95.4%	95.2%
Average teacher salary*	\$46,883	Down 2.4%	\$47,826	\$46,773
Professional development days/teacher	5.4 days	Down from 5.8 days	10.8 days	10.5 days
<b>School</b>				
Principal's years at school	13.0	Up from 12.0	5.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 20.3 to 1	20.7 to 1	19.9 to 1
Prime instructional time	90.9%	Down from 91.3%	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%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,368	Up 6.0%	\$6,913	\$7,447
Percent of expenditures for instruction**	71.1%	Down from 72.1%	68.8%	68.4%
Percent of expenditures for teacher salaries**	70.8%	Down from 71.8%	66.0%	65.8%

\* 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 mission of Northwest Elementary School, in conjunction with family and community, is to ensure all students gain skills necessary to achieve personal excellence and to become responsible citizens in a global society by providing challenging educational programs and experiences in a safe and nurturing environment.

In other words, our school family believes in the POWER of Learning. We envision a school which has: PRIDE in accomplishments; OPPORTUNITIES for challenges and success in learning; WORLD-CLASS resources; EXPECTATIONS for a safe, nurturing environment; and RESPONSIBILITY, resourcefulness, and respect as goals.

This year our school family raised over \$5,800 for charitable organizations such as Relay for Life, March of Dimes, Jump Rope for Heart. We collected 3,000 cans of food for the Peachtree Ministries. Employees made contributions to the United Way and Habitat for Humanity.

Northwest Elementary had two winners at the Spartanburg Regional Science Fair. We had three winners at the Cherokee County Young Writers' Gala and a Cherokee County School District elementary winner for the State Superintendent Essay Contest.

Our Friendly Helpers, Family Academic Night Activities, BETA Club, Student Council, Growl Newsletter, Student Recognition, Young Writers' Tea, Science Fair and the Character Education Program, to name a few continue to increase in participation from staff, parents, students, and community leaders.

On behalf of the School Improvement Council Chairperson, Mrs. Lisa Davis, and I would like to thank you for your continued dedication, support and cooperation as we all strive for excellence for all children.

Mrs. Lisa Davis, School Improvement Council Chairperson  
 Mrs. Cathy Curry Bloise, Principal

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	25	80	66
Percent satisfied with learning environment	100.0%	86.3%	81.8%
Percent satisfied with social and physical environment	100.0%	94.9%	87.9%
Percent satisfied with school-home relations	100.0%	94.9%	75.8%

\* 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

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

<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

	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	0.0%	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

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

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

All Students	234	100	18.7	29.8	51.6	87.6	74.4	82.4	Yes	Yes
<b>Gender</b>										
Male	131	100	23.8	31	45.2	82.5	69.9	78.7	N/A	N/A
Female	103	100	12.1	28.3	59.6	93.9	79	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	207	100	16.4	29.4	54.2	89.6	79.7	88.9	Yes	Yes
African American	16	100	38.5	30.8	30.8	69.2	63.1	72.9	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.5	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	59.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	24	100	76.2	4.8	19	33.3	33.4	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	61.9	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	133	100	29.6	28	42.4	80	67.3	75.4	Yes	Yes

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

All Students	234	100	16	31.6	52.4	89.8	76.7	81.9	Yes	Yes
<b>Gender</b>										
Male	131	100	19.8	23.8	56.3	84.9	75.2	79.9	N/A	N/A
Female	103	100	11.1	41.4	47.5	96	78.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	207	100	13.9	31.3	54.7	91.5	82	88.9	Yes	Yes
African American	16	100	46.2	23.1	30.8	69.2	64.1	71.4	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.9	94.6	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	67.4	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	24	100	71.4	19	9.5	38.1	39.6	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	69.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	133	100	24.8	32	43.2	84	70.1	74.9	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
<b>Science</b>								
All Students	156	100	24	49.3	26.7	76	59.3	68.6
<b>Gender</b>								
Male	94	100	24.4	47.8	27.8	75.6	59.7	68.3
Female	62	100	23.3	51.7	25	76.7	58.8	68.9
<b>Racial/Ethnic Group</b>								
White	139	100	20.7	51.9	27.4	79.3	68.3	80.7
African American	10	I/S	I/S	I/S	I/S	I/S	39.5	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	78.9	85.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	38.1	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	15	100	76.9	15.4	7.7	23.1	28.2	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	42.4	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	91	100	30.2	50	19.8	69.8	50.4	57.3
<b>Social Studies</b>								
All Students	147	100	23.1	36.4	40.6	76.9	57.9	72.5
<b>Gender</b>								
Male	82	100	18.8	37.5	43.8	81.3	58.2	72
Female	65	100	28.6	34.9	36.5	71.4	57.7	73.1
<b>Racial/Ethnic Group</b>								
White	130	100	20.5	35.4	44.1	79.5	63.7	81
African American	10	I/S	I/S	I/S	I/S	I/S	45.3	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	74.2	89
Hispanic	6	I/S	I/S	I/S	I/S	I/S	40.5	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	15	100	78.6	14.3	7.1	21.4	23.1	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	46.4	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	81	100	32.5	41.6	26	67.5	49.9	62.9

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
<b>Writing</b>										
All Students	82	100	22.5	43.8	33.8	77.5	65.3	73.2	96	96.3
<b>Gender</b>										
Male	43	100	26.8	43.9	29.3	73.2	58.2	67.2	96.1	96.2
Female	39	100	17.9	43.6	38.5	82.1	72.8	79.4	95.9	96.3
<b>Racial/Ethnic Group</b>										
White	72	100	22.2	43.1	34.7	77.8	72.2	81.5	96	96
African American	7	I/S	I/S	I/S	I/S	I/S	50.6	61.3	95.9	96.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	75	87	95.7	97.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	45.3	66.7	96.4	97.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.4
<b>Disability Status</b>										
Disabled	6	I/S	I/S	I/S	I/S	I/S	16.9	26	95.6	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	46.4	65.7	96.8	97.6
<b>Socio-Economic Status</b>										
Subsidized meals	44	100	33.3	45.2	21.4	66.7	56.2	63.2	95.3	96

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
<b>English/Language Arts</b>							
<b>2010</b>	3	76	100	19.2	27.4	53.4	80.8
	4	82	100	23.4	32.5	44.2	76.6
	5	81	100	15.6	45.5	39	84.4
	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
<b>2011</b>	3	83	100	15.6	22.1	62.3	84.4
	4	69	100	22.1	27.9	50	77.9
	5	82	100	18.8	38.8	42.5	81.3
	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
<b>Mathematics</b>							
<b>2010</b>	3	76	100	16.4	26	57.5	83.6
	4	82	100	13	39	48.1	87
	5	81	100	7.8	31.2	61	92.2
	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
<b>2011</b>	3	83	100	13	26	61	87
	4	69	100	13.2	36.8	50	86.8
	5	82	100	21.3	32.5	46.3	78.8
	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
<b>Science</b>							
<b>2010</b>	3	38	100	35.1	37.8	27	64.9
	4	82	100	19.5	61	19.5	80.5
	5	41	100	32.5	57.5	10	67.5
	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
<b>2011</b>	3	44	100	30	50	20	70
	4	69	100	17.6	52.9	29.4	82.4
	5	43	100	28.6	42.9	28.6	71.4
	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

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
<b>Social Studies</b>							
<b>2010</b>	3	38	100	30.6	33.3	36.1	69.4
	4	82	100	22.1	50.6	27.3	77.9
	5	40	100	29.7	37.8	32.4	70.3
	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
<b>2011</b>	3	39	100	18.9	32.4	48.6	81.1
	4	69	100	22.1	35.3	42.6	77.9
	5	39	100	28.9	42.1	28.9	71.1
	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
<b>Writing</b>							
<b>2010</b>	3	75	100	31.5	27.4	41.1	68.5
	4	82	100	18.2	35.1	46.8	81.8
	5	81	100	15.6	32.5	51.9	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
<b>2011</b>	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	82	100	22.5	43.8	33.8	77.5
	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