

Northside Elementary

1929 Industrial Rd.
Walterboro, S.C. 29488

Grades	PK-5 Elementary School	
Enrollment	797 Students	
Principal	Barbara Steele	843 538 4350
Superintendent	Charles W. Gale Jr.	843-782-4510
Board Chair	P. A. Pournelle	843-549-5715

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

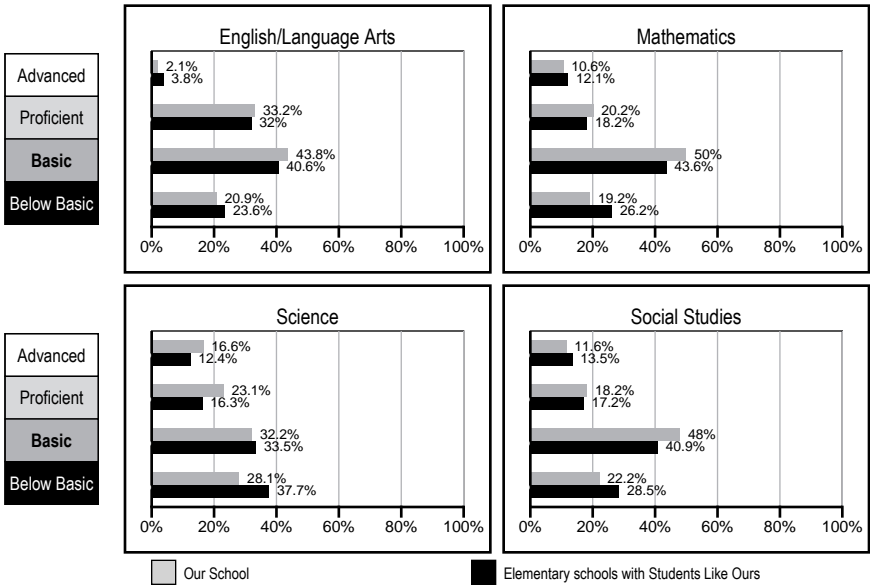
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	34	49	2

* 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=797)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	7.6%	Up from 5.5%	2.8%	2.3%
Attendance rate	95.0%	Up from 94.7%	96.0%	96.3%
Eligible for gifted and talented	7.9%	Down from 9.2%	6.5%	10.4%
With disabilities other than speech	5.7%	Up from 3.6%	9.0%	7.5%
Older than usual for grade	4.6%	Up from 2.5%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	54.1%	Down from 67.5%	54.3%	56.7%
Continuing contract teachers	75.7%	Down from 87.5%	74.3%	77.3%
Teachers with emergency or provisional certificates	3.3%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	80.5%	Down from 87.0%	85.6%	86.4%
Teacher attendance rate	95.2%	Up from 92.7%	94.9%	94.9%
Average teacher salary	\$44,395	Down 0%	\$44,371	\$45,345
Professional development days/teacher	10.9 days	Down from 17.3 days	13.4 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Down from 21.0 to 1	17.9 to 1	18.5 to 1
Prime instructional time	87.5%	Up from 82.2%	89.0%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	98.1%	Down from 98.6%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$4,192	Up 11.1%	\$7,521	\$7,052
Percent of expenditures for instruction*	71.4%	Down from 72.4%	69.1%	69.1%
Percent of expenditures for teacher salaries*	65.1%	Up from 54.9%	63.8%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The teachers and support staff of Northside Elementary are committed to working together with our school community to develop responsible, caring, life-long learners. Our goal remains to provide the best education possible for all of our students. During this school year there were many accomplishments and we received several awards.

Following the award of the Palmetto Silver Award in 2007, we received the Palmetto Gold Award in 2008. We are particularly proud of this, as well as being named an Exemplary Writing School. Our PTA raised funds to support our educational incentives, provided for a kindergarten celebration and 5th grade graduation, as well as seeing that teachers had needed classroom supplies and materials.

We made tremendous strides in technology by placing SMART Boards in all of our 1st through 5th grade classrooms, directly engaging students in active learning. Our after school program served 3rd through 5th graders, providing remediation and reinforcement in skills and test taking strategies. Differentiated instruction was provided through small, flexible groups and provided intervention and instruction based on students MAP scores (Measure of Academic Progress). Four interventionists worked with our students in grades K-5; two in math and two in ELA. Our teachers had the added support of both a math and science coach who provided them with math and science kits which added much needed hands-on experiences for our students. Students also were able to participate in the development of our Carolina Courtyard and the use of our outdoor classroom. Our teachers and para- professionals participated in book studies throughout the year which greatly aided their professional knowledge in current research and best practices.

Student progress and success were celebrated through perfect attendance, honor roll and PACT recognition ceremonies. Students also were rewarded at the end of the year with prizes and parties for gains on their MAP scores and yearly perfect attendance. Students who scored proficient or advanced on PACT had their names placed on a plaque displayed in the office and also went on a special field trip. Our goal remains the same: motivate our students, provide them with superior instruction in an atmosphere of high expectations and to see each one reach his/her potential and achieve success.

Barbara Steele, principal
Monique Singleton, SIC chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	91	41
Percent satisfied with learning environment	100.0%	87.6%	85.4%
Percent satisfied with social and physical environment	100.0%	79.5%	90.0%
Percent satisfied with school-home relations	93.2%	77.5%	75.6%

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

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School Adequate Yearly Progress

NO

This school met 16 out of 17 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

Plan to Restructure

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	24.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	10.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.3%	0.0%	No
Student attendance rate	95.0%	94.0%	Yes

* Or greater than last year

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

All Students	313	100	20.9	43.8	33.2	2.1	50.7	33	48.2	Yes	Yes
Gender											
Male	147	100	30.1	42.6	26.5	0.7	43.4	26.9	41.7	N/A	N/A
Female	166	100	12.8	44.9	39.1	3.2	57.1	38.8	55	N/A	N/A
Racial/Ethnic Group											
White	196	100	19	40.2	37.4	3.4	52.5	45.5	60	Yes	Yes
African American	99	100	26.8	49.5	23.7	0	41.2	23.3	31.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	33.3	38.4	I/S	I/S
American Indian/Alaskan	11	100	0	63.6	36.4	0	90.9	53.8	47	I/S	I/S
Disability Status											
Disabled	39	100	61.1	27.8	11.1	0	19.4	8.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	42.9	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	216	100	25.6	46.2	27.1	1	45.2	27.3	34	Yes	Yes

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

All Students	313	100	19.2	50	20.2	10.6	44.2	29.4	45.8	Yes	Yes
Gender											
Male	147	100	19.1	47.8	22.1	11	44.9	29.5	45.6	N/A	N/A
Female	166	100	19.2	51.9	18.6	10.3	43.6	29.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	196	100	14	47.5	21.8	16.8	51.4	42.9	59	Yes	Yes
African American	99	100	30.9	51.5	16.5	1	27.8	18.8	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	31.3	38.1	I/S	I/S
American Indian/Alaskan	11	100	9.1	63.6	27.3	0	72.7	46.2	46.2	I/S	I/S
Disability Status											
Disabled	39	100	38.9	44.4	11.1	5.6	19.4	9.7	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	42.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	216	100	24.1	52.3	19.1	4.5	35.7	23.8	31.4	Yes	Yes

* Adj - 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

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	214	100	28.1	32.2	23.1	16.6	39.7	25.8	35.7	95	94.6
Gender											
Male	101	100	30.9	27.7	25.5	16	41.5	28.2	37.4	94.7	94.1
Female	113	100	25.7	36.2	21	17.1	38.1	23.5	33.8	95.4	95.2
Racial/Ethnic Group											
White	132	100	23.1	27.3	26.4	23.1	49.6	41.9	49.2	94.6	93.8
African American	71	100	39.1	39.1	15.9	5.8	21.7	13	17	96	95.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	58	94.5	96
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	37.5	24.9	95.3	95.3
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S	35.3	37.4	93.9	91.2
Disability Status											
Disabled	24	100	68.2	13.6	18.2	0	18.2	9.5	14	95	93.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	97
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	34.3	24.4	95.2	95.8
Socio-Economic Status											
Subsided meals	146	100	33.8	38.3	18.8	9	27.8	17.6	21.1	94.6	94.3
Social Studies											
All Students	211	100	22.2	48	18.2	11.6	29.8	18.6	34	95	94.6
Gender											
Male	98	100	18.9	50	17.8	13.3	31.1	20.8	36.6	94.7	94.1
Female	113	100	25	46.3	18.5	10.2	28.7	16.5	31.3	95.4	95.2
Racial/Ethnic Group											
White	137	100	23.8	41.3	19	15.9	34.9	28.3	44.5	94.6	93.8
African American	61	100	16.4	63.9	16.4	3.3	19.7	11.8	19.1	96	95.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	38.5	58.9	94.5	96
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	17.2	27.5	95.3	95.3
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	I/S	10.5	32.7	93.9	91.2
Disability Status											
Disabled	23	100	57.1	33.3	9.5	0	9.5	4.2	14.4	95	93.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	97
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	23.1	27.3	95.2	95.8
Socio-Economic Status											
Subsided meals	145	100	23	57.8	14.8	4.4	19.3	13.3	21	94.6	94.3

* Adj - 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

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	117	100	17.4	48.6	31.2	2.8	33.9	
	4	98	100	16.3	38.4	43	2.3	45.3	
	5	103	100	30.7	49.5	19.8	0	19.8	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	98	100	20.7	42.4	37	0	37	
	4	112	100	16.2	41	38.1	4.8	42.9	
	5	103	100	26.3	48.4	24.2	1.1	25.3	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	117	100	32.1	56	6.4	5.5	11.9	
	4	98	100	15.1	46.5	23.3	15.1	38.4	
	5	103	100	30.7	47.5	11.9	9.9	21.8	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	98	100	25	47.8	17.4	9.8	27.2	
	4	112	100	18.1	48.6	21.9	11.4	33.3	
	5	103	100	14.7	53.7	21.1	10.5	31.6	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	59	100	54.5	30.9	9.1	5.5	14.5	
	4	98	100	32.6	26.7	20.9	19.8	40.7	
	5	50	100	38.8	30.6	18.4	12.2	30.6	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	50	100	44.4	31.1	22.2	2.2	24.4	
	4	112	100	22.9	31.4	22.9	22.9	45.7	
	5	52	100	24.5	34.7	24.5	16.3	40.8	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	58	100	18.2	58.2	18.2	5.5	23.6	
	4	98	100	23.3	48.8	15.1	12.8	27.9	
	5	53	98.1	37.3	27.5	17.6	17.6	35.3	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	48	100	17	48.9	29.8	4.3	34	
	4	112	100	19	48.6	16.2	16.2	32.4	
	5	51	100	34.8	45.7	10.9	8.7	19.6	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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