



Northside Elementary

1929 Industrial Rd.

Walterboro, S.C. 29488

Grades	PK-5 Elementary School	
Enrollment	806 Students	
Principal	Barbara Steele	843 538 4350
Superintendent	Ms. Leila Williams	843-782-4510
Board Chair	Mr. Paul Haase	843-782-4510

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Good
2008	Average	Good
2007	Average	Excellent
2006	Below Average	Good
2005	Below Average	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

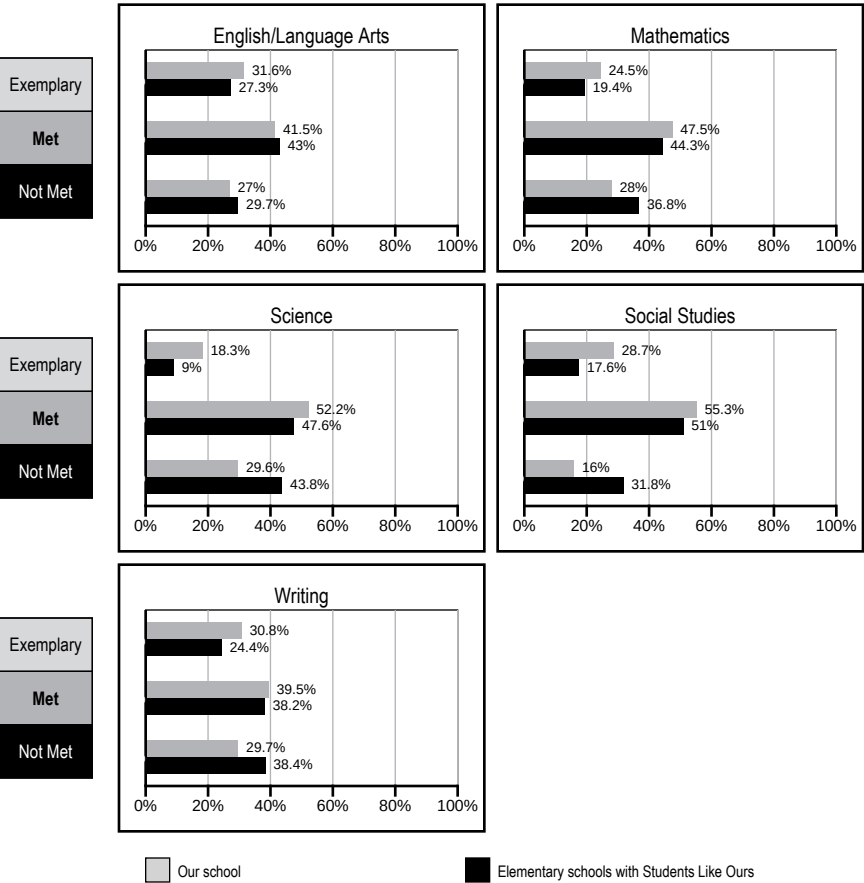
95.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	85	30	5

* 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=806)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	7.0%	Down from 7.6%	2.5%	1.9%
Attendance rate	95.2%	Up from 95.0%	96.0%	96.3%
Eligible for gifted and talented	11.1%	Up from 7.9%	6.1%	10.0%
With disabilities other than speech	7.0%	Up from 5.7%	9.0%	7.7%
Older than usual for grade	3.3%	Down from 4.6%	0.8%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	63.2%	Up from 54.1%	57.0%	59.4%
Continuing contract teachers	81.6%	Up from 75.7%	76.6%	80.0%
Teachers with emergency or provisional certificates	2.9%	Down from 3.3%	0.0%	0.0%
Teachers returning from previous year	84.9%	Up from 80.5%	84.9%	85.9%
Teacher attendance rate	95.4%	Up from 95.2%	95.0%	95.1%
Average teacher salary*	\$44,396	Up 0%	\$46,058	\$47,149
Professional development days/teacher	17.0 days	Up from 10.9 days	11.7 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	21.5 to 1	Up from 20.4 to 1	17.9 to 1	18.8 to 1
Prime instructional time	89.2%	Up from 87.5%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.1%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$4,224	Up 0.8%	\$7,756	\$7,458
Percent of expenditures for instruction**	68.1%	Down from 71.4%	68.1%	68.8%
Percent of expenditures for teacher salaries**	64.4%	Down from 65.1%	62.1%	63.2%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Northside Elementary School has an ongoing commitment of working with our school community to develop responsible, caring, life-long learners. Our goal remains to provide the best possible education for all of our students. This year our students' efforts brought about many accomplishments and awards. Northside was the recipient of two Palmetto Silver Awards this year. One was for academic achievement gains, and the other was for closing the achievement gap, for which we are particularly proud. This affirms that our efforts are succeeding. Our PTO continued to provide support by providing educational incentives, as well as supplying our teachers with much needed resources and supplies for their classrooms.

Once again, we placed great value and importance on technology in the classroom by purchasing more SMARTboards, so that all classrooms K-5 now have them. We also invested in Senteos, a system that uses hand held devices that allows our students to directly interact with the SMARTboards. The addition of this technology keeps students involved as active learners and participants. It is highly motivational and fun at the same time.

In order to assist our at-risk students, interventionists were provided to work with them individually and in small groups on math and reading. Classroom teachers added to this intervention through the use of differentiated instruction to teach students at their levels. Students' needs were determined through data such as MAP (Measures of academic progress) scores, which gave a measure of where the students were working in math and reading skills. Dominie, a research-based reading assessment tool, was also used to assess students' reading levels. Our students also enjoyed participating in science classes in the outdoor classroom in the Carolina Courtyard, which they help to maintain and provides hands-on learning. Many students were district science/math fair winners.

Our teaching staff also had the support of a curriculum facilitator and math and science coaches who provided staff development and collaboration and maintained science and math kits and other resources for them. All of our staff participated in collegial study groups and discussions on current research and best practice.

Student progress and success were celebrated through special assemblies and recognition ceremonies. Perfect attendance, honor roll, PACT and MAP gains, AR (accelerated reader), highest points, and others. Our goal remains the same: to motivate our students and provide them with superior instruction in an atmosphere of high expectations where all students can learn and achieve success.

Barbara Steele, Principal
Lynn Anderson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	102	30
Percent satisfied with learning environment	96.3%	86.0%	90.0%
Percent satisfied with social and physical environment	100.0%	86.3%	90.0%
Percent satisfied with school-home relations	88.5%	85.3%	86.7%

* 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
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This school met 17 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	RP-DELAY
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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	24.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.0%	0.0%	No
Student attendance rate	95.2%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	302	100	27	41.5	31.6	84.8	74.8	82.8	Yes	Yes
Gender										
Male	139	100	29.7	45.3	25	82	69.7	79.3	N/A	N/A
Female	163	100	24.7	38.3	37	87	79.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	170	100	17.6	42.8	39.6	88.1	82.3	89.5	Yes	Yes
African American	117	100	40.4	39.4	20.2	79.8	68.6	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	100	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	69.2	76.5	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	82.1	82.5	I/S	I/S
Disability Status										
Disabled	36	100	67.7	29	3.2	45.2	34.5	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	6	I/S	I/S	I/S	I/S	I/S	76.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	227	100	31.3	41.3	27.4	82.2	71.3	75.5	Yes	Yes

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

All Students	302	100	28	47.5	24.5	80.1	69	78.9	Yes	Yes
Gender										
Male	139	100	27.3	49.2	23.4	79.7	66.6	77	N/A	N/A
Female	163	100	28.6	46.1	25.3	80.5	71.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	170	100	18.9	46.5	34.6	86.8	77.8	87.2	Yes	Yes
African American	117	100	40.4	50.5	9.2	68.8	61.4	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	80.8	76	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	64.3	79.5	I/S	I/S
Disability Status										
Disabled	36	100	58.1	25.8	16.1	48.4	35.1	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	6	I/S	I/S	I/S	I/S	I/S	84.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	227	100	33.2	48.6	18.3	75.5	65.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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	201	99.5	29.6	52.2	18.3	70.4	58.6	67.5
Gender								
Male	101	100	30.4	52.2	17.4	69.6	57.7	67
Female	100	99	28.7	52.1	19.1	71.3	59.5	68
Racial/Ethnic Group								
White	109	99.1	18.8	55.4	25.7	81.2	72.5	79.5
African American	83	100	44.7	48.7	6.6	55.3	48	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	76.5	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	59.5	60.7
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	60	71.2
Disability Status								
Disabled	31	96.8	53.8	34.6	11.5	46.2	22.3	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	3	I/S	I/S	I/S	I/S	I/S	68.1	59.6
Socio-Economic Status								
Subsided meals	151	100	34.3	54.7	10.9	65.7	52.9	55.1

Social Studies								
All Students	201	100	16	55.3	28.7	84	66.9	72.3
Gender								
Male	89	100	14.8	54.3	30.9	85.2	65.5	71.5
Female	112	100	16.8	56.1	27.1	83.2	68.3	73.2
Racial/Ethnic Group								
White	118	100	10.8	50.5	38.7	89.2	74.5	80.7
African American	71	100	24.2	62.1	13.6	75.8	59.8	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	100	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.5	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	75	72.2
Disability Status								
Disabled	23	100	36.4	54.5	9.1	63.6	37.7	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	4	I/S	I/S	I/S	I/S	I/S	78.4	67.9
Socio-Economic Status								
Subsided meals	153	100	19.3	58.6	22.1	80.7	62.4	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	299	98	28.2	40.4	31.4	71.8	55.6	70.2	95.2	95.3
Gender										
Male	137	96.4	35.5	41.9	22.6	64.5	46.8	63.2	94.7	94.9
Female	162	99.4	22.4	39.1	38.5	77.6	64.3	77.5	95.8	95.7
Racial/Ethnic Group										
White	169	98.2	18.4	41.1	40.5	81.6	67.1	79.1	94.6	94.6
African American	116	97.4	41.7	38.9	19.4	58.3	46.5	57.6	96	95.8
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	81.5	86.2	95.4	96.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	48.1	62.6	95.9	95.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	67.9	68.7	92.8	92.3
Disability Status										
Disabled	38	92.1	N/AV	N/AV	N/AV	35.5	16.8	26.1	94.4	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96.1
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	57.6	61.2	95.8	96.3
Socio-Economic Status										
Subsidized meals	224	97.3	32.5	40.8	26.7	67.5	49.8	58.9	94.9	95.1

Abbreviations for Missing Data

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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	93	100	22.7	37.5	39.8	77.3
	4	100	100	31.5	42.4	26.1	68.5
	5	109	100	26.5	44.1	29.4	73.5
	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
Mathematics							
2009	3	93	100	33	40.9	26.1	67
	4	100	100	30.4	40.2	29.3	69.6
	5	109	100	21.6	59.8	18.6	78.4
	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
Science							
2009	3	46	97.8	50	40.5	9.5	50
	4	100	100	23.9	59.8	16.3	76.1
	5	55	100	23.1	48.1	28.8	76.9
	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	47	100	15.2	41.3	43.5	84.8
	4	100	100	14.1	63	22.8	85.9
	5	54	100	20	54	26	80
	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	93	96.8	28.7	29.9	41.4	71.3
	4	98	99	32.6	39.1	28.3	67.4
	5	108	98.2	23.8	50.5	25.7	76.2
	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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