

North Elementary

1100 Roddey Drive
Lancaster, South Carolina

Grades	K-5 Elementary School	
Enrollment	639 Students	
Principal	Linda L. Blackwell	803-283-9918
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Charlene McGriff	803-286-6972

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Good	Below Average
2007	Average	Below Average
2006	Good	At-Risk
2005	Good	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 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

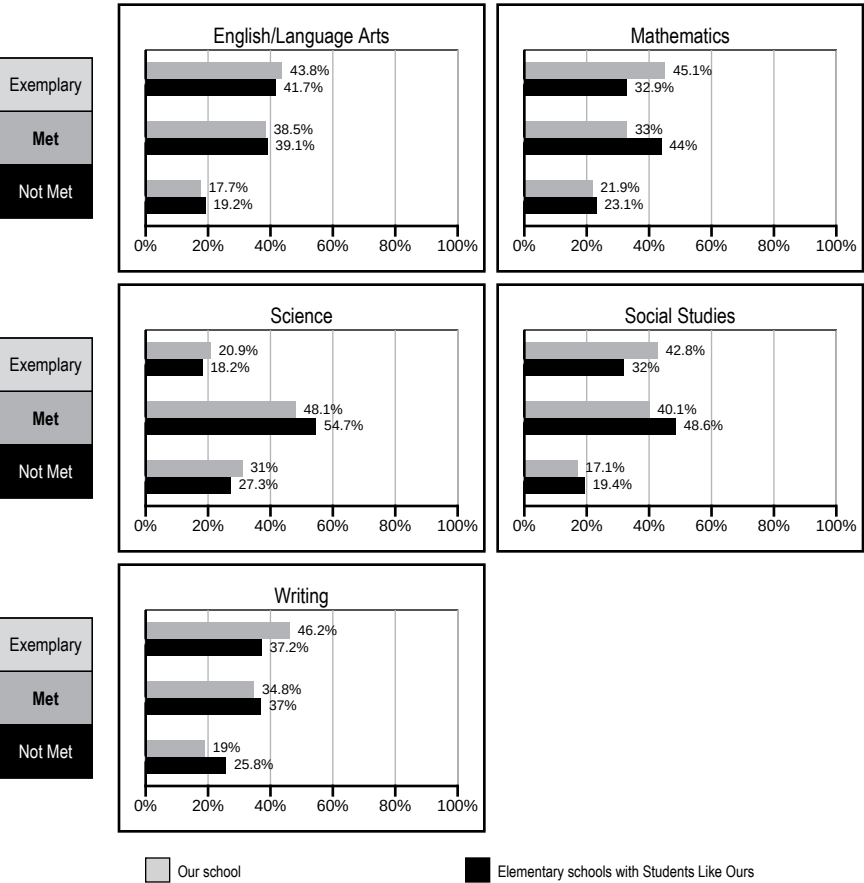
98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	27	54	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=639)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Down from 1.7%	1.9%	1.9%
Attendance rate	96.7%	Down from 96.8%	96.3%	96.3%
Eligible for gifted and talented	13.4%	Down from 16.1%	12.6%	10.0%
With disabilities other than speech	5.2%	Down from 5.5%	7.9%	7.7%
Older than usual for grade	0.4%	Up from 0.2%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	53.3%	Up from 47.6%	58.4%	59.4%
Continuing contract teachers	66.7%	Down from 73.8%	82.0%	80.0%
Teachers with emergency or provisional certificates	2.6%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	87.2%	Down from 88.8%	87.7%	85.9%
Teacher attendance rate	95.3%	Up from 94.0%	95.2%	95.1%
Average teacher salary*	\$45,007	Up 2.1%	\$47,171	\$47,149
Professional development days/teacher	9.1 days	Down from 10.1 days	10.5 days	11.1 days
School				
Principal's years at school	10.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 18.7 to 1	19.3 to 1	18.8 to 1
Prime instructional time	90.6%	Up from 89.2%	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 99.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,619	Up 9.8%	\$6,860	\$7,458
Percent of expenditures for instruction**	74.5%	Down from 75.4%	69.8%	68.8%
Percent of expenditures for teacher salaries**	67.2%	Down from 69.9%	64.5%	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

"Read, Write, and Blue"...what a patriotic year we have had at North Elementary! We began our reading and writing initiative by participating in the North "Summer" Olympics. Technology continued to be a focus through the use of SMART Boards, which provided another way to differentiate instruction. Scanners and document cameras allowed teachers to take this technology one step further by projecting anything in print onto the SMART Board. Through the addition of Classworks, a computer based program that correlates to both SC Curriculum Standards and MAP RIT bands, students have had the opportunity to learn at their individual level. Through the dissemination of PACT data, language arts PACT scores in grades 3-5 increased an average of 7.3% in the advanced range. Math proficient PACT scores for grades 3-5 increased an average of 5.2%. Our advanced science and social studies PACT scores for grades 3-5 increased an average of 11% and 7% respectively. Recognizing that our science and social studies PACT scores were lower than our expectations, we provided manipulatives, literature, and materials for hands-on instruction. The percentage of third grade students that met standards in science increased 9.1% and 9% in fourth grade. The percentage of students in grades 3-5 social studies increased 7.6%, 7.1%, and 19.6% respectively. African American students' PACT scores in science for third grade increased 12.6%. Our fifth grade African American students meeting social studies standards gained 44.8%, in mathematics 26.6%, and in English language arts 21.4%. These gains show our commitment to closing the achievement gap across all curriculum areas. During grade level field trips, memories were made that will last a lifetime. Fourth grade explored the sea through a visit to Ripley's Aquarium. Second grade took their annual walking tour of Lancaster and spent a day at EdVenture in Columbia. Kindergarten students enjoyed writing in their journals about their trip to the farm, the strawberry patch, and the play, Hansel and Gretel. Our fifth graders explored science and nature during their annual trip to YMCA's Camp Thunderbird. This three-day adventure included team building hands-on activities including high ropes, canoeing, hiking, and eating meals together. First and third grade students traveled to Cotton Hills Farm and participated in hands-on demonstrations that showed life on a working farm. In the fall, fifth graders performed a patriotic American's We, where they taught American history through song and narration. Our second graders' spring performance of Dr. Seuss', A Suessical Musical, entertained students, teachers, and families alike. Our SIC challenged us all to explore higher order thinking math activities through a math initiative. Students enjoyed the North "Winter" Olympics. Our TMD students enjoyed a very "Special" Olympics of their own. The students came back sporting medals proving a job well done! During this difficult economic time, our faculty and student body collected food for our local HOPE agency, raised over \$3,000 for Lancaster County's Relay for Life campaign, and met the many needs within our North family. Our PTA worked very hard this year to provide new playground equipment for both our kindergarten playground area and our large playground area to support our children's fitness. We are appreciative of the commitment our PTA, SIC, volunteers, and mentors have provided to students and teachers in our school. Our sights are now focused on making next school year even better!

Linda L. Blackwell, Principal; Jimmy Abbott, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	94	45
Percent satisfied with learning environment	97.6%	88.3%	88.6%
Percent satisfied with social and physical environment	95.2%	90.3%	86.4%
Percent satisfied with school-home relations	97.6%	88.0%	86.4%

* 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

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

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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	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	315	100	17.3	39.5	43.2	89.5	80.8	82.8	Yes	Yes
Gender										
Male	157	100	20.7	41.4	37.9	84.8	75.9	79.3	N/A	N/A
Female	158	100	14.1	37.6	48.3	94	86.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	158	100	5.9	35.3	58.8	96.7	85	89.5	Yes	Yes
African American	135	100	32.5	43.3	24.2	79.2	71.6	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.7	92.3	I/S	I/S
Hispanic	15	100	21.4	50	28.6	92.9	78.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.3	82.5	I/S	I/S
Disability Status										
Disabled	29	100	40.7	33.3	25.9	70.4	39.4	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	18.8	50	31.3	93.8	74.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	170	100	26.3	46.1	27.6	83.6	72.6	75.5	Yes	Yes

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

All Students	315	100	21.4	34.4	44.2	85	79.8	78.9	Yes	Yes
Gender										
Male	157	100	24.8	38.6	36.6	82.8	76.6	77	N/A	N/A
Female	158	100	18.1	30.2	51.7	87.2	83.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	158	100	9.8	27.5	62.7	93.5	85.6	87.2	Yes	Yes
African American	135	100	36.7	42.5	20.8	75	66.7	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.9	93	I/S	I/S
Hispanic	15	100	28.6	35.7	35.7	71.4	76.8	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	79.5	I/S	I/S
Disability Status										
Disabled	29	100	48.1	29.6	22.2	63	44	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	25	37.5	37.5	75	74.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	170	100	31.6	42.8	25.7	77.6	71.2	70.2	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
Science								
All Students	204	100	30.5	48.4	21.1	69.5	64.3	67.5
Gender								
Male	93	100	27.6	50.6	21.8	72.4	64.5	67
Female	111	100	33	46.6	20.4	67	64.2	68
Racial/Ethnic Group								
White	106	100	20.4	51.5	28.2	79.6	71.1	79.5
African American	85	100	41.9	45.9	12.2	58.1	48.8	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	79.2	84.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	64.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	16	100	46.7	40	13.3	53.3	32.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	11	100	54.5	36.4	9.1	45.5	60	59.6
Socio-Economic Status								
Subsided meals	104	100	44.6	43.5	12	55.4	51.5	55.1

Social Studies

All Students	203	100	16.8	41.1	42.1	83.2	68.8	72.3
Gender								
Male	103	100	19.1	39.4	41.5	80.9	67.2	71.5
Female	100	100	14.6	42.7	42.7	85.4	70.5	73.2
Racial/Ethnic Group								
White	102	100	6.1	33.7	60.2	93.9	73.7	80.7
African American	89	100	28.4	48.1	23.5	71.6	58.3	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	80.8	88.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	63.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	72.2
Disability Status								
Disabled	19	100	47.1	23.5	29.4	52.9	34	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	59.5	67.9
Socio-Economic Status								
Subsided meals	109	100	23.7	51.5	24.7	76.3	59.6	62.1

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
Writing										
All Students	317	98.1	19	34.8	46.2	81	67.7	70.2	96.7	96
Gender										
Male	159	96.2	24.3	39.3	36.4	75.7	59.6	63.2	96.4	95.8
Female	158	100	14	30.7	55.3	86	76.4	77.5	97.1	96.1
Racial/Ethnic Group										
White	161	98.8	7.8	30.7	61.4	92.2	73.2	79.1	96.7	95.7
African American	134	97	33.6	39.7	26.7	66.4	55.2	57.6	96.8	96.5
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	71.8	86.2	97.8	97.7
Hispanic	15	100	28.6	42.9	28.6	71.4	63.8	62.6	96.4	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70.6	68.7	N/A	95.3
Disability Status										
Disabled	29	79.3	61.9	14.3	23.8	38.1	21.7	26.1	95.8	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	25	43.8	31.3	75	55.9	61.2	96.7	96.5
Socio-Economic Status										
Subsidized meals	169	96.5	30.1	38.4	31.5	69.9	56.9	58.9	96.4	95.3

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	118	100	11.7	37.8	50.5	88.3
	4	92	100	23.3	31.4	45.3	76.7
	5	105	100	18.6	48.5	33	81.4
	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
Mathematics							
2009	3	118	100	26.1	28.8	45	73.9
	4	92	100	14	34.9	51.2	86
	5	105	100	22.7	40.2	37.1	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
Science							
2009	3	60	100	37.5	32.1	30.4	62.5
	4	92	100	19.8	57	23.3	80.2
	5	52	100	41.7	52.1	6.3	58.3
	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	58	100	10.9	41.8	47.3	89.1
	4	92	100	11.6	34.9	53.5	88.4
	5	53	100	32.7	51	16.3	67.3
	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	119	97.5	20.2	30.3	49.5	79.8
	4	93	100	21.8	34.5	43.7	78.2
	5	105	97.1	14.9	40.4	44.7	85.1
	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

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