



NORTH AUGUSTA ELEMENTARY

400 East Spring Grove
North Augusta, SC 29841

Grades	PK-5 Elementary School	
Enrollment	728 Students	
Principal	Laurie Reese	803-442-6280
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Excellent
2009	Average	Good
2008	Average	Below Average
2007	Average	Below Average
2006	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

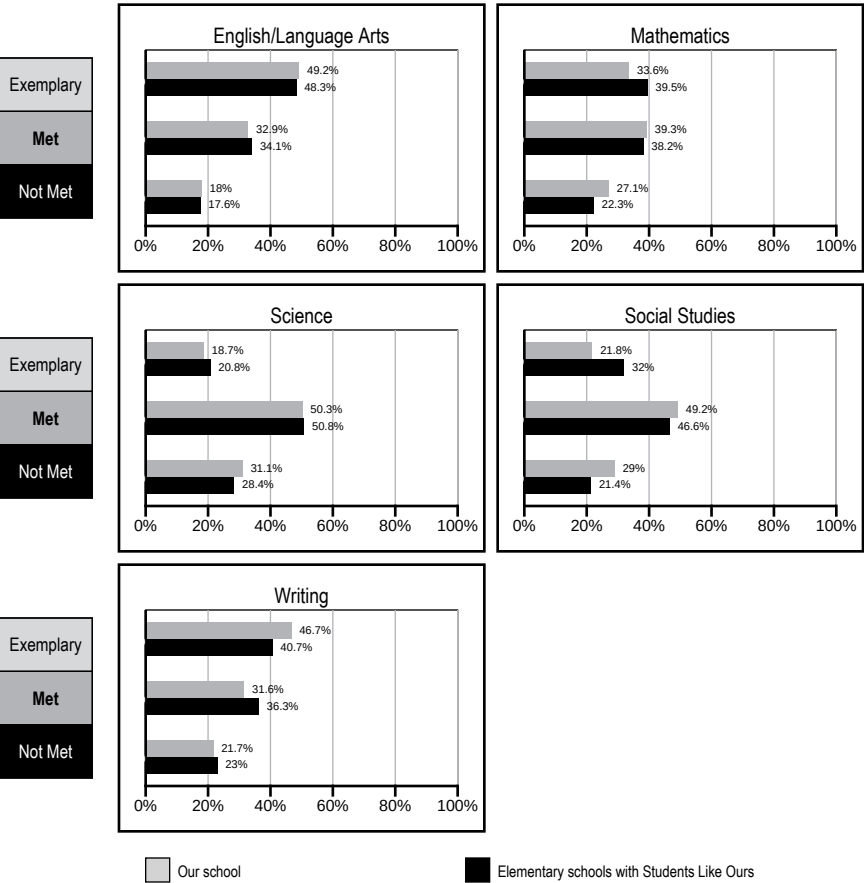
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
25	37	32	0	0

* Ratings are calculated with data available by 03/09/2011.

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
Students (n=728)				
First graders who attended full-day kindergarten	88.8%	Up from 80.2%	100.0%	100.0%
Retention rate	1.3%	Down from 3.1%	1.2%	1.2%
Attendance rate	99.9%	Up from 95.8%	96.3%	96.1%
Eligible for gifted and talented	12.7%	Down from 15.0%	16.2%	11.7%
With disabilities other than speech	7.4%	No Change	7.5%	8.0%
Older than usual for grade	0.5%	Down from 1.3%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	69.8%	Down from 72.1%	62.2%	60.5%
Continuing contract teachers	93.0%	Up from 81.4%	86.5%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.0%	Up from 90.3%	89.9%	87.0%
Teacher attendance rate	94.3%	No Change	95.6%	95.4%
Average teacher salary*	\$50,061	Down 0.3%	\$48,075	\$47,288
Professional development days/teacher	9.3 days	Up from 8.8 days	10.7 days	10.5 days
School				
Principal's years at school	1.0	Down from 7.0	5.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 16.1 to 1	20.1 to 1	19.2 to 1
Prime instructional time	93.2%	Up from 90.0%	91.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.8%	Down from 99.4%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,479	Down 9.0%	\$6,943	\$7,548
Percent of expenditures for instruction**	72.0%	Down from 74.4%	69.2%	68.7%
Percent of expenditures for teacher salaries**	69.7%	Up from 60.1%	66.3%	65.1%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

North Augusta Elementary School's mission is to work cooperatively with parents and the community to promote academic success and critical thinking in a safe, challenging environment. As a 2010 South Carolina Red Carpet School and 2009 Palmetto Silver Award recipient, NAE has demonstrated its ability to provide a family-friendly environment throughout the school while, at the same time, continuing to maintain high expectations and provide an excellent academic program for all students.

Learning experiences at North Augusta Elementary are planned throughout the year to engage the learners and maintain their excitement about learning. The fifth grade students participate in the Brick Pond Project, an on site research study related to science standards. All NAE students participate in interactive school activities such as International Day, Science and Math Day and Career Day. Single gender classes in grades four and five show measurable academic success for students, and are enhanced with methods teachers learn through ongoing staff development offered by the South Carolina State Department of Education.

State of the art technology, including sound-field systems and interactive white boards, are available in every classroom to promote auditory and visual attention of the students. The SCETV Streamline and other online sites provide unlimited resources and access to information.

At North Augusta Elementary, we strive for excellence! With high expectations, innovative instructional strategies and a caring environment for the NAE faculty, staff, students, and families, North Augusta Elementary will "Believe and Achieve."

Laurie Reese, Principal
Katherine Smith, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	46	97	54
Percent satisfied with learning environment	97.8%	78.1%	86.8%
Percent satisfied with social and physical environment	100.0%	71.1%	88.9%
Percent satisfied with school-home relations	100.0%	89.7%	92.5%

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

Abbreviations for Missing Data

No Child Left Behind

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	
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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	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.9%	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	325	99.7	17.6	32.6	49.8	92	85.1	83.5	Yes	Yes
Gender										
Male	162	99.4	23.3	30.8	45.9	91.1	82.1	80.1	N/A	N/A
Female	163	100	12.3	34.2	53.5	92.9	88.2	87	N/A	N/A
Racial/Ethnic Group										
White	178	100	13.4	24.4	62.2	92.7	89.8	89.6	Yes	Yes
African American	118	99.2	22	40.4	37.6	92.7	77.6	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.1	92.7	I/S	I/S
Hispanic	22	100	28.6	52.4	19	81	81.9	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.3	85.1	I/S	I/S
Disability Status										
Disabled	33	97	51.6	22.6	25.8	71	50.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	22	100	27.3	54.5	18.2	81.8	81.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	179	99.4	27.5	38.1	34.4	86.9	79.4	76.9	Yes	Yes

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

All Students	325	99.7	26.6	39.2	34.2	85.4	79.8	80.4	Yes	Yes
Gender										
Male	162	99.4	23.3	33.6	43.2	85.6	78.1	78.4	N/A	N/A
Female	163	100	29.7	44.5	25.8	85.2	81.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	178	100	18.3	37.8	43.9	89.6	86.1	87.8	Yes	Yes
African American	118	99.2	35.8	40.4	23.9	82.6	70	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.4	93.5	I/S	I/S
Hispanic	22	100	42.9	42.9	14.3	71.4	76.9	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	83.3	83.2	I/S	I/S
Disability Status										
Disabled	33	97	54.8	22.6	22.6	54.8	43.1	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	22	100	45.5	40.9	13.6	68.2	76.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	179	99.4	39.4	40.6	20	78.1	72.1	72.8	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	213	99.5	31	49.2	19.8	69	65.3	67.3
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Gender

Male	110	99.1	29	50	21	71	65.8	66.9
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Female	103	100	33	48.5	18.6	67	64.8	67.7
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Racial/Ethnic Group

White	117	100	24.3	47.7	28	75.7	76.4	79.6
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African American	74	98.7	39.7	52.9	7.4	60.3	48.8	49.7
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	87.2	84.4
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Hispanic	15	100	46.7	33.3	20	53.3	53.1	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	70.6	69.5
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Disability Status

Disabled	21	95.2	65	15	20	35	29.9	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
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English Proficiency

Limited English Proficient	15	100	43.8	37.5	18.8	56.3	53.7	58.6
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Socio-Economic Status

Subsidized meals	114	99.1	50.5	41.4	8.1	49.5	53	55.4
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Social Studies

All Students	212	99.5	28.7	49.2	22.1	71.3	66.2	70.9
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Gender

Male	106	100	25.3	44.2	30.5	74.7	66.5	70.1
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Female	106	99.1	32	54	14	68	66	71.7
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Racial/Ethnic Group

White	118	100	23.6	45.5	30.9	76.4	73.7	79.2
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African American	81	98.8	31.9	55.6	12.5	68.1	53.7	58.4
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	80.3	86.8
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Hispanic	11	100	N/A	N/A	N/A	45.5	65.8	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	81.8	71.2
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Disability Status

Disabled	20	95	52.6	31.6	15.8	47.4	31.4	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
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English Proficiency

Limited English Proficient	13	100	N/A	N/A	N/A	46.2	65.1	68
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Socio-Economic Status

Subsidized meals	121	99.2	42.2	46.8	11	57.8	55.5	60.8
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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	333	96.7	20.9	31.9	47.2	79.1	73.1	72.1	99.9	95.9
Gender										
Male	167	94.6	24.1	29.7	46.2	75.9	66.6	65.2	99.9	95.8
Female	166	98.8	17.9	34	48.1	82.1	80	79.2	99.9	96
Racial/Ethnic Group										
White	180	98.3	17.7	25	57.3	82.3	79.8	80.8	99.9	95.7
African American	124	95.2	23.4	41.4	35.1	76.6	62.9	59.7	99.9	96
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.4	87	99.9	97.6
Hispanic	22	90.9	36.8	31.6	31.6	63.2	66.1	64.6	99.9	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	80.6	73.4	N/A	96.4
Disability Status										
Disabled	32	78.1	62.5	20.8	16.7	37.5	24.3	27.7	99.9	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	95.6
English Proficiency										
Limited English Proficient	22	90.9	35	35	30	65	65.3	63.7	99.9	96.5
Socio-Economic Status										
Subsidized meals	184	96.7	32.3	36.6	31.1	67.7	63.6	61.9	99.9	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	110	100	23.2	27.3	49.5	76.8
	4	96	100	17.8	37.8	44.4	82.2
	5	103	100	18.1	42.6	39.4	81.9
	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
2010	3	116	100	16.5	24.8	58.7	83.5
	4	104	99	19.1	38.3	42.6	80.9
	5	105	100	17.3	35.7	46.9	82.7
	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
Mathematics							
2009	3	110	100	35.4	33.3	31.3	64.6
	4	96	100	14.4	51.1	34.4	85.6
	5	103	100	16	45.7	38.3	84
	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
2010	3	116	100	35.8	34.9	29.4	64.2
	4	104	99	25.5	36.2	38.3	74.5
	5	105	100	17.3	46.9	35.7	82.7
	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
Science							
2009	3	53	100	46	42	12	54
	4	96	100	22.2	55.6	22.2	77.8
	5	51	100	24.4	62.2	13.3	75.6
	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
2010	3	57	100	39.6	35.8	24.5	60.4
	4	102	99	32.6	55.4	12	67.4
	5	54	100	19.2	51.9	28.8	80.8
	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

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
Social Studies							
2009	3	59	100	35.3	47.1	17.6	64.7
	4	96	100	20	48.9	31.1	80
	5	52	100	20.4	49	30.6	79.6
	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
2010	3	59	100	42.1	45.6	12.3	57.9
	4	102	99	22.8	51.1	26.1	77.2
	5	51	100	23.9	50	26.1	76.1
	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
Writing							
2009	3	111	96.4	29.6	30.6	39.8	70.4
	4	96	97.9	25.8	42.7	31.5	74.2
	5	104	98.1	18.1	42.6	39.4	81.9
	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
2010	3	117	98.3	27.5	27.5	45	72.5
	4	108	93.5	21.5	38.7	39.8	78.5
	5	108	98.2	13.1	30.3	56.6	86.9
	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample