

NORTHSIDE ELEMENTARY

840 N. Annafrel Street
Rock Hill, South Carolina

Grades	K-5 Elementary School	
Enrollment	353 Students	
Principal	Linda C. Crute	803-981-1570
Superintendent	Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

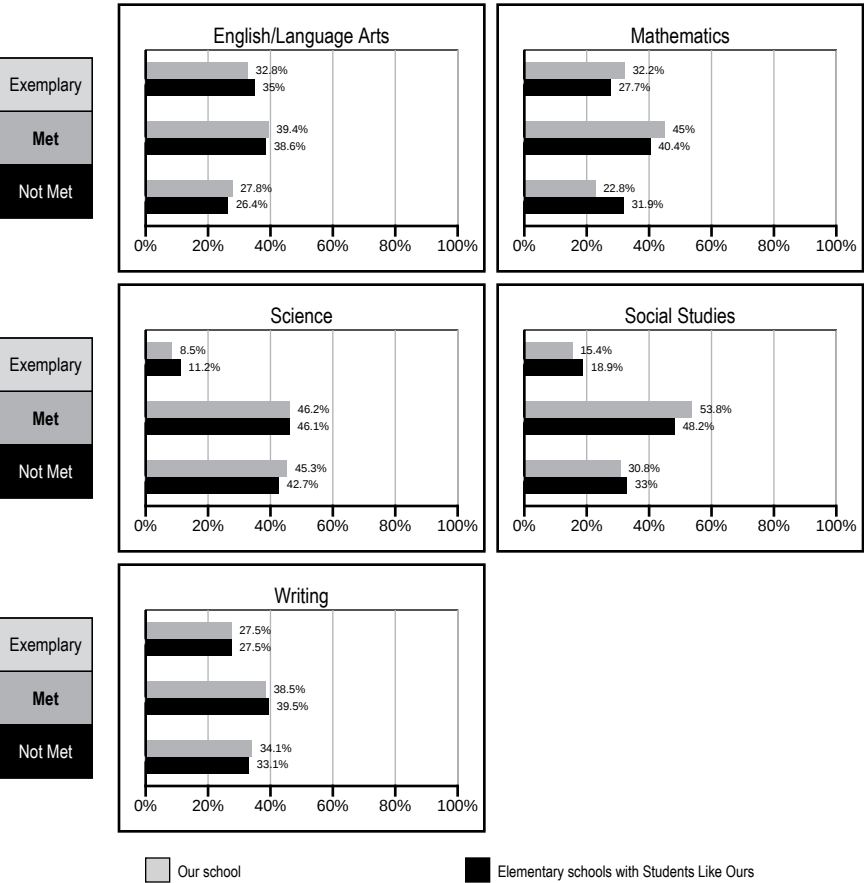
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	12	101	13	1

* 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=353)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Down from 1.9%	1.6%	1.2%
Attendance rate	96.0%	Down from 96.8%	95.7%	96.1%
Eligible for gifted and talented	7.4%	Down from 8.3%	9.6%	11.7%
With disabilities other than speech	11.1%	Down from 12.7%	9.1%	8.0%
Older than usual for grade	0.0%	No Change	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.5%	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	54.8%	Down from 58.3%	59.4%	60.5%
Continuing contract teachers	67.7%	Down from 69.4%	85.0%	84.6%
Teachers with emergency or provisional certificates	6.9%	Up from 5.9%	0.0%	0.0%
Teachers returning from previous year	85.0%	Down from 87.2%	87.1%	87.0%
Teacher attendance rate	97.5%	Up from 95.0%	94.8%	95.4%
Average teacher salary*	\$49,270	Up 3.0%	\$46,539	\$47,288
Professional development days/teacher	11.4 days	Down from 13.2 days	11.0 days	10.5 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 17.8 to 1	19.3 to 1	19.2 to 1
Prime instructional time	92.5%	Up from 90.9%	89.7%	90.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.6%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$8,996	Up 18.2%	\$7,518	\$7,548
Percent of expenditures for instruction**	75.8%	Down from 76.8%	67.8%	68.7%
Percent of expenditures for teacher salaries**	72.1%	Down from 73.2%	64.5%	65.1%

* 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

Northside Elementary School of the Arts is a Title I school that serves 375 students in grades K-5th with 60 staff members. The goal of our school is to provide learning opportunities for all children to achieve academically and personally through collaboration with the community, parents, and staff. Our community business partners include Northside Baptist Church, E S & Y Auto Repair, St. John's Methodist Church, Bethel United Methodist Church, Rogers Memorial ARP Church, Chick-fil-A, HealthSource, McDonald's, Target, Family Trust Credit Union, American Martial Arts, and Chili's Restaurant.

As a Red Carpet School and School of Promise, we continue to provide a positive relationship with home and community. All students participated in service-learning projects such as holiday boxes for children around the world, \$3,500 to Juvenile Diabetes, and \$500 to the Dolly Parton Imagination Library. Junior Achievement classes were provided for first through fifth grades.

The SIC and PTO collaborated throughout the year to help the school become a School of Choice for the 2010-2011 year. Tours, applications, an arts-integration night, and parent meetings were held. Two mentoring groups, Noblemen and Wonderful Women, were formed for students in grades 3-5.

Continuing as an Arts in Basic Curriculum site, we received a Distinguished Arts Program Grant and an Arts in Basic Curriculum Grant for the eighth year. All grades had an artist-in-residence. Students, faculty, and staff participated in writing professional development with Stageworks. Afterschool strings and guitar lessons were provided to 4th and 5th grade students.

Design qualities were incorporated into lessons. Staff members designed pre- and post-tests in math to guide instruction. Daily academic intervention occurred. The family educator worked with parents and children. Literacy, math, homework, and summer learning workshops were provided for parents.

Our focus this year will be building our professional learning community, school of choice opportunities, arts integration, and increasing Response to Intervention (RTI) strategies.

James Strickland and Tonya Hollenbacher, SIC Chairs
Linda Crute, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	40	39
Percent satisfied with learning environment	100.0%	90.0%	97.4%
Percent satisfied with social and physical environment	100.0%	92.5%	92.3%
Percent satisfied with school-home relations	100.0%	92.3%	92.3%

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

No Child Left Behind

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	0.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	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

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 = 58.8% (Met or Exemplary)

All Students	199	100	27.8	39.4	32.8	83.9	85	83.5	Yes	Yes
Gender										
Male	99	100	30.2	38.4	31.4	81.4	81.2	80.1	N/A	N/A
Female	100	100	25.5	40.4	34	86.2	88.9	87	N/A	N/A
Racial/Ethnic Group										
White	87	100	12.8	37.2	50	92.3	91.6	89.6	Yes	Yes
African American	82	100	41.9	40.5	17.6	77	75.8	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	97.4	92.7	I/S	I/S
Hispanic	27	100	32	48	20	80	78.1	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	76	85.1	I/S	I/S
Disability Status										
Disabled	36	100	65.6	31.3	3.1	46.9	55.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	40	50	10	75	74.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	159	100	33.3	41	25.7	81.3	77.5	76.9	Yes	Yes

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

All Students	199	99.5	22.8	45	32.2	85.6	83.7	80.4	Yes	Yes
Gender										
Male	99	100	26.7	39.5	33.7	86	81.2	78.4	N/A	N/A
Female	100	99	19.1	50	30.9	85.1	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	87	100	10.3	41	48.7	93.6	90.7	87.8	Yes	Yes
African American	82	98.8	32.4	48.6	18.9	75.7	73.3	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	95.4	93.5	I/S	I/S
Hispanic	27	100	32	52	16	92	80.3	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	76	83.2	I/S	I/S
Disability Status										
Disabled	36	97.2	56.3	40.6	3.1	56.3	51.1	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	35	55	10	90	78.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	159	99.4	27.8	45.8	26.4	82.6	75.3	72.8	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	129	100	45.3	46.2	8.5	54.7	70.3	67.3
Gender								
Male	70	100	41.7	45	13.3	58.3	69.8	66.9
Female	59	100	49.1	47.4	3.5	50.9	70.9	67.7
Racial/Ethnic Group								
White	55	100	26	60	14	74	83.7	79.6
African American	54	100	59.2	38.8	2	40.8	50.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	91.1	84.4
Hispanic	18	100	N/A	N/A	N/A	31.3	61.1	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	65.5	69.5
Disability Status								
Disabled	26	100	N/A	N/A	N/A	21.7	38.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	13	100	N/A	N/A	N/A	21.4	58.3	58.6
Socio-Economic Status								
Subsidized meals	104	100	51.6	45.3	3.2	48.4	56.4	55.4

Social Studies

All Students	127	100	30.8	53.8	15.4	69.2	74.3	70.9
Gender								
Male	58	100	32.1	49.1	18.9	67.9	73	70.1
Female	69	100	29.7	57.8	12.5	70.3	75.6	71.7
Racial/Ethnic Group								
White	54	100	22.9	52.1	25	77.1	82.9	79.2
African American	55	100	39.2	52.9	7.8	60.8	61.2	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	91.8	86.8
Hispanic	16	100	25	68.8	6.3	75	69.6	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	68.2	71.2
Disability Status								
Disabled	21	100	55	35	10	45	43.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	13	100	30.8	61.5	7.7	69.2	73.1	68
Socio-Economic Status								
Subsidized meals	103	100	38.3	52.1	9.6	61.7	63.4	60.8

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	200	100	34.1	38.5	27.5	65.9	73.5	72.1	96	96.5
Gender										
Male	100	100	39.8	34.1	26.1	60.2	66.5	65.2	95.6	96.4
Female	100	100	28.7	42.6	28.7	71.3	80.7	79.2	96.4	96.6
Racial/Ethnic Group										
White	88	100	22.8	40.5	36.7	77.2	83.5	80.8	95.4	96.4
African American	82	100	45.3	36	18.7	54.7	59.2	59.7	96.5	96.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.1	87	N/A	97.5
Hispanic	27	100	36	44	20	64	64.3	64.6	96.5	96.3
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	64.3	73.4	96.7	94.9
Disability Status										
Disabled	35	100	74.2	22.6	3.2	25.8	32.4	27.7	94.4	95.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	40	45	15	60	60.1	63.7	96.8	96.7
Socio-Economic Status										
Subsidized meals	157	100	37.8	39.2	23	62.2	61.6	61.9	95.9	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
English/Language Arts							
2009	3	55	100	30	36	34	70
	4	67	100	33.9	30.6	35.5	66.1
	5	58	100	16.7	53.7	29.6	83.3
	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
2010	3	75	100	24.6	27.7	47.7	75.4
	4	57	100	37	40.7	22.2	63
	5	67	100	23	50.8	26.2	77
	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	55	100	30	32	38	70
	4	67	100	19.4	48.4	32.3	80.6
	5	58	100	14.8	48.1	37	85.2
	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
2010	3	75	100	27.7	36.9	35.4	72.3
	4	57	98.3	27.8	48.1	24.1	72.2
	5	67	100	13.1	50.8	36.1	86.9
	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	29	100	32	48	20	68
	4	67	100	38.7	53.2	8.1	61.3
	5	29	100	37	51.9	11.1	63
	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	38	100	56.3	28.1	15.6	43.8
	4	57	100	51.9	46.3	1.9	48.1
	5	34	100	22.6	64.5	12.9	77.4
	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

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
Social Studies							
2009	3	26	100	32	40	28	68
	4	67	100	27.4	54.8	17.7	72.6
	5	29	100	29.6	48.1	22.2	70.4
	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
2010	3	37	100	18.2	45.5	36.4	81.8
	4	57	100	40.7	53.7	5.6	59.3
	5	33	100	26.7	63.3	10	73.3
	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
Writing							
2009	3	58	100	34	35.8	30.2	66
	4	67	100	25.4	47.6	27	74.6
	5	58	100	18.2	43.6	38.2	81.8
	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
2010	3	76	100	40.3	34.3	25.4	59.7
	4	58	100	37	42.6	20.4	63
	5	66	100	24.6	39.3	36.1	75.4
	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