

NORTHSIDE ELEMENTARY

1929 Industrial Rd.
Walterboro, S.C. 29488

Grades	1-5 Elementary School	
Enrollment	623 Students	
Principal	Barbara Steele	843 782-0015
Superintendent	Ms. Leila Williams	843-782-4510
Board Chair	Mr. Wayne Shider	843-782-4510

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Good
2009	Average	Good
2008	Average	Good
2007	Average	Excellent

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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

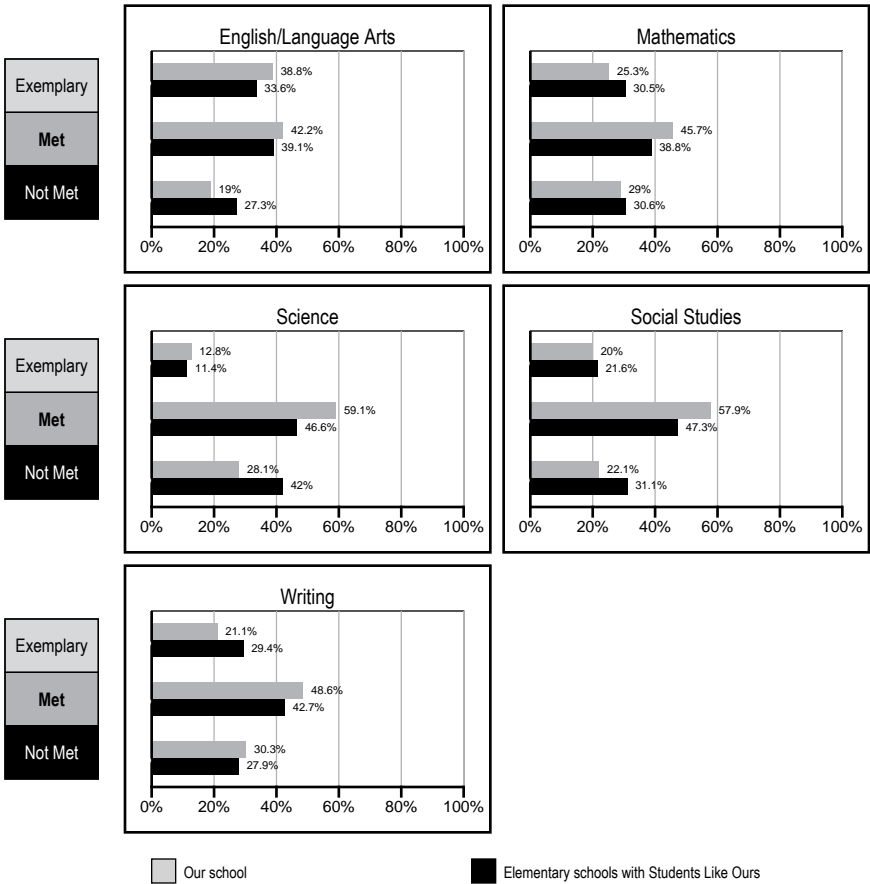
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	12	97	13	1

* Ratings are calculated with data available by 11/09/2011.

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=623)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.2%	Down from 6.1%	1.5%	1.1%
Attendance rate	95.9%	Down from 97.6%	95.9%	96.2%
Served by gifted and talented program	9.8%	Down from 10.0%	9.2%	13.4%
With disabilities other than speech	4.9%	Down from 10.6%	4.5%	4.1%
Older than usual for grade	2.4%	Down from 3.6%	0.4%	0.3%
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	60.5%	Down from 61.1%	60.5%	62.5%
Continuing contract teachers	89.5%	Up from 83.3%	88.2%	88.2%
Teachers returning from previous year	90.8%	Up from 82.7%	87.0%	87.8%
Teacher attendance rate	94.3%	Up from 93.1%	95.1%	95.2%
Average teacher salary*	\$44,460	Up 1.5%	\$46,117	\$46,773
Professional development days/teacher	16.6 days	Up from 8.0 days	10.9 days	10.5 days
School				
Principal's years at school	0.1	No Change	4.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 19.1 to 1	19.5 to 1	19.9 to 1
Prime instructional time	88.8%	Up from 88.7%	89.8%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$5,332	Up 37.3%	\$7,489	\$7,447
Percent of expenditures for instruction**	63.0%	Down from 69.4%	67.2%	68.4%
Percent of expenditures for teacher salaries**	62.2%	Down from 67.6%	64.6%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Northside Elementary remains committed to working with our school community to develop responsible learners and provide the best possible education for all of our students. Students' efforts continue to result in success and rewards. Once again we were awarded a Palmetto Silver Award for our improvement rating and increased achievement gains. We missed two areas in AYP, for ELA and Math. They were both with our disabled student population. We worked very hard this year with this students and provided more inclusion in regular education for them and challenged them to succeed in all areas.

Technology continues to carry us forward. In addition to SMART boards in every classroom, students use Senteos, hand-held devices, to directly interact with the SMART boards and answer assessment questions. The use of all this technology keeps our students motivated as active learners and participants.

Our Response to Intervention program included 2 full time reading interventionists who worked with at risk students, and we had a part time interventionist who worked with students who were below grade level in math. Students also worked in the computer lab to practice and improve their skills in math and reading. In individual classrooms teachers worked with small, flexible groups of students who differentiated their instruction, based on students' needs. Students used hands on math and science kits. As a result, many of our students received awards at our district math and science fair.

Northside was fortunate to share three district facilitators with another school. These certified teachers offered support and staff development to our staff in math, science, and ela. They also managed our resources and supplied progress monitoring tests. Our staff participated in collegial book studies and discussions on current research and Best Practice, and put many new ideas in place in their classrooms.

We celebrated our students' progress and success through school wide displays, data walls, special assemblies and programs and recognition ceremonies. Students were honored for PASS and MAP (measures of academic progress) gains, AR (accelerated reader points, perfect attendance and honor roll. Motivating our students and providing them with superior instruction in an atmosphere of high expectations and excellence continues to be our driving force and goal.

Barbara Steele, Principal
 Lesi Chapman, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	110	35
Percent satisfied with learning environment	100.0%	89.1%	94.3%
Percent satisfied with social and physical environment	100.0%	80.7%	76.5%
Percent satisfied with school-home relations	90.9%	86.2%	80.0%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 17 out of 21 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

R

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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%**	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	373	100	19	42.2	38.8	86.5	77	82.4	Yes	Yes
Gender										
Male	179	100	20.1	40.2	39.6	85.4	72.6	78.7	N/A	N/A
Female	194	100	17.9	44	38	87.5	81.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	181	100	12.9	38.6	48.5	90.6	83.9	88.9	Yes	Yes
African American	173	100	27.2	46.8	25.9	81	70.1	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	93	I/S	I/S
Hispanic	17	100	5.9	41.2	52.9	94.1	80.6	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	87.1	83	I/S	I/S
Disability Status										
Disabled	46	100	73.2	19.5	7.3	29.3	37.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	7.7	53.8	38.5	92.3	82.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	285	100	22.9	43.9	33.2	84.4	73.7	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	373	100	29	45.7	25.3	82.2	76	81.9	Yes	Yes
Gender										
Male	179	100	25	46.3	28.7	85.4	74.4	79.9	N/A	N/A
Female	194	100	32.6	45.1	22.3	79.3	77.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	181	100	17.5	45	37.4	89.5	83.8	88.9	Yes	Yes
African American	173	100	43.7	44.3	12	72.8	68.2	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	94.6	I/S	I/S
Hispanic	17	100	11.8	58.8	29.4	94.1	79	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.9	84.4	I/S	I/S
Disability Status										
Disabled	46	100	73.2	24.4	2.4	39	39.3	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	15.4	61.5	23.1	92.3	85.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	285	100	35.1	45.8	19.1	78.2	72.5	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	252	99.6	28.1	59.1	12.8	71.9	67.1	68.6
Gender								
Male	123	99.2	26.5	56.6	16.8	73.5	67	68.3
Female	129	100	29.5	61.5	9	70.5	67.2	68.9
Racial/Ethnic Group								
White	124	99.2	17.1	64.1	18.8	82.9	79.7	80.7
African American	117	100	42.1	52.3	5.6	57.9	55.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	85.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	70	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.5	70.8
Disability Status								
Disabled	29	100	N/AV	N/AV	N/AV	44	34.5	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	61.9	60.7
Socio-Economic Status								
Subsidized meals	189	100	33.5	59.5	6.9	66.5	62.6	57.3
Social Studies								
All Students	250	100	22.1	57.9	20	77.9	71.8	72.5
Gender								
Male	125	100	20.7	60.3	19	79.3	73.1	72
Female	125	100	23.5	55.5	21	76.5	70.5	73.1
Racial/Ethnic Group								
White	122	100	17.4	57.4	25.2	82.6	78.3	81
African American	114	100	28.3	57.5	14.2	71.7	65.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	89
Hispanic	12	100	16.7	66.7	16.7	83.3	68.2	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	85.7	73.5
Disability Status								
Disabled	34	100	56.7	40	3.3	43.3	46.8	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	189	100	26.3	57.7	16	73.7	67.2	62.9

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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	113	100	30.3	48.6	21.1	69.7	59.2	73.2	95.9	95.5
Gender										
Male	50	100	45.7	37	17.4	54.3	51.2	67.2	95.7	95.3
Female	63	100	19	57.1	23.8	81	67.4	79.4	96	95.6
Racial/Ethnic Group										
White	58	100	23.2	44.6	32.1	76.8	68.8	81.5	95.2	94.7
African American	51	100	36.7	55.1	8.2	63.3	50.7	61.3	96.5	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	97.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	38.5	66.7	96.8	96.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	60	72.2	93.4	94
Disability Status										
Disabled	12	100	N/AV	N/AV	N/AV	8.3	14.6	26	95.3	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	96.2
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	57.1	65.7	97.2	96.4
Socio-Economic Status										
Subsidized meals	90	100	32.2	51.7	16.1	67.8	54.5	63.2	95.5	95.3

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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							
2010	3	138	100	21.1	38.2	40.7	78.9
	4	114	100	21.3	47.2	31.5	78.7
	5	109	100	30.1	55.3	14.6	69.9
	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
2011	3	129	100	17.9	35.9	46.2	82.1
	4	129	100	16.4	45.9	37.7	83.6
	5	115	100	22.9	45	32.1	77.1
	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
Mathematics							
2010	3	138	100	35.8	41.5	22.8	64.2
	4	114	100	19.4	46.3	34.3	80.6
	5	109	100	41.7	43.7	14.6	58.3
	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
2011	3	129	100	37.6	34.2	28.2	62.4
	4	129	100	19.7	56.6	23.8	80.3
	5	115	100	30.3	45.9	23.9	69.7
	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							
2010	3	69	100	62.9	25.8	11.3	37.1
	4	114	100	14.8	55.6	29.6	85.2
	5	58	100	29.6	59.3	11.1	70.4
	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
2011	3	66	100	52.5	39	8.5	47.5
	4	129	100	18	66.4	15.6	82
	5	57	98.3	24.1	64.8	11.1	75.9
	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

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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							
2010	3	69	98.6	23	65.6	11.5	77
	4	114	100	20.4	62	17.6	79.6
	5	51	100	28.6	59.2	12.2	71.4
	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
2011	3	63	100	19	55.2	25.9	81
	4	129	100	26.2	62.3	11.5	73.8
	5	58	100	16.4	50.9	32.7	83.6
	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
Writing							
2010	3	135	100	40.3	41.9	17.7	59.7
	4	116	98.3	35.2	28.7	36.1	64.8
	5	110	100	35.6	42.3	22.1	64.4
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	113	100	30.3	48.6	21.1	69.7
	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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