



EASTSIDE ELEMENTARY

103 Old Colony Road
Clinton, SC 29325

Grades	PK-5 Elementary School	
Enrollment	431 Students	
Principal	Melodie Edwards	864-833-0827
Superintendent	David C. O'Shields	864-833-0800
Board Chair	Jim Barton	864-833-4877

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

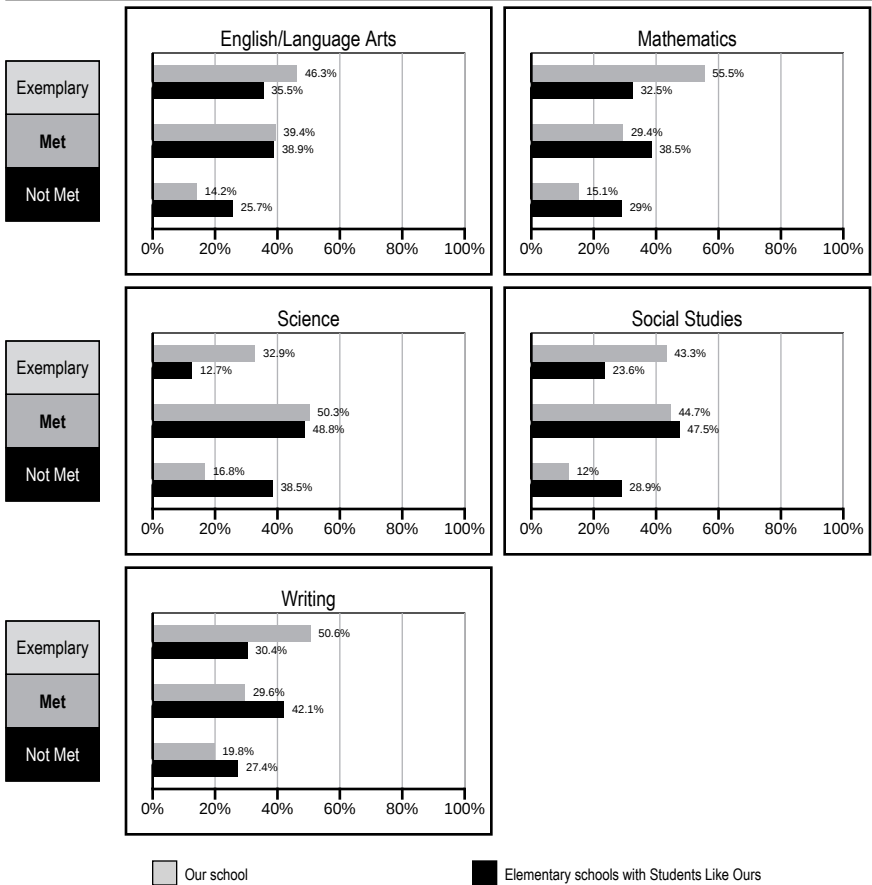
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	19	92	9	0

* 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=431)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.9%	Up from 1.5%	1.3%	1.1%
Attendance rate	96.0%	No Change	95.9%	96.2%
Served by gifted and talented program	21.0%	Up from 16.5%	11.6%	13.4%
With disabilities other than speech	3.4%	Down from 8.0%	4.8%	4.1%
Older than usual for grade	0.5%	No Change	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	61.5%	Down from 61.8%	60.5%	62.5%
Continuing contract teachers	100.0%	Up from 97.1%	89.3%	88.2%
Teachers returning from previous year	81.3%	Down from 84.1%	87.4%	87.8%
Teacher attendance rate	97.0%	Up from 95.4%	95.1%	95.2%
Average teacher salary*	\$46,012	Up 2.2%	\$46,625	\$46,773
Professional development days/teacher	10.3 days	Up from 7.1 days	11.3 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 20.5 to 1	19.6 to 1	19.9 to 1
Prime instructional time	91.6%	Up from 90.7%	89.8%	90.4%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.2%	Up from 96.4%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,140	Up 9.9%	\$7,476	\$7,447
Percent of expenditures for instruction**	67.8%	Up from 66.9%	67.0%	68.4%
Percent of expenditures for teacher salaries**	62.3%	Up from 58.1%	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

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

Eastside Elementary School (EES) is extremely proud of the many accomplishments made during the 2010-2011 school year. We are committed to improving student achievement by holding high expectations for all students. Our curriculum continues to be standards-driven, with the staff receiving continuous opportunities for staff development training through TAP (Teacher Advancement Program). This year, we focused on increasing our science and social studies knowledge and strengthening our math and literacy programs. Teachers received training in Curriculum Mapping, test taking as a genre and Best Practices. Many of our students took advantage of our after-school program and morning study groups. During this time, teachers provided enrichment activities to reinforce and challenge student learning. Benchmark tests, MAP scores, and PASS results aided us in determining the individual and/or class areas of weakness.

This year our District went through AdvancEd and we did receive district-wide accreditation.

The 2010-2011 school year was the first year that Eastside achieved Adequate Yearly Progress in all 17 of our 17 descriptors. We earned the Palmetto Gold recognition, which is the highest academic honor awarded by the South Carolina Department of Education and we received the Silver Award for Closing the Achievement Gap from the S.C. Education Oversight Committee.

Parents have been actively involved in school activities such as monthly grade level breakfasts, grade level lunches, grandparent breakfasts, science night and our annual Wax Museum.

At EES, we believe that it is important to be active in the community. Our students participate in a community back-pack meal program, food drive for United Ministries, and this year our school raised over \$3400 for Relay For Life.

We are proud to have wonderful staff members, parents and community members that work so diligently to address the needs of each individual student.

We are looking forward to another great year and we know that Eastside Elementary School is The Right Start To A Better Finish.

Melodie Edwards
Principal

Cynthia Pitts Ph.D.
SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	81	51
Percent satisfied with learning environment	100.0%	87.7%	85.4%
Percent satisfied with social and physical environment	100.0%	86.4%	89.8%
Percent satisfied with school-home relations	88.5%	93.8%	70.8%

* 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	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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

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

All Students	232	100	14.2	39.4	46.3	92.7	77.8	82.4	Yes	Yes
Gender										
Male	123	100	16.5	38.3	45.2	90.4	72.9	78.7	N/A	N/A
Female	109	100	11.7	40.8	47.6	95.1	83	86.2	N/A	N/A
Racial/Ethnic Group										
White	134	100	10.2	29.7	60.2	94.5	82.6	88.9	Yes	Yes
African American	95	100	20.5	53.4	26.1	89.8	70.3	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78.7	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	32	100	51.7	41.4	6.9	62.1	45.3	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	73	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	170	100	17.4	47.8	34.8	91.3	73.3	75.4	Yes	Yes

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

All Students	232	100	15.1	29.4	55.5	92.2	79.3	81.9	Yes	Yes
Gender										
Male	123	100	15.7	26.1	58.3	90.4	76.4	79.9	N/A	N/A
Female	109	100	14.6	33	52.4	94.2	82.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	134	100	10.2	22.7	67.2	95.3	85.8	88.9	Yes	Yes
African American	95	100	22.7	39.8	37.5	87.5	69.2	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	32	100	62.1	27.6	10.3	58.6	45.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	83.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	170	100	19.3	36	44.7	90.7	75.4	74.9	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	154	100	16.8	50.3	32.9	83.2	63.5	68.6
Gender								
Male	79	100	13.9	47.2	38.9	86.1	65.3	68.3
Female	75	100	19.7	53.5	26.8	80.3	61.6	68.9
Racial/Ethnic Group								
White	89	100	7.1	42.9	50	92.9	73.8	80.7
African American	62	100	31.6	63.2	5.3	68.4	47.2	51.4
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	64.7	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	19	100	43.8	43.8	12.5	56.3	33.5	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	70.8	60.7
Socio-Economic Status								
Subsidized meals	109	100	22.3	59.2	18.4	77.7	56.1	57.3

Social Studies								
All Students	156	100	12	44.7	43.3	88	63	72.5
Gender								
Male	82	100	15.4	38.5	46.2	84.6	63.5	72
Female	74	100	8.3	51.4	40.3	91.7	62.6	73.1
Racial/Ethnic Group								
White	94	100	9.8	39.1	51.1	90.2	70.4	81
African American	61	100	15.8	54.4	29.8	84.2	51.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	61.3	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	23	100	45.5	45.5	9.1	54.5	36.7	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	55.6	69.7
Socio-Economic Status								
Subsidized meals	116	100	15.2	54.5	30.4	84.8	56.5	62.9

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	90	100	19.8	29.6	50.6	80.2	67.3	73.2	96	95.6
Gender										
Male	52	100	20.4	30.6	49	79.6	65.4	67.2	96.1	95.5
Female	38	100	18.8	28.1	53.1	81.3	69.1	79.4	95.8	95.8
Racial/Ethnic Group										
White	53	100	14.3	20.4	65.3	85.7	76.5	81.5	95.5	95.2
African American	36	100	29	41.9	29	71	56.3	61.3	96.6	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	98.1	98.2
Hispanic	1	I/S	I/S	I/S	I/S	I/S	44.4	66.7	96.4	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	92.6
Disability Status										
Disabled	16	100	53.8	30.8	15.4	46.2	42	26	95.8	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	46.2	65.7	96.5	96.5
Socio-Economic Status										
Subsidized meals	62	100	26.8	41.1	32.1	73.2	59.4	63.2	95.9	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							
2010	3	72	100	8.8	26.5	64.7	91.2
	4	87	100	15.7	39.8	44.6	84.3
	5	91	100	17.2	41.4	41.4	82.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	65	100	16.1	32.3	51.6	83.9
	4	78	100	12	38.7	49.3	88
	5	89	100	14.8	45.7	39.5	85.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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	72	100	17.6	30.9	51.5	82.4
	4	87	100	12	37.3	50.6	88
	5	91	100	25.3	42.5	32.2	74.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	65	100	24.2	22.6	53.2	75.8
	4	78	100	9.3	33.3	57.3	90.7
	5	89	100	13.6	30.9	55.6	86.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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	36	100	54.3	31.4	14.3	45.7
	4	87	100	21.7	50.6	27.7	78.3
	5	47	100	43.5	32.6	23.9	56.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	30	100	32.1	50	17.9	67.9
	4	78	100	9.3	56	34.7	90.7
	5	46	100	20	40	40	80
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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	36	100	15.2	57.6	27.3	84.8
	4	87	100	12	43.4	44.6	88
	5	44	100	34.1	43.9	22	65.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	35	100	8.8	50	41.2	91.2
	4	78	100	8	46.7	45.3	92
	5	43	100	22	36.6	41.5	78
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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	72	100	10.3	44.1	45.6	89.7
	4	88	100	14.5	37.3	48.2	85.5
	5	90	100	22.7	35.2	42	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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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	90	100	19.8	29.6	50.6	80.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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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