

NORTHSIDE ELEMENTARY

710 N. Townville Street
Seneca, SC 29678

Grades	PK-5 Elementary School	
Enrollment	569 Students	
Principal	Geoff Smith	864-886-4445
Superintendent	Dr. Mike Lucas	864-886-4400
Board Chair	Andy Inabinet	864-710-0796

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

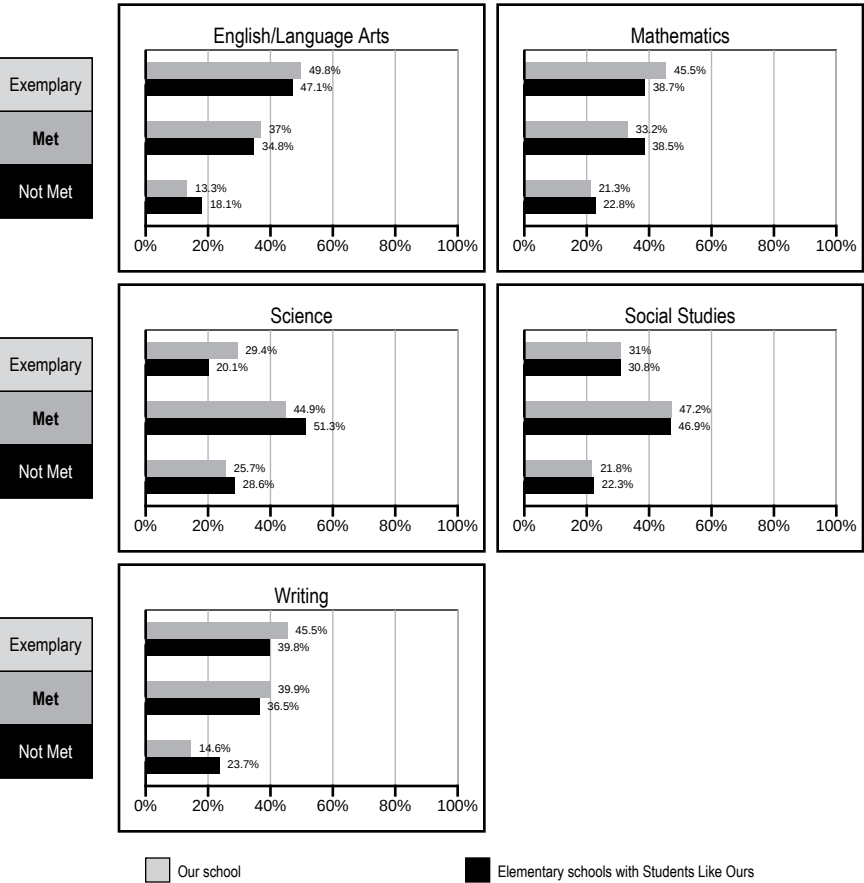
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 92.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
19	36	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=569)				
First graders who attended full-day kindergarten	94.6%	Down from 96.3%	100.0%	100.0%
Retention rate	1.7%	Up from 1.1%	1.3%	1.2%
Attendance rate	95.7%	Down from 96.4%	96.1%	96.1%
Eligible for gifted and talented	14.5%	Down from 28.3%	15.7%	11.7%
With disabilities other than speech	7.9%	Up from 6.0%	8.1%	8.0%
Older than usual for grade	0.0%	No Change	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=36)				
Teachers with advanced degrees	61.1%	Up from 53.3%	60.0%	60.5%
Continuing contract teachers	91.7%	Up from 86.7%	87.5%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.6%	Up from 84.5%	88.2%	87.0%
Teacher attendance rate	97.1%	Up from 96.2%	95.5%	95.4%
Average teacher salary*	\$48,428	Down 1.6%	\$48,008	\$47,288
Professional development days/teacher	10.0 days	Up from 8.8 days	10.6 days	10.5 days
School				
Principal's years at school	11.0	Up from 10.0	5.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 19.5 to 1	20.2 to 1	19.2 to 1
Prime instructional time	92.3%	Up from 92.0%	90.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,761	Down 2.1%	\$6,921	\$7,548
Percent of expenditures for instruction**	65.1%	Up from 64.0%	69.1%	68.7%
Percent of expenditures for teacher salaries**	63.0%	Up from 60.2%	66.0%	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

The mission of Northside Elementary, in partnership with homes and the community, is to challenge every child to be a "Learner for Life." It is this team approach that makes Northside an inviting, warm, safe, and nurturing place. As a Red Carpet school, Northside continues to serve its students and the school's community. It is a school of high expectations that wishes the very best for every child. Northside Elementary is a community of 585 students in grades prekindergarten(4) through grade five. There is an even split between male and female students, and a variety of cultural backgrounds are represented. Our average class size, in grades 1-3, is 21 students, and, in grades 4 and 5, the average class size is 23 students.

Students and staff here at Northside have the privilege of being in a building that is clean and attractive both outside and inside. A recent renovation has added three new wings, as well as a new gym, cafeteria, science lab, and second computer lab. The media center has an open format and the fine arts program offers many opportunities for our students. Several pieces of student artwork are displayed in the community and around our school. The music program provides many performance opportunities, including a 5th grade chorus. Physical Education continues to teach students about fitness and general well being. A program titled Zest Quest has added a wellness coach to the school, which integrates health standards into the general curriculum. Speech, Reading Recovery, English as a Second Language, targeted assistance teachers, and a resource class all aid in the development of children needing additional assistance. Northside Elementary offers a comprehensive guidance program with a variety of programs to enhance each child's personal well being. A gifted and talented class serves students who score at the state-identified level. Instruction is infused with lessons utilizing Smartboards, United Streaming, and laptop computers as well as LCD projectors. The staff of Northside also does a terrific job in handling day-to-day clerical needs, keeping the school looking great, and preparing the breakfast and lunch program. Support from an active parent group as well as the School Improvement Council provides necessary input for continued growth and school improvement. A 5k/1-mile fun run was enjoyed by many. Community sponsorships from this event will assist in providing field-trip cost assistance.

It is this well rounded approach and quality daily instruction that has made test scores of Northside students consistently higher than the state averages, earning the school recognition as a Palmetto Gold winner. Northside also met the federal mandate in the No Child Left Behind Act of making Adequate Yearly Progress (AYP) for the sixth year in a row. There is a continual analysis of MAP and PASS scores to seek ways to improve upon our daily instruction and support programs. Through the commitment of the Northside staff, it is our goal to meet each child's needs and encourage them to be Learners for Life.

Geoff Smith, Northside Principal
Jennifer Adams, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	69	23
Percent satisfied with learning environment	97.1%	91.3%	95.7%
Percent satisfied with social and physical environment	97.1%	92.8%	91.3%
Percent satisfied with school-home relations	94.3%	92.8%	95.5%

* 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

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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	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	235	98.7	14.2	36.7	49.1	93.1	83.6	83.5	Yes	Yes
Gender										
Male	125	97.6	15.8	36.8	47.4	93	80	80.1	N/A	N/A
Female	110	100	12.5	36.5	51	93.3	87.5	87	N/A	N/A
Racial/Ethnic Group										
White	172	98.8	11.2	34.8	54	95	85.6	89.6	Yes	Yes
African American	45	100	26.2	45.2	28.6	88.1	74.3	74.6	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	89.2	92.7	I/S	I/S
Hispanic	11	90.9	I/S	I/S	I/S	I/S	76.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	84.6	85.1	I/S	I/S
Disability Status										
Disabled	33	90.9	50	26.7	23.3	80	52.7	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	8	I/S	I/S	I/S	I/S	I/S	76.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	126	98.4	25	42	33	87.5	77.8	76.9	Yes	Yes

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

All Students	235	99.6	22.9	33	44	85.8	82.6	80.4	Yes	Yes
Gender										
Male	125	99.2	20.2	29.8	50	86.8	80.7	78.4	N/A	N/A
Female	110	100	26	36.5	37.5	84.6	84.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	172	99.4	14.9	36.6	48.4	92.5	84.6	87.8	Yes	Yes
African American	45	100	50	26.2	23.8	61.9	70.6	69.3	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	89.2	93.5	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	79.6	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	84.6	83.2	I/S	I/S
Disability Status										
Disabled	33	97	50	30	20	63.3	53.9	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	8	I/S	I/S	I/S	I/S	I/S	79.5	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	126	99.2	35.7	38.4	25.9	75	76.2	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
Science								
All Students	153	99.4	25.7	45	29.3	74.3	68.2	67.3
Gender								
Male	80	98.8	18.6	45.7	35.7	81.4	68.3	66.9
Female	73	100	32.9	44.3	22.9	67.1	68.2	67.7
Racial/Ethnic Group								
White	112	99.1	16.5	51.5	32	83.5	72.8	79.6
African American	33	100	53.3	33.3	13.3	46.7	45.7	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	77.8	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	51.5	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	21	95.2	38.9	33.3	27.8	61.1	39	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	3	I/S	I/S	I/S	I/S	I/S	49.4	58.6
Socio-Economic Status								
Subsidized meals	83	98.8	40.3	40.3	19.4	59.7	57.8	55.4

Social Studies								
All Students	159	99.4	23.6	45.9	30.4	76.4	68.4	70.9
Gender								
Male	92	100	21.4	45.2	33.3	78.6	68.9	70.1
Female	67	98.5	26.6	46.9	26.6	73.4	67.8	71.7
Racial/Ethnic Group								
White	112	99.1	19.8	47.2	33	80.2	70.9	79.2
African American	31	100	41.4	41.4	17.2	58.6	56.5	58.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	92	86.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	58.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	22	100	55	25	20	45	39.5	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	60.7	68
Socio-Economic Status								
Subsidized meals	86	98.8	38.2	46.1	15.8	61.8	56.9	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	236	97	14.6	39.9	45.5	85.4	72.8	72.1	95.7	95.9
Gender										
Male	125	94.4	18.5	39.8	41.7	81.5	64.7	65.2	95.4	95.9
Female	111	100	10.5	40	49.5	89.5	81.3	79.2	95.9	95.8
Racial/Ethnic Group										
White	172	96.5	11.5	40.4	48.1	88.5	75	80.8	95.5	95.6
African American	46	97.8	26.2	42.9	31	73.8	63.2	59.7	96	96.9
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	81.6	87	97.9	98.2
Hispanic	11	100	I/S	I/S	I/S	I/S	61.9	64.6	95	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	73.4	N/A	95.9
Disability Status										
Disabled	32	78.1	56.5	21.7	21.7	43.5	29.2	27.7	94.4	94.9
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	8	I/S	I/S	I/S	I/S	I/S	59.7	63.7	95.1	96.7
Socio-Economic Status										
Subsidized meals	120	95	26.2	45.6	28.2	73.8	63.9	61.9	94.8	95.4

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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	62	100	8.6	27.6	63.8	91.4
	4	57	100	14.3	48.2	37.5	85.7
	5	48	100	6.7	37.8	55.6	93.3
	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	85	98.8	10.1	24.1	65.8	89.9
	4	74	97.3	17.4	36.2	46.4	82.6
	5	76	100	15.7	51.4	32.9	84.3
	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
Mathematics							
2009	3	62	100	27.6	41.4	31	72.4
	4	57	100	16.1	44.6	39.3	83.9
	5	48	100	8.9	42.2	48.9	91.1
	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
2010	3	85	100	20.3	29.1	50.6	79.7
	4	74	98.7	23.2	33.3	43.5	76.8
	5	76	100	25.7	37.1	37.1	74.3
	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
Science							
2009	3	32	100	6.9	55.2	37.9	93.1
	4	57	100	16.1	67.9	16.1	83.9
	5	24	100	22.7	40.9	36.4	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
2010	3	43	100	35	25	40	65
	4	74	98.7	22.1	51.5	26.5	77.9
	5	36	100	21.9	56.3	21.9	78.1
	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

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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	30	100	20.7	37.9	41.4	79.3
	4	57	100	8.9	57.1	33.9	91.1
	5	24	100	8.7	47.8	43.5	91.3
	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	45	97.8	12.2	48.8	39	87.8
	4	74	100	15.9	46.4	37.7	84.1
	5	40	100	50	42.1	7.9	50
	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	59	100	17.2	39.7	43.1	82.8
	4	58	98.3	19.3	52.6	28.1	80.7
	5	48	100	6.7	33.3	60	93.3
	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	85	97.7	19	34.2	46.8	81
	4	74	97.3	13.4	41.8	44.8	86.6
	5	77	96.1	10.4	44.8	44.8	89.6
	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

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