

## NORTHSIDE ELEMENTARY

840 N. Annafrel Street  
Rock Hill, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	405 Students	
<b>Principal</b>	Linda C. Crute	803-981-1570
<b>Superintendent</b>	Lynn P. Moody	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-981-1000

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Average
2009	Average	Average
2008	Below Average	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

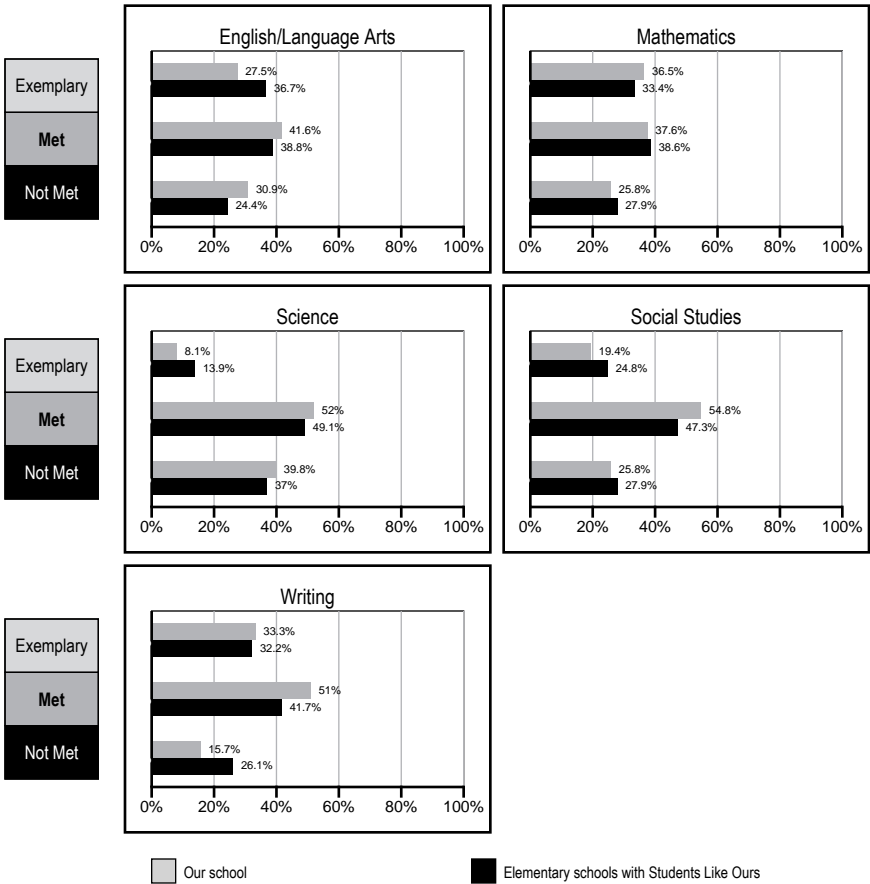
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
7	24	85	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
<b>Students (n=405)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.5%	Down from 0.8%	1.3%	1.1%
Attendance rate	95.8%	Down from 96.0%	96.0%	96.2%
Served by gifted and talented program	11.3%	Up from 7.4%	11.6%	13.4%
With disabilities other than speech	9.7%	Down from 11.1%	5.1%	4.1%
Older than usual for grade	0.0%	No Change	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	54.8%	No Change	60.5%	62.5%
Continuing contract teachers	77.4%	Up from 67.7%	90.0%	88.2%
Teachers returning from previous year	87.4%	Up from 85.0%	88.1%	87.8%
Teacher attendance rate	97.1%	Down from 97.5%	95.1%	95.2%
Average teacher salary*	\$46,628	Down 5.4%	\$46,617	\$46,773
Professional development days/teacher	24.2 days	Up from 11.4 days	11.3 days	10.5 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Down from 21.0 to 1	19.5 to 1	19.9 to 1
Prime instructional time	91.2%	Down from 92.5%	90.1%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Up from 98.6%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,605	Down 4.3%	\$7,482	\$7,447
Percent of expenditures for instruction**	72.6%	Down from 75.8%	67.3%	68.4%
Percent of expenditures for teacher salaries**	71.2%	Down from 72.1%	64.7%	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 School of the Arts is a Title I school that serves 410 students in grades K-5th with 60 staff members. The goal of our school is to educate all students in and through the arts by developing their knowledge and problem solving skills to enhance the quality of their lives and life in the community. 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 and \$500 to the Dolly Parton Imagination Library. Junior Achievement classes were provided for first through fifth grades. Mentors were provided for students as needed. A school-wide theme of CAT (control, achievement, and attendance) helped students set yearly goals.

The SIC and PTO collaborated throughout the year to strengthen being a School of Choice for the 2010-2011 school year. Registration, tours, applications, an arts integration night, and parent meetings were held for prospective parents. "Ways to Plug In" phone calls enlisted parents to volunteer.

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 and performed in an arts integrated standard based program. Faculty and staff participated in writing professional development to implement writing workshop in all classes. After-school strings and guitar lessons were provided to 4th and 5th grade students. Arts integrated units were written and students participated in standards based Arts Explorers 5 week sessions four times during the year. A family artist night, Strings Celebration, emphasized literacy. Students performed in the community throughout the year. Design qualities were incorporated into lessons. Daily academic intervention occurred. Students received instruction in Tier 2 and 3 in literacy and math. The family educator worked with parents and children. Literacy, math, 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.

Tonya Hollenbacher, SIC Chair Linda Crute, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	50	38
Percent satisfied with learning environment	100.0%	100.0%	91.7%
Percent satisfied with social and physical environment	100.0%	92.0%	94.7%
Percent satisfied with school-home relations	92.6%	98.0%	91.9%

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

## Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 17 out of 19 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	25.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

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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	196	97.5	28.9	42.8	28.3	82.7	83.1	82.4	Yes	Yes
<b>Gender</b>										
Male	89	96.6	31.6	46.1	22.4	77.6	79.5	78.7	N/A	N/A
Female	107	98.1	26.8	40.2	33	86.6	86.8	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	75	98.7	13.4	49.3	37.3	94	91.2	88.9	Yes	Yes
African American	92	97.8	42.5	35	22.5	72.5	72.4	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.7	93	I/S	I/S
Hispanic	25	92	27.3	54.5	18.2	86.4	77.9	79.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	71.2	83	I/S	I/S
<b>Disability Status</b>										
Disabled	42	92.9	N/AV	N/AV	N/AV	56.3	54.9	48.1	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	19	89.5	37.5	50	12.5	81.3	74.8	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	160	96.9	34.8	42	23.2	78.3	75	75.4	Yes	Yes

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

All Students	196	100	25.8	37.6	36.5	84.3	83.2	81.9	Yes	Yes
<b>Gender</b>										
Male	89	100	29.1	41.8	29.1	78.5	80.9	79.9	N/A	N/A
Female	107	100	23.2	34.3	42.4	88.9	85.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	75	100	7.4	36.8	55.9	97.1	91	88.9	Yes	Yes
African American	92	100	40.2	37.8	22	73.2	72.6	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.4	94.6	I/S	I/S
Hispanic	25	100	29.2	45.8	25	87.5	79.2	81.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	75.2	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	42	100	62.9	31.4	5.7	60	51.6	47.3	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	19	100	33.3	44.4	22.2	83.3	78	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	160	100	30.1	39.9	30.1	81.1	75.4	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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
<b>Science</b>								
All Students	135	100	39.8	52	8.1	60.2	72.1	68.6
<b>Gender</b>								
Male	63	100	39.3	51.8	8.9	60.7	71.1	68.3
Female	72	100	40.3	52.2	7.5	59.7	73.2	68.9
<b>Racial/Ethnic Group</b>								
White	50	100	11.1	71.1	17.8	88.9	84.8	80.7
African American	63	100	60.7	37.5	1.8	39.3	54.6	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.4	85.3
Hispanic	19	100	N/AV	N/AV	N/AV	52.6	66.2	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	61.7	70.8
<b>Disability Status</b>								
Disabled	30	100	N/AV	N/AV	N/AV	29.2	43.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	13	100	N/AV	N/AV	N/AV	38.5	63.5	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	113	100	45.5	50.5	4	54.5	60.3	57.3
<b>Social Studies</b>								
All Students	136	100	25.8	54.8	19.4	74.2	75.9	72.5
<b>Gender</b>								
Male	61	100	24.1	55.6	20.4	75.9	75.8	72
Female	75	100	27.1	54.3	18.6	72.9	76	73.1
<b>Racial/Ethnic Group</b>								
White	50	100	17.4	56.5	26.1	82.6	85.6	81
African American	66	100	27.1	55.9	16.9	72.9	63.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.3	89
Hispanic	16	100	N/AV	N/AV	N/AV	53.3	66.9	69.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	65.8	73.5
<b>Disability Status</b>								
Disabled	26	100	N/AV	N/AV	N/AV	43.5	45.6	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	14	100	N/AV	N/AV	N/AV	53.8	67.7	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	110	100	31.3	52.5	16.2	68.7	65.4	62.9

Abbreviations for Missing Data

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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
<b>Writing</b>										
All Students	55	100	15.7	51	33.3	84.3	75.7	73.2	95.8	96.2
<b>Gender</b>										
Male	28	100	18.5	63	18.5	81.5	71	67.2	95.3	96.1
Female	27	100	12.5	37.5	50	87.5	80.6	79.4	96.2	96.3
<b>Racial/Ethnic Group</b>										
White	22	100	10	45	45	90	87.4	81.5	95.2	96.1
African American	26	100	20.8	50	29.2	79.2	60.2	61.3	96.4	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.5	87	N/A	97.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	65.3	66.7	95.6	96
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	67.4	72.2	96.1	94.6
<b>Disability Status</b>										
Disabled	12	100	N/AV	N/AV	N/AV	63.6	36.4	26	95.1	95.6
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	97	93
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	61.7	65.7	96.6	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	48	100	18.2	52.3	29.5	81.8	64.6	63.2	95.4	95.7

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	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
<b>2011</b>	3	66	92.4	22.6	37.7	39.6	77.4
	4	75	100	39.1	40.6	20.3	60.9
	5	55	100	21.6	51	27.5	78.4
	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
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	3	66	100	24.1	19	56.9	75.9
	4	75	100	37.7	37.7	24.6	62.3
	5	55	100	11.8	58.8	29.4	88.2
	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
<b>Science</b>							
<b>2010</b>	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
<b>2011</b>	3	32	100	42.9	46.4	10.7	57.1
	4	75	100	34.8	58	7.2	65.2
	5	28	100	50	42.3	7.7	60
	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
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	3	34	100	23.3	53.3	23.3	76.7
	4	75	100	31.9	56.5	11.6	68.1
	5	27	100	12	52	36	88
	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
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	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	55	100	15.7	51	33.3	84.3
	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

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