

Westview Elementary

100 Westview Blvd.
Goose Creek, SC 29445

Grades	4-5 Elementary School	
Enrollment	462 Students	
Principal	Russell Boston	843-797-2992
Superintendent	Dr. Anthony L. Parker	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Below Average
2007	Good	Average
2006	Good	Average
2005	Good	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 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 2008-09 whose 2007-08 test scores were located

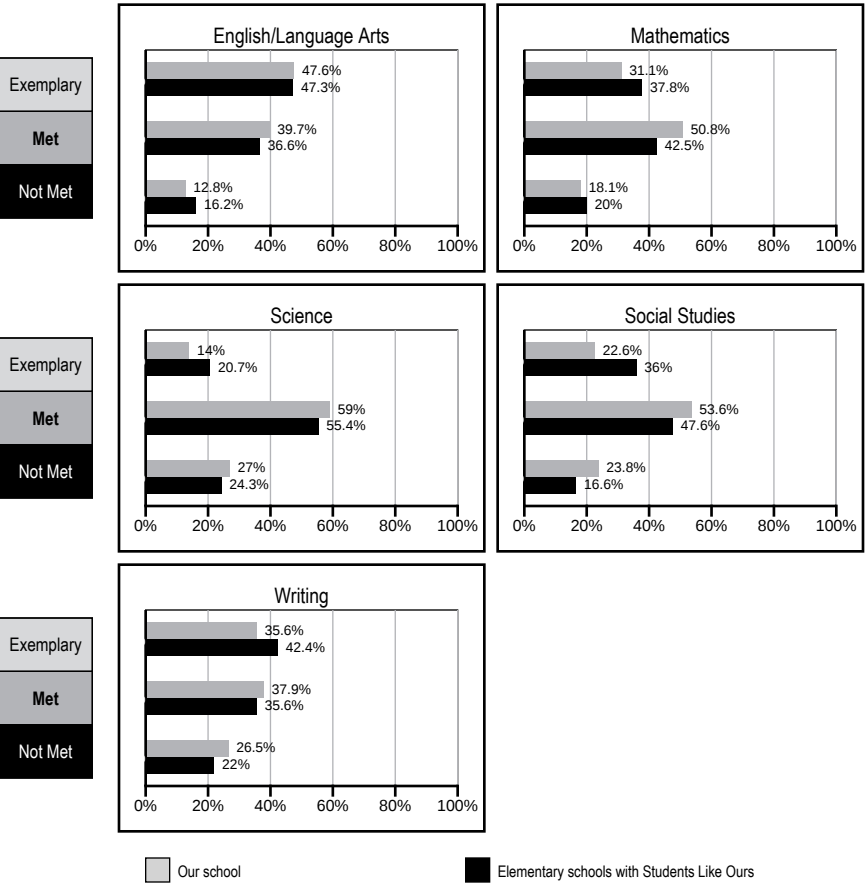
94.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
19	31	18	0	0

* Ratings are calculated with data available by 06/01/2010.

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=462)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	No Change	1.4%	1.9%
Attendance rate	97.0%	Down from 97.4%	96.6%	96.3%
Eligible for gifted and talented	18.3%	Down from 18.9%	15.8%	10.0%
With disabilities other than speech	7.7%	Up from 7.1%	7.1%	7.7%
Older than usual for grade	0.9%	Up from 0.7%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.5%	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	63.0%	Down from 65.2%	61.1%	59.4%
Continuing contract teachers	85.2%	Down from 87.0%	83.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.1%	Up from 76.8%	86.0%	85.9%
Teacher attendance rate	95.9%	Up from 94.2%	95.1%	95.1%
Average teacher salary*	\$51,328	Up 3.2%	\$48,430	\$47,149
Professional development days/teacher	10.2 days	Down from 11.4 days	11.4 days	11.1 days
School				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	24.9 to 1	Up from 22.1 to 1	19.4 to 1	18.8 to 1
Prime instructional time	92.8%	Up from 90.6%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	90.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,423	Down 4.6%	\$6,836	\$7,458
Percent of expenditures for instruction**	51.7%	Up from 51.0%	69.9%	68.8%
Percent of expenditures for teacher salaries**	47.3%	Up from 46.2%	62.3%	63.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Westview Elementary Whales

Westview Elementary is home to approximately 440 fourth and fifth grade students known as the Westview Whales. At Westview Elementary, we have high hopes and expectations for both students and teachers. We are committed to the continuous learning that will excel growth in our staff and student achievement. Our mission is to ensure the academic, social, emotional, and physical development of all students and teachers by challenging them to reach their personal best. Our teachers strive to provide the best possible education for our students. Through our Professional Learning Community, our teachers combine traditional approaches with current research and innovative best-practice methods to provide a well-rounded education. Professional Learning Communities within the school has built teamwork among staff members and developed best shared practices.

Character Traits and Life Skills are integrated through the “Spouting Off Good Character” program. The Positive Behavior Interventions and Supports (PBIS) program creates a school-wide system of support focusing on teaching positive student behaviors. In addition, the “Ride the Reading Wave” reading program challenges students to become better readers by meeting their individualized reading goals and increasing their reading levels. At-risk students receive additional support during the school day with small group instruction provided by a reading interventionist and our ASSIST lab manager. Westview Elementary also provides extended after school care through our Whale Watch program.

Student achievement continues to be a top priority. Teachers utilize data provided by computerized MAP testing, (Measures of Academic Progress) to identify students’ strengths and weaknesses. Classroom curriculum is also enriched with technology by incorporating SMART board lessons in the classroom and utilizing two networked computer labs that provide individualized skills practice.

Through our shared purpose, vision, commitments and goals, the Westview staff, parents, and community will continue to work diligently to ensure every student’s success in 2009-10.

Russell Boston, Principal
Terry Lawson, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	217	150
Percent satisfied with learning environment	77.8%	75.6%	84.4%
Percent satisfied with social and physical environment	92.3%	70.8%	82.9%
Percent satisfied with school-home relations	96.2%	77.8%	83.1%

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

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School Adequate Yearly Progress

YES

This school met 21 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

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	2.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.4%	0.0%	No
Student attendance rate	97.0%	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 = 58.8% (Met or Exemplary)

All Students	453	99.6	12.6	39.6	47.8	92.1	84.7	82.8	Yes	Yes
Gender										
Male	247	100	14.9	40.4	44.7	89.8	80.7	79.3	N/A	N/A
Female	206	99	9.8	38.7	51.5	94.8	89.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	305	100	9.5	36.1	54.4	94.2	88.5	89.5	Yes	Yes
African American	90	98.9	20.2	53.6	26.2	86.9	78.4	73.7	Yes	Yes
Asian/Pacific Islander	26	100	4.3	30.4	65.2	95.7	92.1	92.3	I/S	I/S
Hispanic	26	96.2	36.4	31.8	31.8	77.3	80.4	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.7	82.5	I/S	I/S
Disability Status										
Disabled	41	100	42.5	37.5	20	60	49.6	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	29	96.6	36.4	40.9	22.7	77.3	79.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	170	98.8	18.8	46.8	34.4	87.7	79.8	75.5	Yes	Yes

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

All Students	453	100	18.1	50.8	31.1	87.7	80.2	78.9	Yes	Yes
Gender										
Male	247	100	20.4	48.5	31.1	84.7	77.9	77	N/A	N/A
Female	206	100	15.3	53.6	31.1	91.3	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	305	100	13.3	49.3	37.4	91.2	85.4	87.2	Yes	Yes
African American	90	100	34.1	54.1	11.8	76.5	70.6	66.7	Yes	Yes
Asian/Pacific Islander	26	100	4.3	47.8	47.8	95.7	93.2	93	I/S	I/S
Hispanic	26	100	34.8	60.9	4.3	73.9	78.4	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.1	79.5	I/S	I/S
Disability Status										
Disabled	41	100	52.5	40	7.5	50	45.2	45.5	SWD	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	30.4	56.5	13	78.3	80.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	170	100	27.6	53.2	19.2	80.1	73.5	70.2	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

	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	336	99.1	26.8	59.2	14	73.2	69.2	67.5
Gender								
Male	183	99.5	25.4	61.8	12.7	74.6	68.4	67
Female	153	98.7	28.4	56.1	15.5	71.6	70.1	68
Racial/Ethnic Group								
White	223	99.6	20.1	63.1	16.8	79.9	78.2	79.5
African American	75	98.7	47.2	48.6	4.2	52.8	53.6	50.3
Asian/Pacific Islander	18	94.4	12.5	56.3	31.3	87.5	86.4	84.3
Hispanic	14	100	N/AV	N/AV	N/AV	46.2	62.2	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.4	71.2
Disability Status								
Disabled	29	100	N/AV	N/AV	N/AV	32.1	34	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	19	94.7	43.8	50	6.3	56.3	64.6	59.6
Socio-Economic Status								
Subsided meals	132	99.2	41.5	54.5	4.1	58.5	59.5	55.1

Social Studies								
All Students	335	99.4	23.5	53.9	22.6	76.5	74.2	72.3
Gender								
Male	174	99.4	23.2	52.4	24.4	76.8	73.3	71.5
Female	161	99.4	23.9	55.5	20.6	76.1	75.1	73.2
Racial/Ethnic Group								
White	228	99.1	22.4	50.7	26.9	77.6	80.5	80.7
African American	62	100	27.6	69	3.4	72.4	62.9	60
Asian/Pacific Islander	18	100	N/AV	N/AV	N/AV	100	87.9	88.5
Hispanic	23	100	42.9	52.4	4.8	57.1	69.7	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.6	72.2
Disability Status								
Disabled	29	100	57.1	28.6	14.3	42.9	42.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	23	100	35	55	10	65	70.7	67.9
Socio-Economic Status								
Subsided meals	123	100	31.9	55.8	12.4	68.1	66	62.1

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
Writing										
All Students	457	99.6	26.1	38.1	35.8	73.9	69.4	70.2	97	96.3
Gender										
Male	249	99.2	33.8	38.4	27.8	66.2	61.4	63.2	96.9	96.3
Female	208	100	17.1	37.7	45.2	82.9	77.9	77.5	97.1	96.4
Racial/Ethnic Group										
White	309	99.4	20.8	38.9	40.3	79.2	74.6	79.1	96.8	95.9
African American	91	100	45.3	33.7	20.9	54.7	60.1	57.6	97.3	96.9
Asian/Pacific Islander	26	100	13	34.8	52.2	87	85.4	86.2	98.4	97.5
Hispanic	25	100	30.4	52.2	17.4	69.6	63.2	62.6	96.7	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	63.2	68.7	96.7	95.8
Disability Status										
Disabled	48	97.9	60.9	32.6	6.5	39.1	26	26.1	96.7	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	30.4	39.1	30.4	69.6	62.4	61.2	97.3	96.9
Socio-Economic Status										
Subsidized meals	166	100	40.1	37.6	22.3	59.9	61	58.9	96.7	96

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	218	99.1	11.1	38	51	88.9
	5	235	100	14	41.2	44.8	86
	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							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	218	100	13.8	51.4	34.8	86.2
	5	235	100	22.2	50.2	27.6	77.8
	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
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	218	100	23.3	63.8	12.9	76.7
	5	118	97.5	33.3	50.5	16.2	66.7
	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
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	218	99.5	20.6	55	24.4	79.4
	5	117	99.2	29.1	51.8	19.1	70.9
	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
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	222	100	25.7	36	38.3	74.3
	5	235	99.2	26.6	40.1	33.3	73.4
	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

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