

WESTWOOD ELEMENTARY

124 Hwy. 28 By-Pass
Abbeville, S.C. 29620

Grades	K-5 Elementary School	
Enrollment	435 Students	
Principal	Lori Brownlee-Brewton	864-366-9604
Superintendent	Dr. Ivan Randolph	864-366-5427
Board Chair	James B. Tisdale, Jr.	864-459-4782

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Good	Average
2008	Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk

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

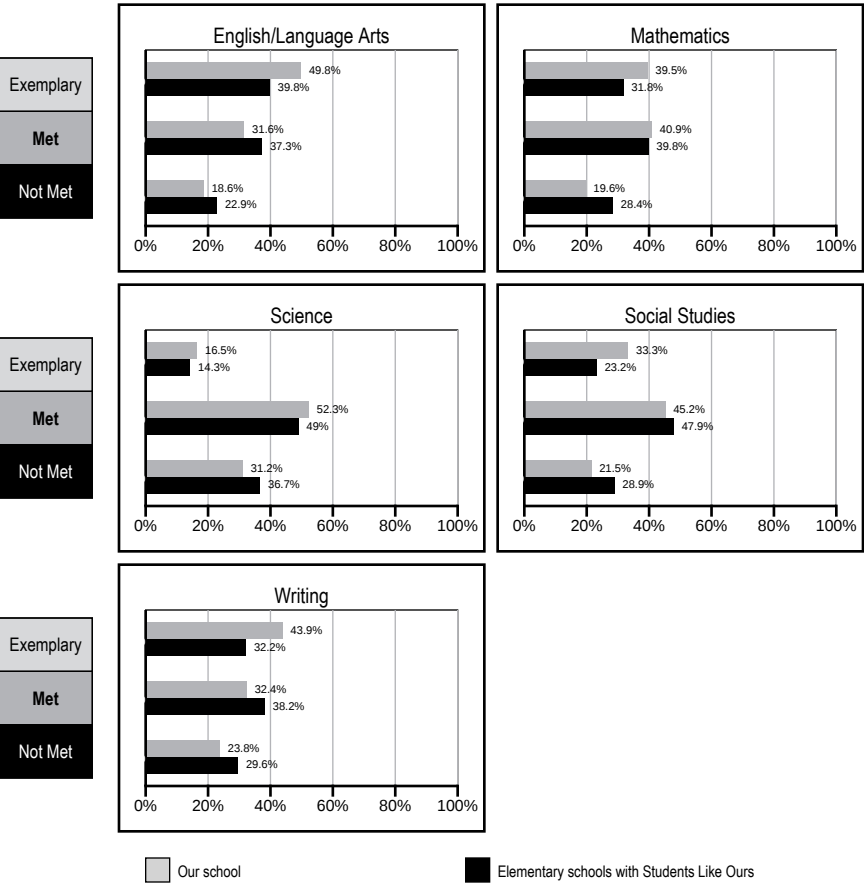
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	25	87	3	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=435)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	No Change	1.2%	1.2%
Attendance rate	95.7%	No Change	95.9%	96.1%
Eligible for gifted and talented	18.8%	Up from 8.2%	11.6%	11.7%
With disabilities other than speech	12.9%	Down from 13.7%	8.7%	8.0%
Older than usual for grade	0.5%	Down from 0.7%	0.4%	0.4%
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	53.8%	Up from 51.6%	60.6%	60.5%
Continuing contract teachers	80.8%	Up from 77.4%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.5%	Up from 76.0%	88.8%	87.0%
Teacher attendance rate	97.5%	Up from 95.4%	95.4%	95.4%
Average teacher salary*	\$43,052	Down 4.5%	\$47,317	\$47,288
Professional development days/teacher	2.9 days	Down from 4.1 days	10.6 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Up from 15.6 to 1	19.1 to 1	19.2 to 1
Prime instructional time	93.0%	Up from 90.4%	90.2%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,224	Down 6.2%	\$7,549	\$7,548
Percent of expenditures for instruction**	67.3%	Down from 71.3%	67.4%	68.7%
Percent of expenditures for teacher salaries**	63.2%	Down from 68.5%	63.8%	65.1%

* 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

Westwood Elementary School proudly supports all of their students in the areas of academic, social, and emotional growth. Our outstanding faculty and staff have worked tirelessly to promote student achievement, and social awareness. In the area of career development, students participate in Career Day, facilitated by the Guidance Department. Students are also actively engaged in our Character Education program, which promotes the concept of making safe and responsible choices in all areas of life.

Westwood strives to maintain a well-organized instructional unit. With emphasis placed on the S.C. state standards, our goal is for every student to be successful on the Palmetto Assessment of State Standards (PASS) test. Our instructional strategies include well-planned lessons that actively engage each student, while providing a connection to students that learning is an ongoing, lifetime process. With the use of MAP (Measures of Academic Progress), teachers are able to use pertinent data to determine the academic level of students. Our curriculum framework is designed so that each student can be reached at his or her level, with emphasis on high academic achievement.

Parental involvement has continued to grow successfully with the implementation of the School Messenger system, an automated communication system, which keeps our parents abreast of school news.

Our students continue to participate in public service activities, such as the Abbeville County Relay for Life, United Way Campaign Fund, Pennies for Patients, March of Dimes, local canned food drives, and visits to the area nursing home.

The success of a student is incumbent on parents, students, teachers, and the community working together. The goal of Westwood Elementary is to encourage all students to strive for excellence in all aspects of life.

Lori Brownlee-Brewton, Principal
Angela Sykes, School Improvement Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	137	125
Percent satisfied with learning environment	97.1%	88.9%	84.3%
Percent satisfied with social and physical environment	100.0%	86.9%	82.9%
Percent satisfied with school-home relations	100.0%	92.7%	83.6%

* 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	NO
---------------------------------	----

This school met 20 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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	12.7%	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
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	422	100	18.7	31.3	50	90	87.8	83.5	Yes	Yes
--------------	-----	-----	------	------	----	----	------	------	-----	-----

Gender										
--------	--	--	--	--	--	--	--	--	--	--

Male	223	100	23.5	28.1	48.4	85.5	85.3	80.1	N/A	N/A
------	-----	-----	------	------	------	------	------	------	-----	-----

Female	199	100	13.1	35.1	51.8	95.3	90.7	87	N/A	N/A
--------	-----	-----	------	------	------	------	------	----	-----	-----

Racial/Ethnic Group										
---------------------	--	--	--	--	--	--	--	--	--	--

White	208	100	6.8	24.8	68.4	97.6	92.1	89.6	Yes	Yes
-------	-----	-----	-----	------	------	------	------	------	-----	-----

African American	204	100	30.6	38.3	31.1	82.1	81.4	74.6	Yes	Yes
------------------	-----	-----	------	------	------	------	------	------	-----	-----

Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
------------------------	---	-----	-----	-----	-----	-----	-----	------	-----	-----

Hispanic	9	I/S	I/S	I/S	I/S	I/S	73.9	79.6	I/S	I/S
----------	---	-----	-----	-----	-----	-----	------	------	-----	-----

American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
-------------------------	---	-----	-----	-----	-----	-----	-----	------	-----	-----

Disability Status										
-------------------	--	--	--	--	--	--	--	--	--	--

Disabled	65	100	54	25.4	20.6	58.7	57.6	51.7	No	Yes
----------	----	-----	----	------	------	------	------	------	----	-----

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	9	I/S	I/S	I/S	I/S	I/S	87.9	79	I/S	I/S
----------------------------	---	-----	-----	-----	-----	-----	------	----	-----	-----

Socio-Economic Status										
-----------------------	--	--	--	--	--	--	--	--	--	--

Subsidized meals	300	100	25.2	34.8	40	86.2	83.9	76.9	Yes	Yes
------------------	-----	-----	------	------	----	------	------	------	-----	-----

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

All Students	422	100	19.4	41.3	39.3	88.6	88.6	80.4	Yes	Yes
--------------	-----	-----	------	------	------	------	------	------	-----	-----

Gender										
--------	--	--	--	--	--	--	--	--	--	--

Male	223	100	22.2	39.4	38.5	86	85.9	78.4	N/A	N/A
------	-----	-----	------	------	------	----	------	------	-----	-----

Female	199	100	16.2	43.5	40.3	91.6	91.7	82.5	N/A	N/A
--------	-----	-----	------	------	------	------	------	------	-----	-----

Racial/Ethnic Group										
---------------------	--	--	--	--	--	--	--	--	--	--

White	208	100	9.7	33	57.3	96.1	91.5	87.8	Yes	Yes
-------	-----	-----	-----	----	------	------	------	------	-----	-----

African American	204	100	29.1	50.5	20.4	81.1	84.6	69.3	Yes	Yes
------------------	-----	-----	------	------	------	------	------	------	-----	-----

Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
------------------------	---	-----	-----	-----	-----	-----	-----	------	-----	-----

Hispanic	9	I/S	I/S	I/S	I/S	I/S	78.3	78.3	I/S	I/S
----------	---	-----	-----	-----	-----	-----	------	------	-----	-----

American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
-------------------------	---	-----	-----	-----	-----	-----	-----	------	-----	-----

Disability Status										
-------------------	--	--	--	--	--	--	--	--	--	--

Disabled	65	100	52.4	36.5	11.1	63.5	60.5	46.1	Yes	Yes
----------	----	-----	------	------	------	------	------	------	-----	-----

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	9	I/S	I/S	I/S	I/S	I/S	84.8	78.9	I/S	I/S
----------------------------	---	-----	-----	-----	-----	-----	------	------	-----	-----

Socio-Economic Status										
-----------------------	--	--	--	--	--	--	--	--	--	--

Subsidized meals	300	100	25.5	46.2	28.3	84.1	84.9	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

	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	278	100	30.9	52	17.1	69.1	77.3	67.3
Gender								
Male	143	100	30.5	48.9	20.6	69.5	79.8	66.9
Female	135	100	31.3	55.5	13.3	68.8	74.6	67.7
Racial/Ethnic Group								
White	134	100	15.2	54.5	30.3	84.8	84.5	79.6
African American	138	100	46.6	49.6	3.8	53.4	66.4	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	56.3	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	41	100	61.5	30.8	7.7	38.5	46.6	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	5	I/S	I/S	I/S	I/S	I/S	72	58.6
Socio-Economic Status								
Subsidized meals	203	100	39.7	50	10.3	60.3	70.8	55.4

Social Studies								
All Students	277	100	21.2	44.7	34.1	78.8	78.7	70.9
Gender								
Male	153	100	22.9	38.6	38.6	77.1	77.3	70.1
Female	124	100	19.2	52.5	28.3	80.8	80.4	71.7
Racial/Ethnic Group								
White	141	100	10.7	40	49.3	89.3	82.9	79.2
African American	129	100	31	51.6	17.5	69	72.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	64.3	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	43	100	55.8	23.3	20.9	44.2	48.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	76.2	68
Socio-Economic Status								
Subsidized meals	189	100	27.6	47.6	24.9	72.4	74.2	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	419	99.1	23.8	32.4	43.9	76.2	79.2	72.1	95.7	96.2
Gender										
Male	223	98.2	28.6	33.2	38.2	71.4	73.7	65.2	95.5	96.2
Female	196	100	18.3	31.4	50.3	81.7	85.3	79.2	96	96.3
Racial/Ethnic Group										
White	209	99	11.8	32.8	55.4	88.2	86.2	80.8	95.3	95.9
African American	200	99	35.6	32.5	32	64.4	68.9	59.7	96.2	96.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	91.7	97.1
Hispanic	9	I/S	I/S	I/S	I/S	I/S	60.9	64.6	94.9	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	97.9
Disability Status										
Disabled	74	94.6	69.1	25	5.9	30.9	38.1	27.7	93.9	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	84.3
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	72.7	63.7	95.2	95.4
Socio-Economic Status										
Subsidized meals	296	98.7	31.9	34.4	33.7	68.1	73.6	61.9	95.5	95.9

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	134	100	16.9	26.9	56.2	83.1
	4	139	100	20.3	42	37.7	79.7
	5	133	100	12.2	56.5	31.3	87.8
	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
2010	3	149	100	18.8	20.8	60.4	81.3
	4	133	100	19.2	36.2	44.6	80.8
	5	140	100	18.1	37.7	44.2	81.9
	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
Mathematics							
2009	3	134	100	20.8	37.7	41.5	79.2
	4	139	100	16.7	53.6	29.7	83.3
	5	133	100	13	51.9	35.1	87
	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	149	100	23.6	34	42.4	76.4
	4	133	100	20	48.5	31.5	80
	5	140	100	14.5	42	43.5	85.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	68	100	30.8	52.3	16.9	69.2
	4	139	100	23.2	54.3	22.5	76.8
	5	65	100	25	62.5	12.5	75
	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	75	100	35.2	49.3	15.5	64.8
	4	133	100	27.7	52.3	20	72.3
	5	70	100	32.4	54.4	13.2	67.6
	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	66	100	20	36.9	43.1	80
	4	139	100	11.6	52.9	35.5	88.4
	5	68	98.5	34.3	44.8	20.9	65.7
	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
2010	3	74	100	24.7	24.7	50.7	75.3
	4	133	100	18.5	49.2	32.3	81.5
	5	70	100	22.9	57.1	20	77.1
	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
Writing							
2009	3	133	98.5	23.1	30	46.9	76.9
	4	140	98.6	25.5	41.6	32.8	74.5
	5	135	99.3	20.5	40.2	39.4	79.5
	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	146	99.3	23.1	23.8	53.1	76.9
	4	132	98.5	22.7	37.5	39.8	77.3
	5	141	99.3	25.5	36.5	38	74.5
	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample