

WESTVIEW ELEMENTARY

100 Westview Blvd.
Goose Creek, SC 29445

Grades	4-5 Elementary School	
Enrollment	408 Students	
Principal	Russell Boston	843-797-2992
Superintendent	Dr. Anthony Parker	843-899-8600
Board Chair	Kathy Schwalbe	843-573-7794

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

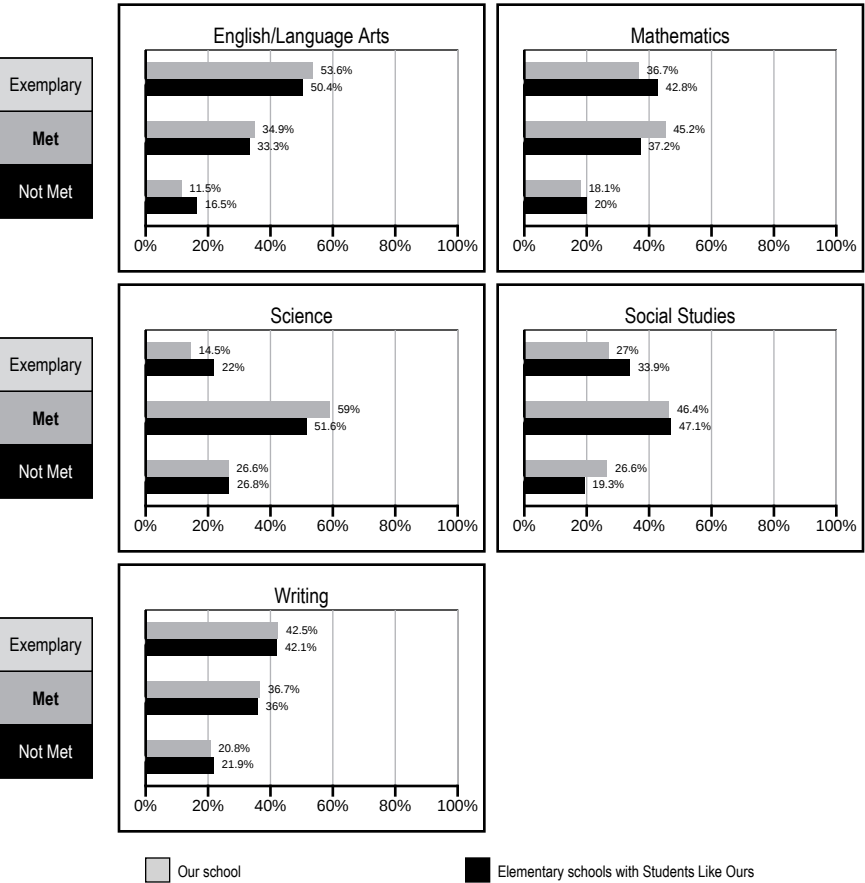
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
28	28	16	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=408)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	No Change	0.9%	1.2%
Attendance rate	97.2%	Up from 97.0%	96.5%	96.1%
Eligible for gifted and talented	19.5%	Up from 18.3%	17.5%	11.7%
With disabilities other than speech	7.4%	Down from 7.7%	6.8%	8.0%
Older than usual for grade	0.5%	Down from 0.9%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.0%	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	63.6%	Up from 63.0%	62.2%	60.5%
Continuing contract teachers	86.4%	Up from 85.2%	85.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.3%	Up from 83.1%	89.3%	87.0%
Teacher attendance rate	95.8%	Down from 95.9%	95.8%	95.4%
Average teacher salary*	\$52,718	Up 2.7%	\$48,123	\$47,288
Professional development days/teacher	7.9 days	Down from 10.2 days	11.4 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	23.1 to 1	Down from 24.9 to 1	20.0 to 1	19.2 to 1
Prime instructional time	92.8%	No Change	91.8%	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 90.5%	100.0%	100.0%
Character development program	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,448	Up 0.3%	\$7,153	\$7,548
Percent of expenditures for instruction**	52.6%	Up from 51.7%	70.3%	68.7%
Percent of expenditures for teacher salaries**	48.2%	Up from 47.3%	67.3%	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

Westview Elementary is home to approximately 410 fourth and fifth grade students known as the Westview Whales. At Westview Elementary, we have high hopes and expectations for both students and teachers and are committed to the continued learning and growth of both.

Our mission: Building upon our rich Lowcountry traditions, we will ignite, in every student, a passion for lifelong learning. Through dynamic instruction, creative partnerships, and exceptional support, we will foster opportunities for each student to build a Legacy of Success.

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. Westview Elementary also knows that the key to continued improved student learning is through the continuous job-embedded learning for our teachers and staff.

Character Traits and Life Skills are integrated through the "Spouting Off Good Character" program. The Positive Behavioral Interventions and Supports (PBIS) program creates a schoolwide system of support focusing on teaching positive student behaviors. In addition, the RITZ (Reading in the Zone) reading program challenges students to become better readers by meeting their individualized reading goals and increasing their reading levels. All students receive additional time and support during the school day with small-group instruction and enrichment. Westview Elementary also provides extended afterschool 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 in the classroom by incorporating SMART boards, Elmos, student-response systems, and interactive, wireless mobile tablets. WVE also utilizes three networked computer labs that provide individualized skills practice.

Through our shared purpose, vision, commitment and goals, the Westview staff, parents, and community will continue to work diligently to ensure every student's success in 2010-2011.

Russell Boston, Principal

Terri Covington, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	205	180
Percent satisfied with learning environment	96.4%	80.3%	89.9%
Percent satisfied with social and physical environment	96.4%	82.4%	89.4%
Percent satisfied with school-home relations	92.6%	86.3%	87.2%

* 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
---------------------------------	-----

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	
---------------------------	--

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	0.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.6%	0.0%	No
Student attendance rate	97.2%	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	413	100	11.5	34.9	53.6	93.6	85.9	83.5	Yes	Yes
Gender										
Male	209	100	12.6	36.2	51.3	91	81.9	80.1	N/A	N/A
Female	204	100	10.4	33.7	56	96.4	90.1	87	N/A	N/A
Racial/Ethnic Group										
White	273	100	9.9	29.4	60.7	93.9	89.8	89.6	Yes	Yes
African American	94	100	16.7	46.7	36.7	91.1	79.3	74.6	Yes	Yes
Asian/Pacific Islander	22	100	5.3	31.6	63.2	100	93.4	92.7	I/S	I/S
Hispanic	17	100	20	60	20	93.3	82.4	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.4	85.1	I/S	I/S
Disability Status										
Disabled	37	100	54.3	34.3	11.4	57.1	57.2	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	24	100	13.6	40.9	45.5	95.5	83.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	175	100	18.6	45.3	36	90.1	81.2	76.9	Yes	Yes

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

All Students	413	100	18.1	45.2	36.7	88.3	83.5	80.4	Yes	Yes
Gender										
Male	209	100	18.6	40.2	41.2	87.4	81.1	78.4	N/A	N/A
Female	204	100	17.6	50.3	32.1	89.1	86	82.5	N/A	N/A
Racial/Ethnic Group										
White	273	100	14.5	44.7	40.8	90.5	88	87.8	Yes	Yes
African American	94	100	27.8	51.1	21.1	82.2	75	69.3	Yes	Yes
Asian/Pacific Islander	22	100	5.3	42.1	52.6	94.7	94.1	93.5	I/S	I/S
Hispanic	17	100	40	33.3	26.7	73.3	83.4	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	88.6	83.2	I/S	I/S
Disability Status										
Disabled	37	100	54.3	40	5.7	57.1	50	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	24	100	18.2	40.9	40.9	90.9	85.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	175	100	25.5	50.3	24.2	82.6	78	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	307	99.7	26.3	59.2	14.5	73.7	69.8	67.3
Gender								
Male	164	99.4	21.4	60.4	18.2	78.6	69.3	66.9
Female	143	100	31.9	57.8	10.4	68.1	70.3	67.7
Racial/Ethnic Group								
White	211	99.5	24.1	59.3	16.6	75.9	78.8	79.6
African American	64	100	36.1	55.7	8.2	63.9	54.4	49.7
Asian/Pacific Islander	15	100	7.7	76.9	15.4	92.3	83	84.4
Hispanic	12	100	41.7	50	8.3	58.3	64.4	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	65.4	69.5
Disability Status								
Disabled	30	100	53.6	39.3	7.1	46.4	35	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	18	100	29.4	64.7	5.9	70.6	65.8	58.6
Socio-Economic Status								
Subsidized meals	126	99.2	38.6	50.9	10.5	61.4	60.2	55.4

Social Studies								
All Students	305	100	26.6	46.4	27	73.4	73.4	70.9
Gender								
Male	150	100	22	48.2	29.8	78	72.2	70.1
Female	155	100	31.1	44.6	24.3	68.9	74.7	71.7
Racial/Ethnic Group								
White	200	100	23.8	45.6	30.6	76.2	78.7	79.2
African American	71	100	33.8	47.1	19.1	66.2	63.8	58.4
Asian/Pacific Islander	17	100	21.4	50	28.6	78.6	83.3	86.8
Hispanic	11	100	I/S	I/S	I/S	I/S	72.9	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71	71.2
Disability Status								
Disabled	26	100	64	24	12	36	41.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	16	100	35.7	57.1	7.1	64.3	70.8	68
Socio-Economic Status								
Subsidized meals	127	100	43.1	44	12.9	56.9	66	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	416	100	20.8	36.7	42.5	79.2	72.9	72.1	97.2	96.2
Gender										
Male	212	100	25.9	38.8	35.3	74.1	65.6	65.2	97.3	96.1
Female	204	100	15.5	34.5	50	84.5	80.7	79.2	97	96.2
Racial/Ethnic Group										
White	274	100	19.1	35.1	45.8	80.9	78.3	80.8	97.1	95.7
African American	97	100	26.9	41.9	31.2	73.1	64	59.7	97.2	96.8
Asian/Pacific Islander	22	100	10.5	26.3	63.2	89.5	88.7	87	98.4	97.2
Hispanic	16	100	26.7	33.3	40	73.3	65.4	64.6	96.9	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	84.1	73.4	98.3	95.3
Disability Status										
Disabled	35	100	61.8	29.4	8.8	38.2	30.3	27.7	96.6	95.2
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	23	100	22.7	31.8	45.5	77.3	67.1	63.7	97.2	96.8
Socio-Economic Status										
Subsidized meals	173	100	29.2	43.5	27.3	70.8	65.2	61.9	96.7	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	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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	199	100	9.6	34.8	55.6	90.4
	5	214	100	13.2	35.1	51.7	86.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	199	100	13.9	45.5	40.6	86.1
	5	214	100	22	44.9	33.2	78
	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	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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	199	100	23.5	62	14.4	76.5
	5	108	99.1	31.4	53.9	14.7	68.6
	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	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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	199	100	20.3	51.9	27.8	79.7
	5	106	100	38.2	36.3	25.5	61.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	201	100	22.5	39.6	38	77.5
	5	215	100	19.2	34.1	46.6	80.8
	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

Abbreviations for Missing Data

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