

WESTVIEW PRIMARY

98 Westview Blvd.
Goose Creek, SC 29445

Grades	PK-3 Elementary School	
Enrollment	825 Students	
Principal	Lucretia Carter, Ed.D.	843-820-4082
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	Good
2009	Average	At-Risk
2008	Average	Average
2007	Average	Below Average
2006	Average	N/A

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

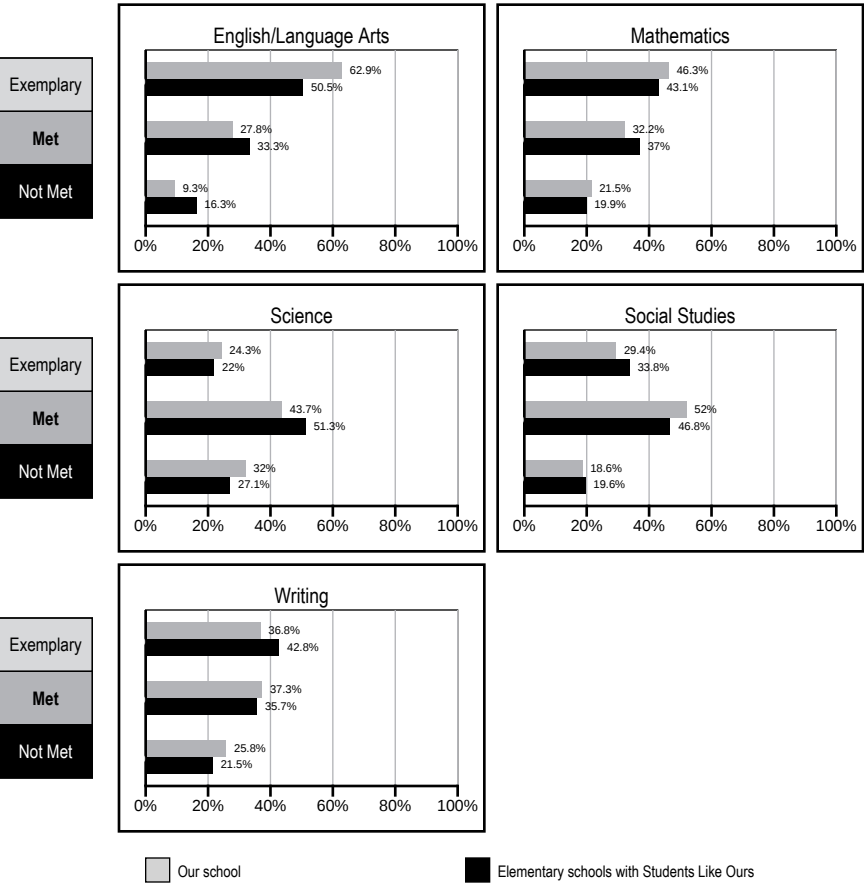
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	29	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=825)				
First graders who attended full-day kindergarten	89.9%	Down from 92.7%	100.0%	100.0%
Retention rate	3.2%	Down from 3.6%	0.8%	1.2%
Attendance rate	95.6%	Down from 95.9%	96.6%	96.1%
Eligible for gifted and talented	13.6%	Up from 11.0%	17.0%	11.7%
With disabilities other than speech	9.9%	Up from 8.2%	6.8%	8.0%
Older than usual for grade	0.0%	No Change	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=55)				
Teachers with advanced degrees	63.6%	Up from 63.1%	62.4%	60.5%
Continuing contract teachers	89.1%	Up from 86.2%	86.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.7%	Down from 94.7%	89.4%	87.0%
Teacher attendance rate	96.8%	Up from 95.1%	95.8%	95.4%
Average teacher salary*	\$50,876	Up 2.9%	\$48,360	\$47,288
Professional development days/teacher	7.9 days	Up from 6.5 days	11.4 days	10.5 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	Up from 16.5 to 1	19.9 to 1	19.2 to 1
Prime instructional time	91.8%	Up from 90.4%	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%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,033	Up 12.5%	\$7,214	\$7,548
Percent of expenditures for instruction**	62.1%	Down from 65.7%	69.4%	68.7%
Percent of expenditures for teacher salaries**	59.4%	Down from 61.9%	66.3%	65.1%

* 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

Westview Primary School opened its doors in 2002 and serves approximately 850 students in Pre-K through third grade. Our school has space for 50 classrooms as well as a science lab, cafeteria, multi-purpose room, media center, music room, art room, and speech rooms. The school has two state-of-the-art computer labs. Students visit one lab on a weekly basis for instruction on keyboarding and other basic computer skills, and they spend time with the Compass Learning instructional software for review in math and language arts skills. This lab is also used for assessment programs such as Star Reading, Star Math, and MAP (Measures of Academic Progress). The second lab is available for tutorial sessions for students identified as "at risk" in reading and/or math. This lab uses Success Maker software. Students also have the opportunity to read books and take Accelerated Reader tests, where they demonstrate their ability to comprehend what they have read. These tests can be taken in their classrooms, the computer lab, or the media center.

Twelve teachers at Westview Primary School are now National Board Certified; two others are currently pursuing that certification. Our teachers are trained in the Balanced Literacy Model, South Carolina Math, AimsWeb, "Six Plus One" Writing, and Foss Science Kits. Teachers in kindergarten, first, and second grade have been trained in and use DRA (Developmental Reading Assessment) and DIBLES (Dynamic Indicators of Basic Early Literacy Skills) to assess the reading and literacy skills of their students. WVP has been recognized by the Education Oversight Committee for our high percentage of students meeting or exceeding the 75th percentile in either ELA or math. For the 2009-2010 school year, we received a Developing Arts Programs grant in the amount of \$11,000. Our Special Education Department received a grant to support a team from Westview Primary School to participate in the Special Olympics. We have interactive SmartBoards in all of our instructional areas, and our teachers have all been trained to use this instructional technology tool.

Parent involvement is especially critical at the primary school level. The PTA and School Improvement Council continue working with our teachers to provide a safe and nurturing learning environment for our students. Our school continues to run Before/After School, Summer and Holiday Camp Programs. Funds from our Before/After School program paid for many of the SmartBoards that were purchased. Funds from our PTA and the After-School program were used to support our fine arts programs that are presented throughout the school year. Local and national artists spend time with our students, sharing their talents and making connections between their areas of expertise and curriculum standards in English/Language Arts, Mathematics, Science, and Social Studies. Funds from these programs were also used to construct an outdoor pavilion which can be used by our teachers for various learning activities. Students at Westview Primary School participate in a variety of programs such as Kids Who Care, The Berkeley County School District Spelling Bee, Special Olympics, Jump Rope for Heart, and a Bicycle Safety Rodeo.

Lucretia O. Carter, Principal,
Stephanie Davis, SIC Co-Chairperson
Janet Bolchoz, SIC Co-Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	55	201	148
Percent satisfied with learning environment	100.0%	85.4%	93.2%
Percent satisfied with social and physical environment	100.0%	80.9%	93.9%
Percent satisfied with school-home relations	98.2%	78.1%	83.7%

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

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School Adequate Yearly Progress	YES
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This school met 13 out of 13 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	0.7%	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	1.0%	0.0%	No
Student attendance rate	95.6%	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	215	100	9.2	27.7	63.1	95.6	85.9	83.5	Yes	Yes
Gender										
Male	98	100	15.8	26.3	57.9	91.6	81.9	80.1	N/A	N/A
Female	117	100	3.6	28.8	67.6	99.1	90.1	87	N/A	N/A
Racial/Ethnic Group										
White	150	100	7.5	25.3	67.1	97.3	89.8	89.6	Yes	Yes
African American	37	100	22.9	31.4	45.7	85.7	79.3	74.6	I/S	I/S
Asian/Pacific Islander	14	100	N/A	N/A	N/A	100	93.4	92.7	I/S	I/S
Hispanic	13	100	N/A	N/A	N/A	100	82.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.4	85.1	I/S	I/S
Disability Status										
Disabled	32	100	38.7	35.5	25.8	80.6	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	16	100	N/A	N/A	N/A	100	83.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	74	100	18.8	42	39.1	89.9	81.2	76.9	Yes	Yes

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

All Students	215	100	21.4	32.5	46.1	87.9	83.5	80.4	Yes	Yes
Gender										
Male	98	100	25.3	31.6	43.2	83.2	81.1	78.4	N/A	N/A
Female	117	100	18	33.3	48.6	91.9	86	82.5	N/A	N/A
Racial/Ethnic Group										
White	150	100	18.5	32.9	48.6	88.4	88	87.8	Yes	Yes
African American	37	100	37.1	37.1	25.7	77.1	75	69.3	I/S	I/S
Asian/Pacific Islander	14	100	16.7	8.3	75	100	94.1	93.5	I/S	I/S
Hispanic	13	100	16.7	41.7	41.7	100	83.4	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	83.2	I/S	I/S
Disability Status										
Disabled	32	100	67.7	25.8	6.5	54.8	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	16	100	7.1	28.6	64.3	100	85.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	74	100	34.8	34.8	30.4	81.2	78	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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	109	100	31.7	44.2	24	68.3	69.8	67.3
Gender								
Male	49	100	40.4	31.9	27.7	59.6	69.3	66.9
Female	60	100	24.6	54.4	21.1	75.4	70.3	67.7
Racial/Ethnic Group								
White	79	100	26	48.1	26	74	78.8	79.6
African American	14	100	64.3	28.6	7.1	35.7	54.4	49.7
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	83	84.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	64.4	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	65.4	69.5
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	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	9	I/S	I/S	I/S	I/S	I/S	65.8	58.6
Socio-Economic Status								
Subsidized meals	41	100	51.4	37.8	10.8	48.6	60.2	55.4

Social Studies

All Students	107	100	18.4	52.4	29.1	81.6	73.4	70.9
Gender								
Male	49	100	20.8	56.3	22.9	79.2	72.2	70.1
Female	58	100	16.4	49.1	34.5	83.6	74.7	71.7
Racial/Ethnic Group								
White	72	100	18.6	52.9	28.6	81.4	78.7	79.2
African American	23	100	14.3	61.9	23.8	85.7	63.8	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	83.3	86.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	72.9	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	71	71.2
Disability Status								
Disabled	23	100	45.5	45.5	9.1	54.5	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	7	I/S	I/S	I/S	I/S	I/S	70.8	68
Socio-Economic Status								
Subsidized meals	34	100	24.2	57.6	18.2	75.8	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	219	98.6	25.1	37.7	37.2	74.9	72.9	72.1	95.6	96.2
Gender										
Male	101	99	36.1	42.3	21.6	63.9	65.6	65.2	95.6	96.1
Female	118	98.3	15.5	33.6	50.9	84.5	80.7	79.2	95.6	96.2
Racial/Ethnic Group										
White	152	98.7	28.8	33.6	37.7	71.2	78.3	80.8	95.5	95.7
African American	39	97.4	22.2	52.8	25	77.8	64	59.7	95.9	96.8
Asian/Pacific Islander	14	100	16.7	16.7	66.7	83.3	88.7	87	96.4	97.2
Hispanic	13	100	N/AV	N/AV	N/AV	100	65.4	64.6	95.3	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.1	73.4	97.2	95.3
Disability Status										
Disabled	34	94.1	71	16.1	12.9	29	30.3	27.7	94.6	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	16	100	14.3	35.7	50	85.7	67.1	63.7	95.4	96.8
Socio-Economic Status										
Subsidized meals	76	97.4	29	44.9	26.1	71	65.2	61.9	94.6	95.9

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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	244	100	14.7	36.8	48.5	85.3
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	215	100	9.2	27.7	63.1	90.8
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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	244	100	30.3	42.4	27.3	69.7
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	215	100	21.4	32.5	46.1	78.6
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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	123	100	26.5	57.3	16.2	73.5
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	109	100	31.7	44.2	24	68.3
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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	121	99.2	21.2	50.4	28.3	78.8
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	107	100	18.4	52.4	29.1	81.6
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
2011	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	244	99.6	32.2	38.1	29.7	67.8
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	219	98.6	25.1	37.7	37.2	74.9
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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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