

WESTMINSTER ELEMENTARY

206 Hamilton Dr.
Westminster, South

Grades	PK-5 Elementary School	
Enrollment	451 Students	
Principal	N. Michael McLeod	864-886-4520
Superintendent	Dr. Mike Lucas	864-886-4400
Board Chair	Andy Inabinet	864-710-0796

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

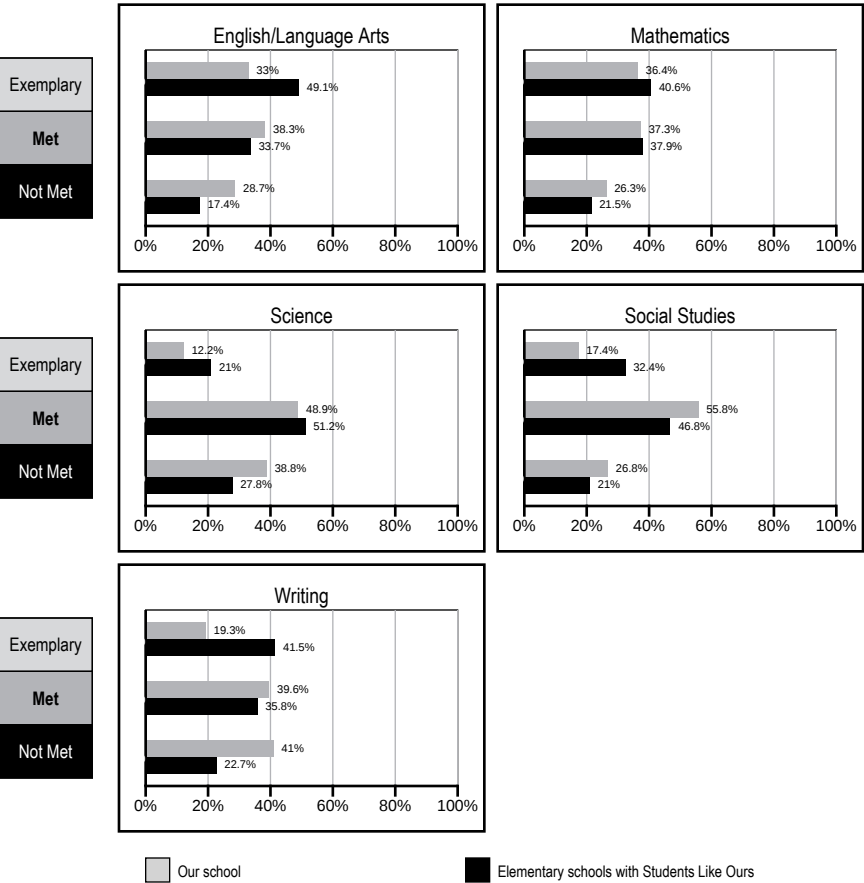
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
31	31	28	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=451)				
First graders who attended full-day kindergarten	97.5%	Up from 96.7%	100.0%	100.0%
Retention rate	1.4%	Down from 4.3%	1.1%	1.2%
Attendance rate	95.6%	Down from 96.9%	96.4%	96.1%
Eligible for gifted and talented	7.8%	Down from 14.2%	17.3%	11.7%
With disabilities other than speech	10.2%	Up from 9.1%	7.2%	8.0%
Older than usual for grade	0.3%	No Change	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Up from 0.0%	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	55.3%	Down from 60.6%	62.5%	60.5%
Continuing contract teachers	84.2%	Down from 84.8%	87.1%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.2%	Up from 89.3%	90.3%	87.0%
Teacher attendance rate	95.9%	Up from 93.4%	95.8%	95.4%
Average teacher salary*	\$44,767	Down 5.7%	\$48,360	\$47,288
Professional development days/teacher	18.1 days	Up from 16.7 days	10.9 days	10.5 days
School				
Principal's years at school	13.0	Up from 12.0	5.0	4.0
Student-teacher ratio in core subjects	15.1 to 1	Down from 20.5 to 1	20.0 to 1	19.2 to 1
Prime instructional time	90.2%	Up from 89.5%	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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,262	Down 2.3%	\$7,189	\$7,548
Percent of expenditures for instruction**	64.4%	Up from 63.6%	69.2%	68.7%
Percent of expenditures for teacher salaries**	62.8%	Up from 61.2%	66.2%	65.1%

* 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

Westminster Elementary School's (WeES) focus for 2010-2011 was to raise our student's awareness on how quality, pride, goal setting, and ownership in learning can carry over to academic success. Based on our Measures of Academic Progress (MAP) results and two statewide awards, the Palmetto Silver Award, and the Closing the Gap Award, our efforts paid off.

We are proud of our students as they continue to strive to exceed their personal goals and make a commitment to excellence in every aspect of their school experience. We are proud of our teachers and staff because of their willingness to grow as professionals and their commitment in fostering a learning culture in their classrooms.

Formative assessment, differentiated instruction, and data analysis were the main areas of concentration for our Instructional Leadership Team. Our Instructional Coaches and Curriculum Coordinator planned and facilitated all our professional development days and assisted our teachers with their instructional planning. All instructional decisions were based on assessment data and the learning preferences of our students. Utilizing technology and accessing instructional sites became a vital link to rich and relevant learning.

Early Literacy initiatives such as "Sounds in Motion" and "Project Read" were implemented and utilized daily. These fun and exciting reading support programs incorporated speech sounds and fine and gross motor movement strategies into lessons that focused on listening, phonological awareness, and other pre-literacy skills. Significant gains in reading fluency and comprehension were noted in our kindergarten and first grade students.

Our math proficiencies increased across all grades as a result of the implementation of our school wide "Math Masters" program. Computation skills and across curricular applications were emphasized while ensuring a greater window for time on task for each student. WeES participated in the first SDOC math competition day and our fifth grade (individual and team competitions) took first place. Our Targeted Assistance teachers set time aside in their day to provide prescriptive support for students that struggled in their individual goals in math.

Our Positive Behavior Intervention Support program (PBIS) continued to provide a framework for helping our students in their daily decision-making. Our student discipline referrals declined for the year and our students seemed to respond better to positive redirections while showing more responsibility school wide.

Our goals for 2010-2011 center on equipping our students to think and solve problems at higher levels. Alternate instructional strategies for introducing critical thinking skills across all grade levels have already been discussed by our Instructional Leadership Team. Also, a greater emphasis will be placed on expanding the writing proficiencies of our students where writing is linked to all aspects of the core curriculum. We will be ready and we are looking forward to our parents and stakeholders, joining us again in our quest to raise literate, responsible, productive, lifelong learners.

Submitted by: N. Michael McLeod - Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	73	56
Percent satisfied with learning environment	92.5%	88.7%	83.9%
Percent satisfied with social and physical environment	97.4%	90.4%	83.3%
Percent satisfied with school-home relations	92.5%	87.7%	80.4%

* 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 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

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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	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	219	100	28.7	38.3	33	82.3	83.6	83.5	Yes	Yes
Gender										
Male	106	100	38.6	34.7	26.7	71.3	80	80.1	N/A	N/A
Female	113	100	19.4	41.7	38.9	92.6	87.5	87	N/A	N/A
Racial/Ethnic Group										
White	197	100	28.2	37.2	34.6	82.4	85.6	89.6	Yes	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	74.3	74.6	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.2	92.7	I/S	I/S
Hispanic	13	100	25	66.7	8.3	91.7	76.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	84.6	85.1	I/S	I/S
Disability Status										
Disabled	36	100	74.3	22.9	2.9	37.1	52.7	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	11	100	15.4	61.5	23.1	92.3	76.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	154	100	36.1	36.7	27.2	75.5	77.8	76.9	Yes	Yes

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

All Students	219	100	26.3	37.3	36.4	85.6	82.6	80.4	Yes	Yes
Gender										
Male	106	100	32.7	37.6	29.7	79.2	80.7	78.4	N/A	N/A
Female	113	100	20.4	37	42.6	91.7	84.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	197	100	25.5	36.2	38.3	86.7	84.6	87.8	Yes	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	70.6	69.3	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.2	93.5	I/S	I/S
Hispanic	13	100	33.3	41.7	25	83.3	79.6	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	84.6	83.2	I/S	I/S
Disability Status										
Disabled	36	100	51.4	42.9	5.7	60	53.9	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	11	100	30.8	38.5	30.8	84.6	79.5	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	154	100	32.7	38.8	28.6	81	76.2	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	145	100	38.8	48.9	12.2	61.2	68.2	67.3
Gender								
Male	67	100	41.5	46.2	12.3	58.5	68.3	66.9
Female	78	100	36.5	51.4	12.2	63.5	68.2	67.7
Racial/Ethnic Group								
White	128	100	37.4	49.6	13	62.6	72.8	79.6
African American	7	I/S	I/S	I/S	I/S	I/S	45.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	77.8	84.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	51.5	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	28	100	64.3	32.1	3.6	35.7	39	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	7	I/S	I/S	I/S	I/S	I/S	49.4	58.6
Socio-Economic Status								
Subsidized meals	105	100	47.5	42.6	9.9	52.5	57.8	55.4

Social Studies								
All Students	145	100	26.8	55.8	17.4	73.2	68.4	70.9
Gender								
Male	72	100	29.4	48.5	22.1	70.6	68.9	70.1
Female	73	100	24.3	62.9	12.9	75.7	67.8	71.7
Racial/Ethnic Group								
White	133	100	27	54.8	18.3	73	70.9	79.2
African American	5	I/S	I/S	I/S	I/S	I/S	56.5	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92	86.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	58.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	24	100	N/A	N/A	N/A	47.8	39.5	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	60.7	68
Socio-Economic Status								
Subsidized meals	101	100	34.4	51	14.6	65.6	56.9	60.8

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	221	99.6	41	39.6	19.3	59	72.8	72.1	95.6	95.9
Gender										
Male	109	99.1	57.7	29.8	12.5	42.3	64.7	65.2	95.7	95.9
Female	112	100	25	49.1	25.9	75	81.3	79.2	95.5	95.8
Racial/Ethnic Group										
White	200	99.5	40.3	40.3	19.4	59.7	75	80.8	95.5	95.6
African American	8	I/S	I/S	I/S	I/S	I/S	63.2	59.7	96.1	96.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.6	87	98.5	98.2
Hispanic	12	100	41.7	50	8.3	58.3	61.9	64.6	96.6	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	73.4	N/A	95.9
Disability Status										
Disabled	38	97.4	N/AV	N/AV	N/AV	10.8	29.2	27.7	94.9	94.9
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	11	100	23.1	61.5	15.4	76.9	59.7	63.7	97.9	96.7
Socio-Economic Status										
Subsidized meals	156	99.4	49	38.3	12.8	51	63.9	61.9	95.3	95.4

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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	68	100	25.8	37.9	36.4	74.2
	4	81	98.8	24.7	48.1	27.3	75.3
	5	77	100	14.5	31.6	53.9	85.5
	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	67	100	23.3	26.7	50	76.7
	4	71	100	42.6	39.7	17.6	57.4
	5	81	100	21	45.7	33.3	79
	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	68	100	36.4	45.5	18.2	63.6
	4	81	98.8	23.4	49.4	27.3	76.6
	5	77	100	15.8	46.1	38.2	84.2
	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
2010	3	67	100	33.3	30	36.7	66.7
	4	71	100	33.8	38.2	27.9	66.2
	5	81	100	14.8	42	43.2	85.2
	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	33	97	50	46.9	3.1	50
	4	81	98.8	29.9	67.5	2.6	70.1
	5	38	97.4	16.7	55.6	27.8	83.3
	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
2010	3	34	100	45.2	29	25.8	54.8
	4	71	100	44.1	51.5	4.4	55.9
	5	40	100	25	60	15	75
	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	35	100	20.6	58.8	20.6	79.4
	4	81	98.8	24.7	58.4	16.9	75.3
	5	39	97.4	10.5	60.5	28.9	89.5
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	33	100	10.3	62.1	27.6	89.7
	4	71	100	32.4	63.2	4.4	67.6
	5	41	100	29.3	39	31.7	70.7
	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	68	100	40.9	39.4	19.7	59.1
	4	80	100	39	41.6	19.5	61
	5	77	100	30.3	42.1	27.6	69.7
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	67	98.5	26.2	37.7	36.1	73.8
	4	73	100	55.7	38.6	5.7	44.3
	5	81	100	39.5	42	18.5	60.5
	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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