

WEST VIEW ELEMENTARY

400 Oak Grove Road
Spartanburg, SC 29301

Grades	K-5 Elementary School	
Enrollment	746 Students	
Principal	Shawn R. Wootton	864-576-1833
Superintendent	Darryl Owings	864-576-4212
Board Chair	Mr. Alex Meadows	864-576-4212

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

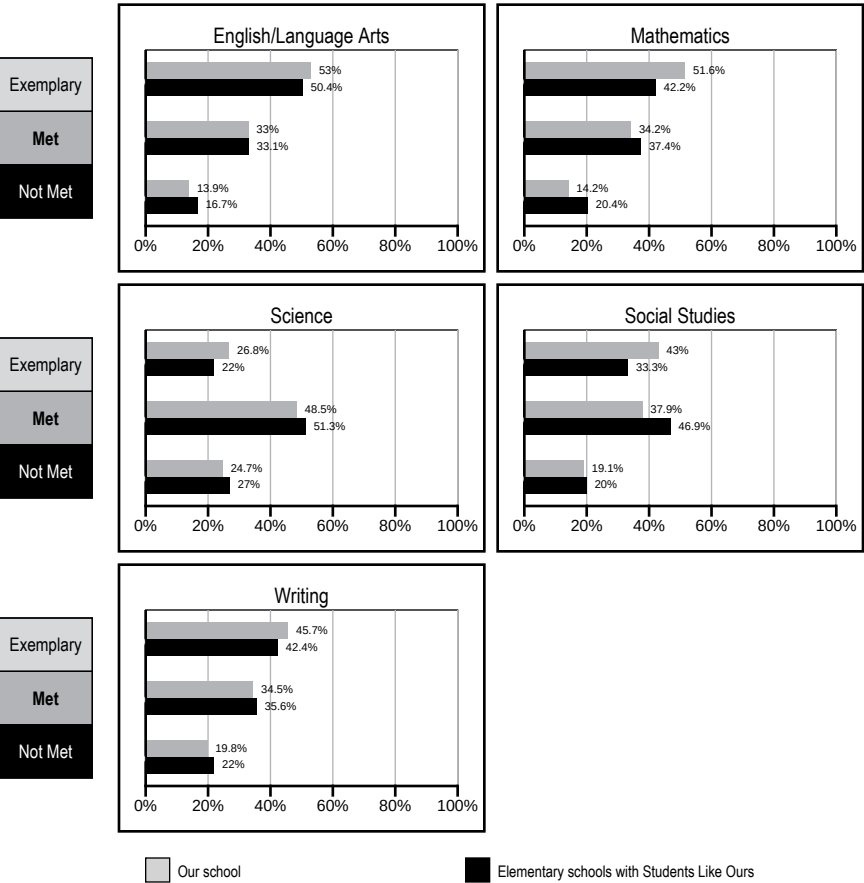
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
33	32	21	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=746)				
First graders who attended full-day kindergarten	93.8%	Down from 98.4%	100.0%	100.0%
Retention rate	2.0%	Up from 1.0%	0.9%	1.2%
Attendance rate	97.0%	Down from 97.2%	96.5%	96.1%
Eligible for gifted and talented	30.2%	Up from 22.3%	17.3%	11.7%
With disabilities other than speech	7.5%	Down from 8.2%	7.0%	8.0%
Older than usual for grade	0.3%	Up from 0.2%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	74.0%	Down from 77.6%	62.7%	60.5%
Continuing contract teachers	84.0%	Down from 87.8%	86.6%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.2%	Up from 89.9%	89.7%	87.0%
Teacher attendance rate	96.8%	Up from 96.1%	95.7%	95.4%
Average teacher salary*	\$49,482	Down 0.2%	\$48,606	\$47,288
Professional development days/teacher	10.4 days	Up from 9.3 days	11.7 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	4.3	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 19.3 to 1	19.9 to 1	19.2 to 1
Prime instructional time	93.3%	Up from 93.0%	91.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.3%	Down from 98.7%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,901	Up 6.2%	\$7,225	\$7,548
Percent of expenditures for instruction**	74.2%	Down from 75.1%	69.2%	68.7%
Percent of expenditures for teacher salaries**	71.9%	Up from 56.6%	66.2%	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

The theme for this year at West View Elementary School was "Palmetto Pride, School-Wide!" We did indeed have a wonderful year of rich learning experiences and involvement with our community. The entire school celebrated winning the 2009 Chartwell Golden Shoe Award. This award, which recognized the health and fitness initiatives put forth by all stakeholders, came with a \$500 award. This award was accomplished as a result of the collaborative effort between the school and our community. We strive to build on this relationship to continue enhancing the achievement and success of our students.

The faculty, staff, students, and parents were very excited with the new additions to our beautiful facility. This year, students were able to enjoy two new computer labs, a new science lab, an instructional lab, and six new classrooms. All new classrooms were equipped with Promethean Boards, giving the school a total of thirty-eight boards. Technology continued to be a focus and was integrated into our existing curricula on a daily basis.

Student achievement continues to be a top priority. Data collection became a focus for the faculty, and student progress was monitored in each grade level throughout the school year. Teachers utilized data provided by computerized Measures of Academic Progress (MAP) testing to identify students' strengths and weaknesses. This data helps drive the instruction in the classroom and provides students with individualized skills practice. Instructional remediation with a certified teacher was offered each morning before school started in the computer lab. In addition, enrichment instruction was offered before and after school for students in the area of mathematics.

The students at West View continue to work diligently in the classroom as well as outside the classroom. Students participated in various service learning projects throughout the year which involved local community-based businesses and organizations. Our club offerings continued to grow with record numbers of students participating in a variety of activities ranging from chess club, crochet club, game club, cooking club, science club, and soccer club. Students were able to express their skill sets and interests by being a part of these exciting activities.

West View continues to strive for improved educational opportunities for every student, increased academic achievement in all subjects, and the pursuit of excellence at every level. Through our shared vision, commitments and goals, the West View staff, parents and community will continue to work diligently to ensure every student's success in the 2010-2011 school year.

Shawn R. Wootton, Principal

Stacey Beeler, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	116	72
Percent satisfied with learning environment	97.8%	86.2%	86.1%
Percent satisfied with social and physical environment	100.0%	80.7%	97.2%
Percent satisfied with school-home relations	100.0%	85.8%	87.3%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 24 out of 25 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	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	7.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.2%	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	364	100	13.9	33	53	92.5	82.3	83.5	Yes	Yes
Gender										
Male	185	100	16.6	27.8	55.6	89.9	79.7	80.1	N/A	N/A
Female	179	100	11.4	38.1	50.6	94.9	84.9	87	N/A	N/A
Racial/Ethnic Group										
White	157	100	1.3	21.2	77.5	99.3	88.5	89.6	Yes	Yes
African American	139	100	27.5	48.1	24.4	84.7	74.3	74.6	Yes	Yes
Asian/Pacific Islander	31	100	3.3	23.3	73.3	100	88	92.7	I/S	I/S
Hispanic	34	100	30	36.7	33.3	83.3	74.7	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.3	85.1	I/S	I/S
Disability Status										
Disabled	50	100	56.5	19.6	23.9	65.2	46.3	51.7	Yes	Yes
Migrant Status										
Migrant	3	I/S	I/S	I/S	I/S	I/S	78.6	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	43	100	25	37.5	37.5	85	74	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	175	100	22.7	41.1	36.2	87.7	76.7	76.9	Yes	Yes

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

All Students	364	100	14.2	34.2	51.6	89.6	80.9	80.4	Yes	Yes
Gender										
Male	185	100	17.2	28.4	54.4	86.4	78.9	78.4	N/A	N/A
Female	179	100	11.4	39.8	48.9	92.6	83	82.5	N/A	N/A
Racial/Ethnic Group										
White	157	100	2	23.8	74.2	99.3	87	87.8	Yes	Yes
African American	139	100	29	48.9	22.1	77.9	72.2	69.3	Yes	Yes
Asian/Pacific Islander	31	100	3.3	16.7	80	96.7	88.9	93.5	I/S	I/S
Hispanic	34	100	23.3	40	36.7	83.3	75.1	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.3	83.2	I/S	I/S
Disability Status										
Disabled	50	100	65.2	10.9	23.9	45.7	42.5	46.1	No	Yes
Migrant Status										
Migrant	3	I/S	I/S	I/S	I/S	I/S	78.6	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	43	100	20	40	40	85	75.4	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	175	100	22.7	39.3	38	84	74.7	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	248	99.6	24.4	48.7	26.9	75.6	66.3	67.3
Gender								
Male	125	100	24.3	43.5	32.2	75.7	65.8	66.9
Female	123	99.2	24.4	53.8	21.8	75.6	66.8	67.7
Racial/Ethnic Group								
White	110	99.1	5.7	50.9	43.4	94.3	78.3	79.6
African American	91	100	47.1	48.2	4.7	52.9	49.8	49.7
Asian/Pacific Islander	19	100	5.6	33.3	61.1	94.4	76.1	84.4
Hispanic	27	100	41.7	50	8.3	58.3	55.8	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	68.8	69.5
Disability Status								
Disabled	33	100	66.7	10	23.3	33.3	25.4	33.8
Migrant Status								
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	36.5
English Proficiency								
Limited English Proficient	33	100	37.9	44.8	17.2	62.1	54.2	58.6
Socio-Economic Status								
Subsidized meals	109	100	40.6	50.5	8.9	59.4	56.1	55.4

Social Studies								
All Students	247	99.6	18.8	38	43.2	81.2	70.4	70.9
Gender								
Male	124	99.2	15.3	29.7	55	84.7	70.5	70.1
Female	123	100	22	45.5	32.5	78	70.3	71.7
Racial/Ethnic Group								
White	103	100	9.1	27.3	63.6	90.9	77.8	79.2
African American	103	100	32	49.5	18.6	68	59.6	58.4
Asian/Pacific Islander	20	100	5	30	65	95	83.7	86.8
Hispanic	19	94.7	12.5	43.8	43.8	87.5	63.4	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	50	71.2
Disability Status								
Disabled	35	100	48.4	22.6	29	51.6	32.9	39.3
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	55
English Proficiency								
Limited English Proficient	22	95.5	9.5	52.4	38.1	90.5	64.7	68
Socio-Economic Status								
Subsidized meals	120	99.2	24.5	46.4	29.1	75.5	62.3	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	365	99.7	19.8	34.5	45.7	80.2	71.8	72.1	97	96.3
Gender										
Male	187	99.5	23.4	36.3	40.4	76.6	64.9	65.2	96.9	96.3
Female	178	100	16.4	32.8	50.8	83.6	78.8	79.2	97.2	96.4
Racial/Ethnic Group										
White	159	100	5.2	28.1	66.7	94.8	80	80.8	97.1	96
African American	139	99.3	36.6	42	21.4	63.4	61.9	59.7	97.1	96.7
Asian/Pacific Islander	32	100	9.7	19.4	71	90.3	79.1	87	97.1	97.1
Hispanic	32	100	33.3	46.7	20	66.7	61.4	64.6	96.5	96.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	70.8	73.4	98.2	94.1
Disability Status										
Disabled	49	98	60.9	21.7	17.4	39.1	24.9	27.7	96.7	96
Migrant Status										
Migrant	3	I/S	N/A	N/A	N/A	N/A	N/A	63.5	99.8	97.1
English Proficiency										
Limited English Proficient	42	100	29.3	41.5	29.3	70.7	60.8	63.7	96.5	96.4
Socio-Economic Status										
Subsidized meals	176	99.4	29.9	40.2	29.9	70.1	64	61.9	96.7	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	131	100	17.5	23	59.5	82.5
	4	114	99.1	15.5	30.9	53.6	84.5
	5	134	100	15	37	48	85
	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	113	100	11.2	19.6	69.2	88.8
	4	131	100	17.6	33.6	48.8	82.4
	5	120	100	12.4	45.1	42.5	87.6
	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
Mathematics							
2009	3	131	100	24.6	35.7	39.7	75.4
	4	114	100	17.1	31.5	51.4	82.9
	5	134	100	21.3	46.5	32.3	78.7
	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	113	100	13.1	21.5	65.4	86.9
	4	131	100	11.2	42.4	46.4	88.8
	5	120	100	18.6	37.2	44.2	81.4
	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	66	100	27	47.6	25.4	73
	4	114	100	17.1	57.7	25.2	82.9
	5	67	100	21.5	56.9	21.5	78.5
	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	57	98.3	34	28.3	37.7	66
	4	131	100	20.8	55.2	24	79.2
	5	60	100	23.2	53.6	23.2	76.8
	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

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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	65	100	22.2	41.3	36.5	77.8
	4	114	100	13.5	38.7	47.7	86.5
	5	67	100	19	44.4	36.5	81
	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	56	98.2	13.5	32.7	53.8	86.5
	4	131	100	17.6	44	38.4	82.4
	5	60	100	26.3	29.8	43.9	73.7
	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	130	99.2	18.4	31.2	50.4	81.6
	4	114	100	19.8	35.1	45	80.2
	5	134	99.3	16.5	29.9	53.5	83.5
	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	113	100	17.4	34.9	47.7	82.6
	4	131	99.2	22.4	31.2	46.4	77.6
	5	121	100	19.3	37.7	43	80.7
	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

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