



WESTVIEW MIDDLE

1410 West Alexander
Greenwood, South

Grades	6-8 Middle School	
Enrollment	658 Students	
Principal	Cynthia C. Storer	864-229-4301
Superintendent	Darrell Johnson	864-941-5400
Board Chair	Debrah Miller	864-374-3513

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

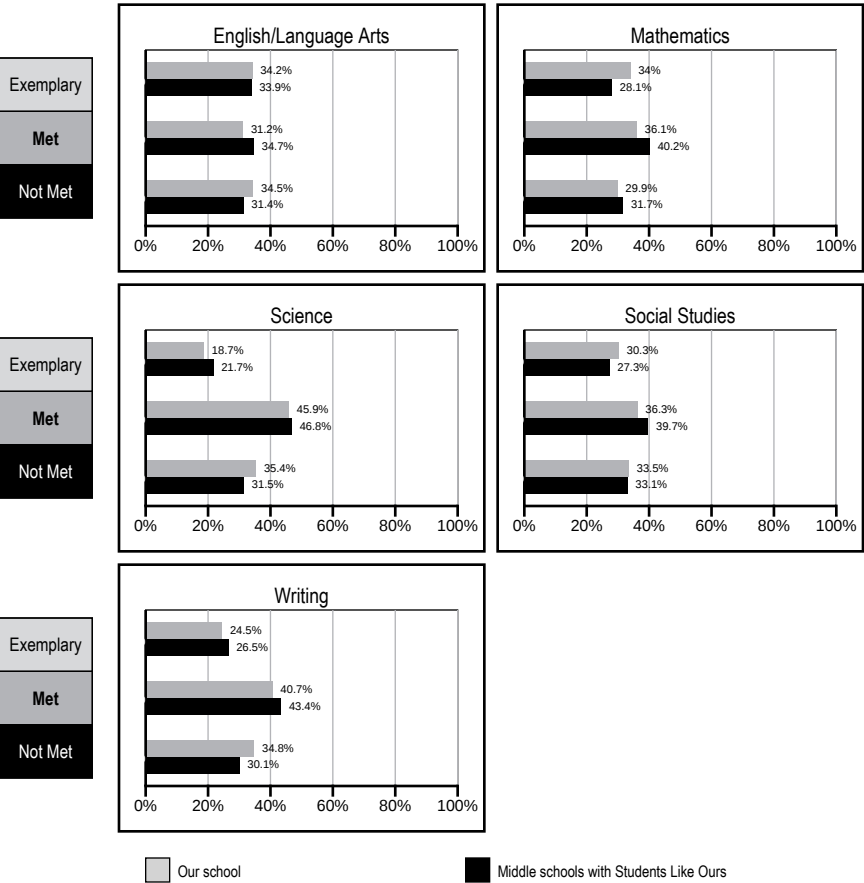
96.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	7	44	2	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	96.7%
English 1	96.9%	97.7%
Physical Science	N/A	66.0%
US History and the Constitution	N/A	N/A
All Subjects	98.7%	97.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=658)				
Students enrolled in high school credit courses (grades 7 & 8)	48.9%	Up from 46.8%	22.4%	24.2%
Retention rate	1.1%	Down from 1.7%	0.7%	0.7%
Attendance rate	94.8%	Down from 95.1%	95.7%	95.9%
Eligible for gifted and talented	16.3%	Down from 16.4%	18.3%	16.4%
With disabilities other than speech	15.7%	Up from 14.1%	13.4%	12.0%
Older than usual for grade	3.3%	Up from 2.7%	2.5%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.4%	Up from 1.9%	0.7%	0.5%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	52.3%	Up from 48.9%	56.4%	58.5%
Continuing contract teachers	81.8%	Up from 64.4%	81.1%	80.0%
Teachers with emergency or provisional certificates	2.6%	Down from 5.3%	2.9%	4.0%
Teachers returning from previous year	86.4%	Down from 89.7%	84.3%	84.6%
Teacher attendance rate	94.8%	Down from 94.9%	95.3%	95.4%
Average teacher salary*	\$44,849	Up 1.2%	\$45,799	\$46,561
Professional development days/teacher	12.6 days	Down from 16.5 days	10.3 days	10.2 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 21.1 to 1	21.2 to 1	21.1 to 1
Prime instructional time	88.8%	No Change	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.3%	97.8%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$7,733	Up 6.5%	\$7,768	\$7,802
Percent of expenditures for instruction**	60.9%	Down from 61.1%	64.2%	63.8%
Percent of expenditures for teacher salaries**	58.6%	Down from 59.0%	60.3%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The mission of Westview Middle School is to develop students into capable, confident, and responsible members of society. This mission is reflected in everything we do and guides all of our decisions and actions.

This year our focus was on improving academic achievement through student engagement and increased instructional time. Additional instruction was provided for students before school, after school, and during related arts time. Project based learning opportunities, increased student choice, and real-life applications were used during classroom instruction to promote student engagement.

Five computer labs were available to enhance technology experiences for our students. The Compass Learning computer program was used to remediate and enrich student learning based on individual MAP (Measures of Academic Progress) scores in the areas of reading and math. Science and social studies classes also used the program to focus on grade level standards-based activities.

When compared to schools like ours in South Carolina, Westview had a higher percentage of students scoring exemplary in math, science, and social studies. Two hundred seventh graders participated in Algebra 1, English 1, and Business Computer Applications for high school credit. One hundred percent of our students taking Algebra I passed the end of course exam and eighty four percent of the class made an A on the exam.

School spirit and community relations were at an all time high this year thanks to the work of Titan Productions. This group invoved our step team, dance team, cheerleaders and inspirational choir. Their numerous activites provided motivation and promoted school pride throughout the entire community.

As we continue to strive for excellence, we are proud of the following accomplishments:
Westview was the only middle school in our district to have two Academic Challenge Teams to place in the finals of our district competition.
A Westview student was the district winner of the State Superintendent's Writing Contest.
Eighteen students qualified as Duke TIP or SC Junior Scholars.

We would like to say a special thank you to all of our students, parents, teachers, counselors, administrators, and support staff who work together to make Westview Middle School a learning community that truly empowers students with the skills and attitudes needed to succeed in life. We look forward to continued success and improvement in the future.

Sherrill Eaddy, SIC Chairperson
Cynthia C. Storer, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	191	97
Percent satisfied with learning environment	100.0%	82.1%	85.6%
Percent satisfied with social and physical environment	94.9%	85.2%	77.3%
Percent satisfied with school-home relations	86.8%	83.5%	80.0%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 28 out of 29 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	0.0%		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.1%	0.0%	No
Student attendance rate	94.8%	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	654	99.9	36.2	31.8	32	76.4	82.5	83.5	Yes	Yes
Gender										
Male	363	100	36.5	32	31.5	76.3	80.1	80.1	N/A	N/A
Female	291	99.7	35.9	31.5	32.6	76.7	85.2	87	N/A	N/A
Racial/Ethnic Group										
White	311	100	17.2	34.8	47.9	89.3	92.1	89.6	Yes	Yes
African American	282	99.7	55	31.5	13.5	63.8	73.4	74.6	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	98.1	92.7	I/S	I/S
Hispanic	52	100	53.1	20.4	26.5	65.3	72.8	79.6	Yes	Yes
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	97	100	71.3	19.5	9.2	42.5	54.1	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	45	100	56.3	18.8	25	62.5	73	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	409	99.8	48.5	33.6	17.9	68.6	75.6	76.9	Yes	Yes

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

All Students	654	99.9	32.3	38.4	29.3	78.1	79.5	80.4	Yes	Yes
Gender										
Male	363	100	32	36.5	31.5	78.9	79.2	78.4	N/A	N/A
Female	291	99.7	32.6	40.7	26.7	77	79.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	311	100	16.2	37.2	46.6	89.3	90.6	87.8	Yes	Yes
African American	282	99.7	49.6	40	10.4	65.8	67.5	69.3	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	100	93.5	I/S	I/S
Hispanic	52	100	38.8	40.8	20.4	73.5	74.2	78.3	Yes	Yes
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	97	100	73.6	20.7	5.7	37.9	44.9	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	45	100	39.6	39.6	20.8	70.8	74.9	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	409	99.8	43.4	42	14.6	70.7	71.6	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	434	100	35.7	45.7	18.6	64.3	60.9	67.3
Gender								
Male	244	100	36.2	44.2	19.6	63.8	60.9	66.9
Female	190	100	35.2	47.5	17.3	64.8	60.8	67.7
Racial/Ethnic Group								
White	204	100	18.6	51.1	30.3	81.4	79.1	79.6
African American	188	100	50.8	42.9	6.2	49.2	44.7	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.2	84.4
Hispanic	37	100	55.9	32.4	11.8	44.1	42.6	59.4
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	64	100	76.7	20	3.3	23.3	27.4	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	34	100	55.9	26.5	17.6	44.1	42.9	58.6
Socio-Economic Status								
Subsidized meals	277	100	47.4	45.5	7.1	52.6	47.2	55.4

Social Studies								
All Students	429	100	33.5	36.3	30.3	66.5	68	70.9
Gender								
Male	237	100	32	32.9	35.1	68	68.7	70.1
Female	192	100	35.4	40.4	24.2	64.6	67.2	71.7
Racial/Ethnic Group								
White	203	100	17.9	36.3	45.8	82.1	80.9	79.2
African American	191	100	49.7	37.3	13	50.3	54.1	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.7	86.8
Hispanic	30	100	39.3	35.7	25	60.7	58	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	65	100	64.9	24.6	10.5	35.1	36.3	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	26	100	42.9	32.1	25	57.1	58.8	68
Socio-Economic Status								
Subsidized meals	260	100	46.8	34.3	18.9	53.2	56.4	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	661	99.4	34.6	40.8	24.6	65.4	68	72.1	94.8	95.8
Gender										
Male	369	99.2	40.5	37.3	22.2	59.5	61.8	65.2	94.8	95.7
Female	292	99.7	27.2	45.2	27.6	72.8	74.7	79.2	94.9	96
Racial/Ethnic Group										
White	316	99.7	20.3	43.3	36.4	79.7	81.3	80.8	95.2	95.9
African American	284	98.9	48.7	39.5	11.9	51.3	55	59.7	94.2	95.5
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	90.2	87	98.2	97.9
Hispanic	53	100	46	40	14	54	56.5	64.6	95.4	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	92	91.1
Disability Status										
Disabled	100	98	75	19.3	5.7	25	24.6	27.7	92.4	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	95.1
English Proficiency										
Limited English Proficient	46	100	51	34.7	14.3	49	56.8	63.7	95.4	96.1
Socio-Economic Status										
Subsidized meals	419	99.3	43.7	42.7	13.6	56.3	57	61.9	93.8	95.1

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	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	202	100	32.6	42.6	24.7	67.4
	7	212	100	42.9	35.4	21.7	57.1
	8	242	100	32.3	38.9	28.8	67.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	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	232	100	25.6	33.5	40.9	74.4
	7	210	100	39.8	34.7	25.5	60.2
	8	212	99.5	44.4	27	28.6	55.6
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	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	202	100	31.6	46.8	21.6	68.4
	7	212	100	42.9	32.3	24.7	57.1
	8	242	100	32.8	36.2	31	67.2
2010	3	0	N/A	N/A	N/A	N/A	N/A
	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	232	100	22.8	39.5	37.7	77.2
	7	210	100	44.9	35.2	19.9	55.1
	8	212	99.5	30.1	40.3	29.6	69.9
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	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	103	100	31.6	54.1	14.3	68.4
	7	212	100	36.9	44.4	18.7	63.1
	8	120	100	35.1	44.7	20.2	64.9
2010	3	0	N/A	N/A	N/A	N/A	N/A
	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	118	100	41.3	50.5	8.3	58.7
	7	210	100	34.2	45.4	20.4	65.8
	8	106	100	32.7	40.8	26.5	67.3

Abbreviations for Missing Data

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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	N/A	N/AV	N/A	N/A	N/A	N/A
	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	99	100	26.1	62	12	73.9
	7	212	100	48	29.3	22.7	52
	8	122	100	24.3	28.7	47	75.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	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	114	100	11.3	41.5	47.2	88.7
	7	210	100	46.9	29.6	23.5	53.1
	8	105	100	30.6	43.9	25.5	69.4
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	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	200	100	27.6	51.6	20.8	72.4
	7	213	99.1	41.5	38.5	20	58.5
	8	244	99.2	23	45.7	31.3	77
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	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	236	99.6	26.7	40.6	32.7	73.3
	7	211	99.5	41.3	41.3	17.3	58.7
	8	214	99.1	36.5	40.6	22.8	63.5

Abbreviations for Missing Data

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