



## WEST END ELEMENTARY

314 Pelzer Highway  
Easley, SC 29642

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	734 Students	
<b>Principal</b>	Angie G. Rodgers	864-397-2500
<b>Superintendent</b>	Henry H. Hunt, Ph.D.	864-397-1000
<b>Board Chair</b>	Alex Saitta	864-397-1029

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Good</b>
2010	Good	Average
2009	Good	Average
2008	Average	Average
2007	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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

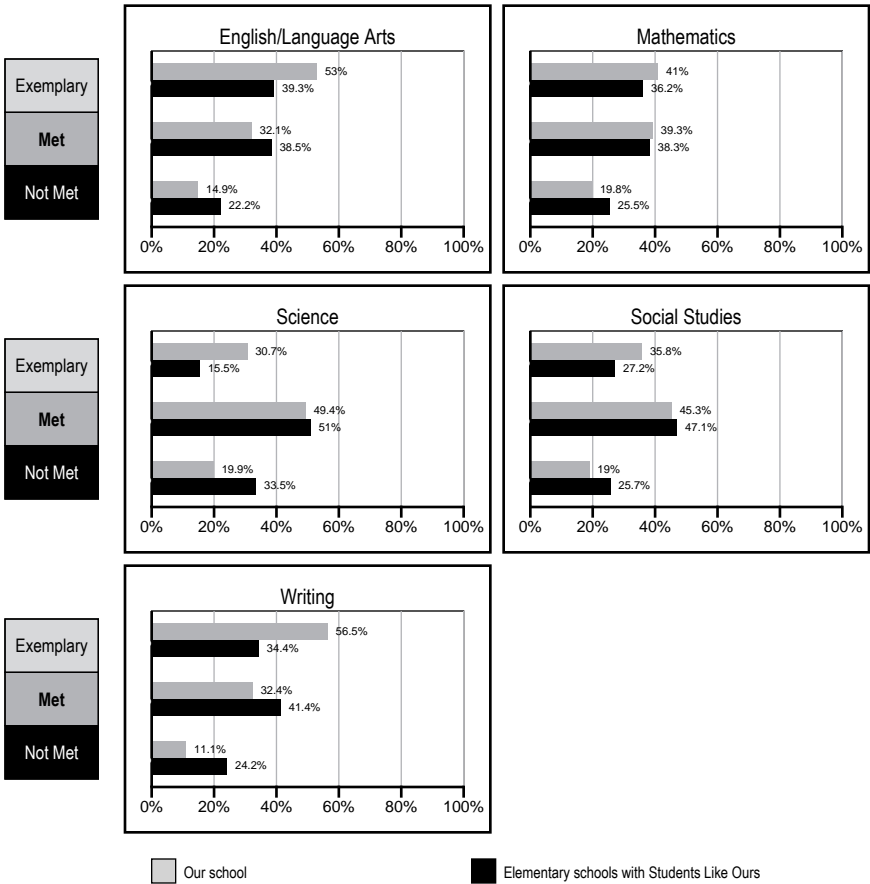
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
14	34	73	5	0

\* Ratings are calculated with data available by 11/09/2011.

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
<b>Students (n=734)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 99.0%	100.0%	100.0%
Retention rate	1.4%	Up from 0.8%	1.2%	1.1%
Attendance rate	96.0%	No Change	96.0%	96.2%
Served by gifted and talented program	20.5%	Up from 17.6%	13.0%	13.4%
With disabilities other than speech	6.6%	Down from 8.5%	5.0%	4.1%
Older than usual for grade	0.4%	Up from 0.2%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=48)</b>				
Teachers with advanced degrees	47.9%	Down from 52.2%	61.2%	62.5%
Continuing contract teachers	91.7%	Up from 91.3%	90.8%	88.2%
Teachers returning from previous year	92.4%	Down from 93.1%	88.0%	87.8%
Teacher attendance rate	95.5%	Down from 96.7%	95.1%	95.2%
Average teacher salary*	\$46,605	Down 1.6%	\$46,609	\$46,773
Professional development days/teacher	14.8 days	Up from 13.3 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Down from 21.2 to 1	19.7 to 1	19.9 to 1
Prime instructional time	89.4%	Down from 92.4%	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%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,005	Up 5.3%	\$7,314	\$7,447
Percent of expenditures for instruction**	65.7%	Up from 64.3%	67.8%	68.4%
Percent of expenditures for teacher salaries**	63.5%	Up from 60.9%	65.4%	65.8%

\* 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

West End Elementary School serves a diverse population of 750 students in K4 through fifth grade. The school's vision statement is "Learning Today, Leading Tomorrow." Parents, teachers, and staff strive to work together as a team to provide a well-rounded program for all students. The PTA, SIC, and business partners are supportive of the vision of the school. Parents participate in school activities by volunteering, attending conferences, school events, and parent workshops.

West End became a Title I School-Wide Model School for the 2010-11 school year. The school's Title I Plan includes personnel to lower class size, instructional materials and supplies to address weaknesses in math and reading, and professional development opportunities to assist teachers as they endeavor to continuously improve instruction.

West End is in the implementation year of The South Carolina System for Teacher and Student Advancement (SC TAP™). The TAP system provides ongoing professional development for all teachers. Each teacher participates in a professional learning community that meets weekly during the school day. These professional learning communities analyze data and implement strategies designed to target student strengths and weaknesses to raise student achievement.

Teachers work together to plan instruction based on the South Carolina Curriculum Standards. The results of PASS (Palmetto Assessment of State Standards), MAP (Measures of Academic Progress), and classroom assessments are analyzed to determine instructional strengths and weaknesses and methods to remediate and accelerate students.

West End continues to implement the SDPC Literacy Model and a school-wide positive behavior program. Small group reading instruction and the Write from the Beginning Program have been beneficial to differentiate instruction based on students' needs. The use of a positive behavior system has helped reduce office referrals and has given an encouraging boost to the overall school climate.

During 2010-11, various enrichment programs were available for students including: a summer enrichment program, a volunteer reading buddy program, a mentoring program for at-risk students, Accelerated Reader Program, character education, recycling team, and honors chorus. West End coordinates with community agencies through programs such as the School Intervention Program.

Students were recognized for special achievements through quarterly and annual awards programs, honor rolls, attendance incentives, character kids of the month, flag and safety patrols, and a student guidance team. Students participated in a music festival, a math field day, local art shows, a variety show (talent showcase), field trips, and service learning projects.

David Waddington, SIC Chairperson  
Angie Rodgers, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	104	82
Percent satisfied with learning environment	90.2%	86.4%	83.5%
Percent satisfied with social and physical environment	100.0%	83.7%	81.5%
Percent satisfied with school-home relations	82.9%	92.3%	81.0%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 18 out of 21 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%**	Yes

\* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	366	100	14.9	32.1	53	91.1	86.5	82.4	Yes	Yes
<b>Gender</b>										
Male	179	100	17.2	39.1	43.7	87.9	83.5	78.7	N/A	N/A
Female	187	100	12.6	25.1	62.3	94.3	89.8	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	269	100	13.5	31.2	55.4	93.1	88.1	88.9	Yes	Yes
African American	60	100	23.2	41.1	35.7	82.1	74.2	72.9	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	96.9	93	I/S	I/S
Hispanic	32	100	13.8	20.7	65.5	89.7	79.6	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	78.8	83	I/S	I/S
<b>Disability Status</b>										
Disabled	51	100	53.1	32.7	14.3	61.2	56.2	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	21	100	20	35	45	85	80.4	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	247	100	19.4	36.6	44	87.5	80.4	75.4	Yes	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	366	100	19.8	39.3	41	88.3	83.8	81.9	Yes	Yes
<b>Gender</b>										
Male	179	100	23.6	38.5	37.9	85.1	82	79.9	N/A	N/A
Female	187	100	16	40	44	91.4	85.7	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	269	100	14.2	40.8	45	93.5	85.6	88.9	Yes	Yes
African American	60	100	39.3	39.3	21.4	66.1	68.5	71.4	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.4	94.6	I/S	I/S
Hispanic	32	100	34.5	24.1	41.4	82.8	78.2	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.9	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	51	100	61.2	26.5	12.2	59.2	52	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	21	100	40	30	30	80	80.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	247	100	25.4	40.5	34.1	83.6	77	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	244	100	19.9	49.4	30.7	80.1	75.8	68.6
<b>Gender</b>								
Male	118	100	22.8	48.2	28.9	77.2	75.4	68.3
Female	126	100	17.1	50.4	32.5	82.9	76.3	68.9
<b>Racial/Ethnic Group</b>								
White	185	100	17.4	47.8	34.8	82.6	78.7	80.7
African American	35	100	25	65.6	9.4	75	53.2	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.8	85.3
Hispanic	22	100	35	35	30	65	65	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	68.2	70.8
<b>Disability Status</b>								
Disabled	29	100	53.6	35.7	10.7	46.4	43	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	18	100	41.2	35.3	23.5	58.8	66.3	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	162	100	27.2	50.3	22.5	72.8	66.1	57.3
<b>Social Studies</b>								
All Students	245	100	19	45.3	35.8	81	77.5	72.5
<b>Gender</b>								
Male	120	100	20.7	39.7	39.7	79.3	77.4	72
Female	125	100	17.2	50.9	31.9	82.8	77.6	73.1
<b>Racial/Ethnic Group</b>								
White	179	100	17.5	45	37.4	82.5	79	81
African American	44	100	29.3	46.3	24.4	70.7	64.4	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.6	89
Hispanic	18	100	6.3	50	43.8	93.8	73.4	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	63.6	73.5
<b>Disability Status</b>								
Disabled	40	100	44.7	42.1	13.2	55.3	46.3	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	11	100	9.1	54.5	36.4	90.9	78	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	172	100	23.1	47.5	29.4	76.9	68.9	62.9

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
<b>Writing</b>										
All Students	113	94.7	10.2	33.3	56.5	89.8	79.6	73.2	96	96
<b>Gender</b>										
Male	55	90.9	16.7	27.8	55.6	83.3	73.1	67.2	96	96
Female	58	98.3	3.7	38.9	57.4	96.3	86.1	79.4	96	96
<b>Racial/Ethnic Group</b>										
White	85	94.1	12.2	30.5	57.3	87.8	81.6	81.5	95.8	95.9
African American	19	94.7	5.6	55.6	38.9	94.4	66.5	61.3	96.4	96.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	82.4	87	98.3	97.9
Hispanic	6	I/S	I/S	I/S	I/S	I/S	67.5	66.7	96.4	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	98	95.7
<b>Disability Status</b>										
Disabled	16	62.5	56.3	25	18.8	43.8	34	26	95.3	95.1
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	99
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	72.2	65.7	97.1	97.4
<b>Socio-Economic Status</b>										
Subsidized meals	69	91.3	15.6	42.2	42.2	84.4	70.9	63.2	95.7	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
<b>English/Language Arts</b>							
<b>2010</b>	3	127	100	17.6	18.5	63.9	82.4
	4	114	100	18.9	35.8	45.3	81.1
	5	114	100	18.5	42.6	38.9	81.5
	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
<b>2011</b>	3	130	100	14.2	18.9	66.9	85.8
	4	123	100	18.4	37.7	43.9	81.6
	5	113	100	12	41.7	46.3	88
	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
<b>Mathematics</b>							
<b>2010</b>	3	127	100	29.4	27.7	42.9	70.6
	4	114	100	15.1	49.1	35.8	84.9
	5	114	100	26.9	41.7	31.5	73.1
	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
<b>2011</b>	3	130	100	26.8	28.3	44.9	73.2
	4	123	100	19.3	46.5	34.2	80.7
	5	113	100	12	44.4	43.5	88
	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
<b>Science</b>							
<b>2010</b>	3	64	100	24.1	44.8	31	75.9
	4	114	100	24.5	57.5	17.9	75.5
	5	58	100	21.8	52.7	25.5	78.2
	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
<b>2011</b>	3	65	100	28.6	30.2	41.3	71.4
	4	123	100	17.5	57.9	24.6	82.5
	5	56	100	14.8	53.7	31.5	85.2
	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

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	63	100	14.8	36.1	49.2	85.2
	4	114	100	22.6	56.6	20.8	77.4
	5	56	100	37.7	41.5	20.8	62.3
	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
<b>2011</b>	3	65	100	17.2	39.1	43.8	82.8
	4	123	100	25.4	48.2	26.3	74.6
	5	57	100	7.4	46.3	46.3	92.6
	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
<b>Writing</b>							
<b>2010</b>	3	127	100	20.7	28.9	50.4	79.3
	4	113	100	14	40.2	45.8	86
	5	115	100	16.5	48.6	34.9	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
<b>2011</b>	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	113	94.7	10.2	33.3	56.5	89.8
	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

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