



## Westminster Elementary

206 Hamilton Dr.  
Westminster, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	438 Students	
<b>Principal</b>	N. Michael McLeod	864-886-4520
<b>Superintendent</b>	Dr. Mike Lucas	864-886-4400
<b>Board Chair</b>	Andy Inabinet	864-710-0796

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Good</b>
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	Average
2005	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**

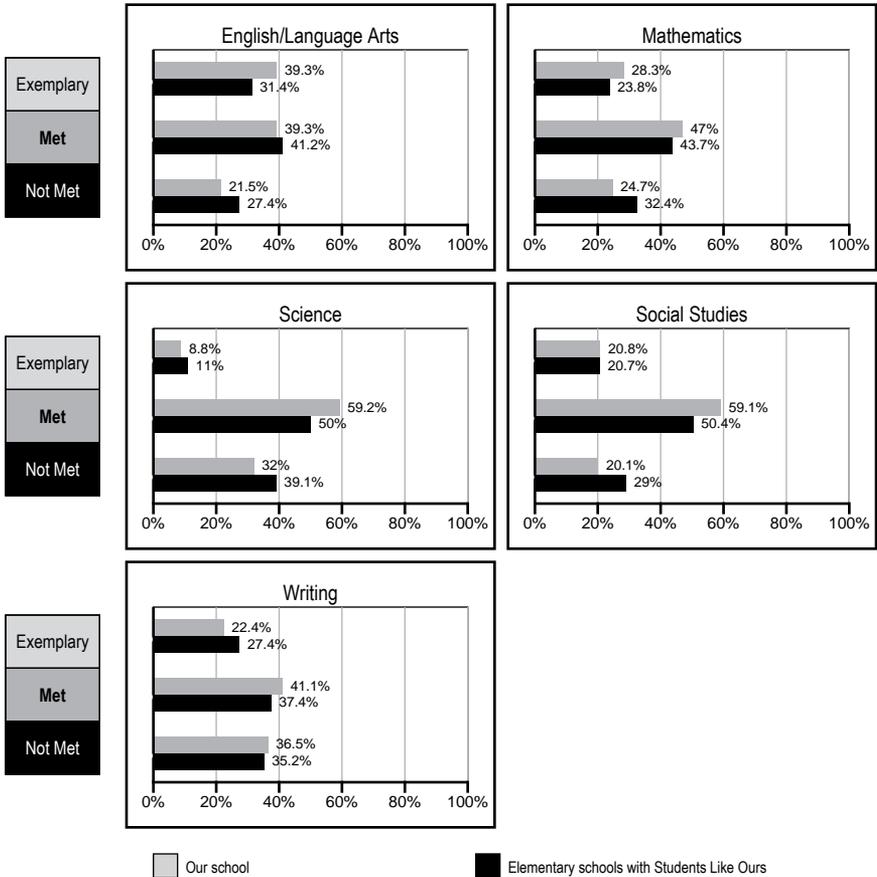
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.7%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
1	11	90	15	1

\* Ratings are calculated with data available by 06/01/2010.

**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=438)</b>				
First graders who attended full-day kindergarten	96.7%	Down from 98.3%	100.0%	100.0%
Retention rate	4.3%	Up from 2.3%	2.4%	1.9%
Attendance rate	96.9%	Up from 96.7%	96.1%	96.3%
Eligible for gifted and talented	14.2%	Up from 11.9%	8.0%	10.0%
With disabilities other than speech	9.1%	Down from 9.7%	9.2%	7.7%
Older than usual for grade	0.3%	No Change	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.7%	0.0%	0.0%
<b>Teachers (n=33)</b>				
Teachers with advanced degrees	60.6%	Up from 60.0%	57.7%	59.4%
Continuing contract teachers	84.8%	Up from 80.0%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.3%	Up from 87.5%	86.3%	85.9%
Teacher attendance rate	93.4%	Up from 93.0%	95.0%	95.1%
Average teacher salary*	\$47,464	Up 5.4%	\$46,830	\$47,149
Professional development days/teacher	16.7 days	Up from 13.0 days	11.8 days	11.1 days
<b>School</b>				
Principal's years at school	12.0	Up from 11.0	5.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 19.4 to 1	18.6 to 1	18.8 to 1
Prime instructional time	89.5%	Up from 88.4%	90.0%	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 98.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,453	Up 14.3%	\$7,467	\$7,458
Percent of expenditures for instruction**	63.6%	Down from 65.9%	68.2%	68.8%
Percent of expenditures for teacher salaries**	61.2%	Down from 62.2%	61.2%	63.2%

\* 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 faculty and staff are committed to providing a positive culture for learning where our mission to develop literate, productive, life long learners is more than a statement of purpose. We recognize that teaching children to love learning itself is necessary for students to reach their highest potential. The following instructional strategies and professional goals were implemented during the 2008-2009 school year.

## Curriculum Design:

Continued on work on expanding our teacher's knowledge and application of differentiated instructional strategies to promote student achievement at all levels

Continued expanding our teachers knowledge and application of formative assessment strategies

Provided training to the staff on the use of the Smart Board, CPS Systems, document cameras and Small Wonders cameras to enrich the quality of instruction

## Literacy and Learning:

Increased the use of high frequency words and content terminology at all grade levels

Used data analysis and planning time to develop lesson plans that meet the needs of all students

## Reading Proficiency:

Maintained individual and small leveled reading conference groups to promote quality reading instruction and assessment

Increased the use of the NCS reading computer lab for students to give additional time for cold reading practice

Mandated a minimum of two read aloud opportunities per day

## Writing Design:

Continued using the 6+1 Writing model, the SC Writing Process to promote quality writing

Applied and used the Anchor Papers Model for student's to self assess their writing

Maintained writing portfolios in the grades K - Two

Began the development of writing notebooks for 3-5

## Math Instruction:

Promoted the use of the Everyday Math Games website at school and at home

Established a Math Master emphasis at each grade level to promote math fact fluency

Increase the use of the NCS math computer lab for 2nd thru 5th grade students to additional time for problem solving, higher order thinking skills and PASS practice

## Science Instruction:

Increase the opportunities for students to engage in the learning process by applying the SC Science Standards and science materials and resources using the discovery process

## Social Studies Instruction:

Incorporated the use of United Streaming as a tool to enhance the instructional content and climate

Integrate the SC Social Studies Standards into the ELA curriculum using the leveled text

Testing: Continue teaching students effective test taking strategies.

I am proud of the commitment and work ethic of our students, teachers and staff. Westminster Elementary is on the move and will be ready to meet the challenges of 2009-2010. N. Michael McLeod - Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	72	54
Percent satisfied with learning environment	100.0%	98.6%	96.2%
Percent satisfied with social and physical environment	100.0%	98.6%	94.2%
Percent satisfied with school-home relations	91.9%	98.6%	94.2%

\* 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

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

<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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	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
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## English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	226	99.6	21.5	39.3	39.3	87.2	86	82.8	Yes	Yes
<b>Gender</b>										
Male	108	99.1	24.3	44.7	31.1	86.4	82.7	79.3	N/A	N/A
Female	118	100	19	34.5	46.6	87.9	89.5	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	204	99.5	22.2	38.4	39.4	86.9	87.8	89.5	Yes	Yes
African American	9	I/S	I/S	I/S	I/S	I/S	76.8	73.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.9	92.3	I/S	I/S
Hispanic	11	100	9.1	63.6	27.3	90.9	80.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	31	100	51.6	29	19.4	67.7	62.8	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	9.1	63.6	27.3	90.9	79.4	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	162	99.4	27.7	41.3	31	83.9	80.7	75.5	Yes	Yes

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

All Students	226	99.6	24.7	47	28.3	83.6	82.8	78.9	Yes	Yes
<b>Gender</b>										
Male	108	99.1	25.2	50.5	24.3	82.5	81.2	77	N/A	N/A
Female	118	100	24.1	44	31.9	84.5	84.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	204	99.5	25.8	46.5	27.8	82.8	85.2	87.2	Yes	Yes
African American	9	I/S	I/S	I/S	I/S	I/S	68.6	66.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	11	100	9.1	63.6	27.3	100	79.5	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	31	100	N/AV	N/AV	N/AV	61.3	54.8	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	N/AV	N/AV	N/AV	100	79.8	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	162	99.4	29.7	45.2	25.2	78.7	75.3	70.2	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	152	98	31	60	9	69	69	67.5
<b>Gender</b>								
Male	69	97.1	29.7	57.8	12.5	70.3	67	67
Female	83	98.8	32.1	61.7	6.2	67.9	71.1	68
<b>Racial/Ethnic Group</b>								
White	140	98.6	30.4	60.7	8.9	69.6	73	79.5
African American	3	I/S	I/S	I/S	I/S	I/S	48.7	50.3
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	70.8	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	58.5	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	21	100	61.9	33.3	4.8	38.1	38.1	35.6
<b>Migrant Status</b>								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	53.7	59.6
<b>Socio-Economic Status</b>								
Subsided meals	111	97.3	38.5	54.8	6.7	61.5	57.9	55.1
<b>Social Studies</b>								
All Students	155	98.7	20.1	59.1	20.8	79.9	71.8	72.3
<b>Gender</b>								
Male	77	98.7	18.9	52.7	28.4	81.1	72.1	71.5
Female	78	98.7	21.3	65.3	13.3	78.7	71.6	73.2
<b>Racial/Ethnic Group</b>								
White	138	99.3	18.8	60.9	20.3	81.2	74.5	80.7
African American	7	I/S	I/S	I/S	I/S	I/S	55.4	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	66.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	18	100	44.4	50	5.6	55.6	47.9	43.5
<b>Migrant Status</b>								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	66.7	67.9
<b>Socio-Economic Status</b>								
Subsided meals	109	98.2	24.3	57.3	18.4	75.7	62.6	62.1

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	225	100	36.5	41.1	22.4	63.5	72	70.2	96.9	96.4
<b>Gender</b>										
Male	107	100	50.5	35	14.6	49.5	63.8	63.2	96.9	96.4
Female	118	100	24.1	46.6	29.3	75.9	80.5	77.5	96.8	96.3
<b>Racial/Ethnic Group</b>										
White	204	100	37.2	42.2	20.6	62.8	74.3	79.1	96.8	96.2
African American	9	I/S	I/S	I/S	I/S	I/S	59.8	57.6	97.9	97.2
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	83.8	86.2	98.1	97.5
Hispanic	11	100	36.4	45.5	18.2	63.6	65.7	62.6	97.6	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	97.5
<b>Disability Status</b>										
Disabled	31	100	N/AV	N/AV	N/AV	16.1	26.4	26.1	96.5	95.4
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	54.7	96	96
<b>English Proficiency</b>										
Limited English Proficient	11	100	36.4	45.5	18.2	63.6	62.8	61.2	97.7	97.2
<b>Socio-Economic Status</b>										
Subsided meals	155	100	42.7	39.3	18	57.3	62.4	58.9	96.7	95.8

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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>2009</b>	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
<b>Mathematics</b>							
<b>2009</b>	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
<b>Science</b>							
<b>2009</b>	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
<b>Social Studies</b>							
<b>2009</b>	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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