



## West View Elementary

400 Oak Grove Road  
Spartanburg, SC 29301

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	709 Students	
<b>Principal</b>	Shawn R. Wootton	864-576-1833
<b>Superintendent</b>	Darryl Owings	864-576-4212
<b>Board Chair</b>	Mr. Alex Meadows	864-576-4212

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

## 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

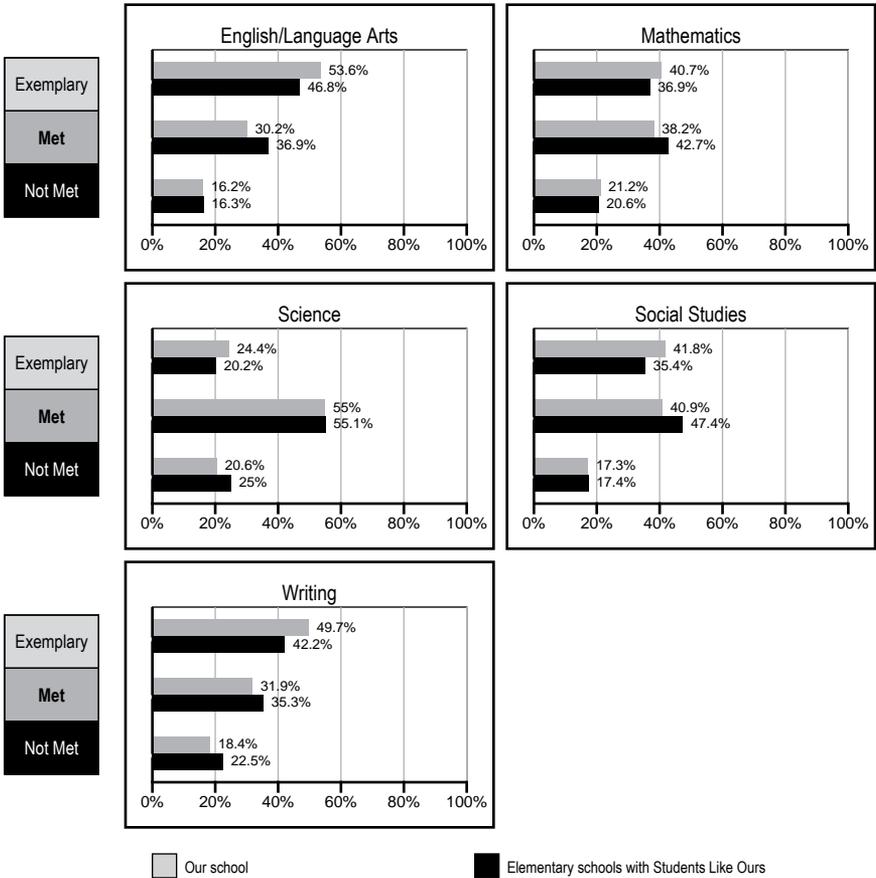
96.7%

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

Excellent	Good	Average	Below Average	At-Risk
18	35	21	0	0

\* 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=709)</b>				
First graders who attended full-day kindergarten	98.4%	Up from 98.2%	100.0%	100.0%
Retention rate	1.0%	Down from 3.1%	1.5%	1.9%
Attendance rate	97.2%	No Change	96.6%	96.3%
Eligible for gifted and talented	22.3%	Up from 21.0%	15.8%	10.0%
With disabilities other than speech	8.2%	Up from 6.1%	6.8%	7.7%
Older than usual for grade	0.2%	No Change	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=49)</b>				
Teachers with advanced degrees	77.6%	Up from 72.9%	61.1%	59.4%
Continuing contract teachers	87.8%	Up from 83.3%	83.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.9%	Up from 88.2%	86.0%	85.9%
Teacher attendance rate	96.1%	Down from 96.3%	95.1%	95.1%
Average teacher salary*	\$49,599	Up 4.9%	\$48,169	\$47,149
Professional development days/teacher	9.3 days	Down from 9.4 days	11.3 days	11.1 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Down from 19.7 to 1	19.3 to 1	18.8 to 1
Prime instructional time	93.0%	Up from 92.9%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.7%	Down from 99.8%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,501	Up 3.8%	\$6,880	\$7,458
Percent of expenditures for instruction**	75.1%	No Change	69.8%	68.8%
Percent of expenditures for teacher salaries**	56.6%	Down from 72.9%	62.0%	63.2%

\* 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 mission at West View Elementary School is to provide exceptional classroom instruction with engaging learning opportunities that are differentiated to meet the needs of all children. This mission of excellence has remained our focus throughout the years and has earned us the status of a 2009 Carolina First Palmetto's Finest School. The selection process for this award includes a comprehensive review of a school's overall program. In addition, the award is based on the impact the school makes on the lives of its students and community. Through our constant renewal process and collaborative efforts, we continue to provide opportunities for which our students achieve and are prepared for the 21st century. We are thrilled to be recognized as one of the finest schools in the state of South Carolina!

Our culture for learning, supported by high expectations, challenges students to grow in character and self-discipline to achieve to their full potential. Our students learn to be good citizens through a variety of service learning projects, student leadership opportunities, and good school citizenship opportunities. Our student council, safety patrol, Terrific Kid program, and good school citizen program are designed to assist students in becoming responsible citizens. Students are encouraged with a variety of ways to tap into his/her interests with over fourteen school-sponsored clubs for which to participate. For example, students may join in Cooking Club, Dance Club, Conservation Club, or Chess Club.

The partnership between home, school, and the local community is strengthened through ongoing communication, community service projects, an active Parent-Teacher Organization and School Improvement Council, and special family events at the school. Our parents and community assist us in ensuring that all students are appropriately provided for and needs are met. West View Elementary is fortunate to partner with various local businesses and community sponsors to provide additional support for programs and activities. The participation of such individuals and groups is an integral part of the success of our school!

Instructionally, the teachers and staff continue to embrace innovative instructional techniques and programs to foster growth of all students. Our curriculum continues to be challenging yet flexible. Our goal is to meet the developmental needs of each child through a variety of programs. These programs, along with our content-rich classrooms, maintain a balanced approach which allows us to remediate and challenge students.

Through professional book studies, staff development opportunities, additional coursework, and peer observations, our faculty continually strives to learn and grow to maximize the effectiveness of their instruction and to create the best possible learning environment.

At West View, we encourage and value parent and community involvement. Through collaboration of all stakeholders, we create a supportive and nurturing environment for students. This relationship has also created a cohesive community for learners that exemplifies quality education and a place where all children experience success.

Shawn R. Wootton, Principal  
Stacey Beeler, SIC Chairman

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	121	79
Percent satisfied with learning environment	100.0%	86.7%	90.8%
Percent satisfied with social and physical environment	100.0%	92.5%	89.6%
Percent satisfied with school-home relations	100.0%	89.8%	86.1%

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

## Abbreviations for Missing Data

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## No Child Left Behind

## School Adequate Yearly Progress

YES

This school met 23 out of 23 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	2.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.2%	94.0%*	Yes

\* Or greater than last year

## 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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	379	99.7	16	30.3	53.7	91.5	83.1	82.8	Yes	Yes
<b>Gender</b>										
Male	176	100	18.9	24.9	56.2	89.3	80.5	79.3	N/A	N/A
Female	203	99.5	13.4	35.1	51.5	93.3	85.8	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	163	99.4	3.2	21.2	75.6	100	88.9	89.5	Yes	Yes
African American	139	100	30.8	39.1	30.1	81.2	75.7	73.7	Yes	Yes
Asian/Pacific Islander	33	100	N/AV	N/AV	N/AV	100	88.6	92.3	I/S	I/S
Hispanic	41	100	30.8	35.9	33.3	84.6	73.8	76.5	I/S	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	80	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	43	100	47.5	22.5	30	70	50.4	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	37	100	33.3	33.3	33.3	84.8	73	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	186	99.5	27.4	34.9	37.7	83.4	76.3	75.5	Yes	Yes

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

All Students	379	100	21.2	38.2	40.7	84.6	79.2	78.9	Yes	Yes
<b>Gender</b>										
Male	176	100	20.1	36.7	43.2	84.6	77.6	77	N/A	N/A
Female	203	100	22.1	39.5	38.5	84.6	80.9	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	163	100	5.1	33.8	61.1	96.8	86.9	87.2	Yes	Yes
African American	139	100	39.1	46.6	14.3	69.9	67.2	66.7	Yes	Yes
Asian/Pacific Islander	33	100	12.5	15.6	71.9	90.6	84.6	93	I/S	I/S
Hispanic	41	100	30.8	46.2	23.1	79.5	73.4	76	I/S	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	85	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	43	100	55	22.5	22.5	50	39.3	45.5	SWD	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	37	100	33.3	36.4	30.3	75.8	72.6	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	186	100	35.2	43.2	21.6	73.9	71.1	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	247	100	20.9	54.8	24.3	79.1	68	67.5
<b>Gender</b>								
Male	119	100	16.8	54.9	28.3	83.2	68.1	67
Female	128	100	24.6	54.8	20.6	75.4	67.8	68
<b>Racial/Ethnic Group</b>								
White	102	100	6.1	55.6	38.4	93.9	78.3	79.5
African American	88	100	40.5	56	3.6	59.5	52	50.3
Asian/Pacific Islander	25	100	8	36	56	92	73.2	84.3
Hispanic	30	100	27.6	62.1	10.3	72.4	61.9	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	78.6	71.2
<b>Disability Status</b>								
Disabled	30	100	50	32.1	17.9	50	27	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	27	100	28	52	20	72	57	59.6
<b>Socio-Economic Status</b>								
Subsided meals	121	100	30.7	57	12.3	69.3	57.7	55.1
<b>Social Studies</b>								
All Students	246	100	17.3	40.9	41.8	82.7	72.6	72.3
<b>Gender</b>								
Male	113	100	17.3	33.6	49.1	82.7	71.9	71.5
Female	133	100	17.3	47.2	35.4	82.7	73.4	73.2
<b>Racial/Ethnic Group</b>								
White	113	100	4.6	28.4	67	95.4	80.2	80.7
African American	92	100	34.1	52.3	13.6	65.9	59.6	60
Asian/Pacific Islander	17	100	6.3	37.5	56.3	93.8	83.8	88.5
Hispanic	21	100	23.8	57.1	19	76.2	67.9	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	84.6	72.2
<b>Disability Status</b>								
Disabled	28	100	38.5	42.3	19.2	61.5	37.6	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	25	100	17.4	52.2	30.4	82.6	67.6	67.9
<b>Socio-Economic Status</b>								
Subsided meals	127	100	28.5	49.6	22	71.5	62.9	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	378	99.5	18.2	32	49.9	81.8	72.3	70.2	97.2	96.6
<b>Gender</b>										
Male	176	99.4	22	38.1	39.9	78	66.8	63.2	96.9	96.5
Female	202	99.5	14.9	26.7	58.5	85.1	77.8	77.5	97.4	96.6
<b>Racial/Ethnic Group</b>										
White	163	100	5.7	27.4	66.9	94.3	80.4	79.1	97.1	96.2
African American	139	99.3	32.3	41.4	26.3	67.7	61.9	57.6	97.3	96.9
Asian/Pacific Islander	33	100	3.1	25	71.9	96.9	81.6	86.2	97.8	97.4
Hispanic	40	97.5	31.6	23.7	44.7	68.4	59.2	62.6	97	96.8
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	60	68.7	94.3	96.5
<b>Disability Status</b>										
Disabled	44	100	61	9.8	29.3	39	23.2	26.1	96.5	95.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.7
<b>English Proficiency</b>										
Limited English Proficient	35	100	36.4	33.3	30.3	63.6	55.8	61.2	97.2	96.8
<b>Socio-Economic Status</b>										
Subsidized meals	177	99.4	31.8	33.5	34.7	68.2	61.1	58.9	96.8	96.2

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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	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
<b>Mathematics</b>							
<b>2009</b>	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
<b>Science</b>							
<b>2009</b>	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
<b>Social Studies</b>							
<b>2009</b>	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
<b>Writing</b>							
<b>2009</b>	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

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