



West View Elementary

400 Oak Grove Road
Spartanburg, SC 29301

Grades	K-5 Elementary School	
Enrollment	721 Students	
Principal	Shawn R. Wootton	864-576-1833
Superintendent	Dr. Darryl Owings	864-576-4212
Board Chair	Mr. Michael Crook	864-576-4212



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	At-Risk
2006	Good	Below Average
2005	Good	At-Risk
2004	Excellent	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

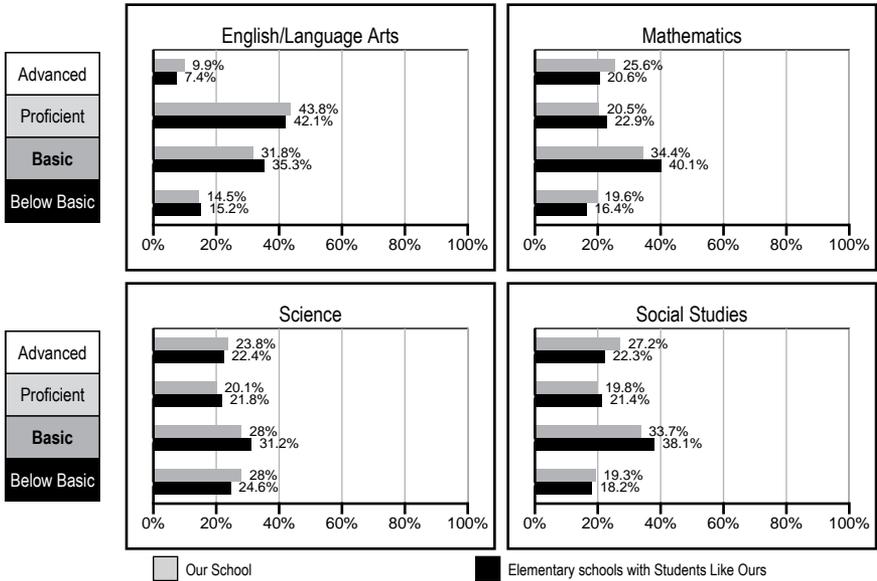
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	28	57	4	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=721)				
First graders who attended full-day kindergarten	98.2%	Down from 98.3%	100.0%	100.0%
Retention rate	3.1%	Up from 1.7%	1.8%	2.3%
Attendance rate	97.2%	Up from 97.0%	96.5%	96.3%
Eligible for gifted and talented	21.0%	Down from 24.0%	17.0%	10.4%
With disabilities other than speech	6.1%	Down from 6.2%	6.5%	7.5%
Older than usual for grade	0.2%	Down from 1.0%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	72.9%	Up from 72.0%	60.7%	56.7%
Continuing contract teachers	83.3%	Up from 82.0%	80.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.2%	Down from 90.8%	89.2%	86.4%
Teacher attendance rate	96.3%	Up from 95.5%	94.7%	94.9%
Average teacher salary	\$47,284	Up 4.3%	\$46,809	\$45,345
Professional development days/teacher	9.4 days	Down from 10.1 days	13.3 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 19.3 to 1	19.5 to 1	18.5 to 1
Prime instructional time	92.9%	Up from 92.3%	89.8%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,265	Up 4.3%	\$6,587	\$7,052
Percent of expenditures for instruction*	75.1%	Up from 74.7%	69.3%	69.1%
Percent of expenditures for teacher salaries*	72.9%	Up from 72.1%	66.0%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

At West View Elementary School, our mission is "Wildcats are A.C.E.S.- All Children Experiencing Success." West View Elementary met Adequate Yearly Progress, satisfying all 19 objectives set for the school. West View continues to be an award-winning school, being recognized as a Flagship School of Promise for the 2007 school year. The teachers, staff, parents, and community promise to provide the best education possible for our students.

Teacher and staff accomplishments included participation in numerous courses and staff development activities. We are proud of Mr. Andy Connolly who earned National Board Certification; and Mrs. Donna Amons was awarded an EIA Grant. Third graders enjoyed their trips and experiences focused on Spartanburg history. Fourth grade teacher, Ms. Donna Brooks was awarded a Donor's Choose Grant, "Weather, Weather, Who's Got the Weather?" WVES also received a \$6,000 matching grant from the Mary Black Foundation. We are excited that Mrs. Lisa Smith will represent the school as the newly "crowned" Teacher of the Year. Teachers, staff, parents, and students celebrated the contributions of one outstanding educator, Mrs. Ann Hamrick, as she made plans to enter retirement.

PTO continues to fund programs that directly impact the growth and successes of our students. These programs and activities include Accelerated Reader, Sunshine Math, Math Superstars, Leveled Readers, and field experiences. MAP assessments provided an excellent tool to measure student progress. Teachers analyzed the data and identified the strengths and weaknesses of each student. In addition, sessions were offered each morning in the computer lab to both challenge and enrich our wildcats. As we continue with our Balanced Literacy Approach, teachers focused on writing and the writing process. Many teachers implemented writing centers and writer workshops within the classrooms. Our goal is to become learning leaders and to promote the success of every student. The staff, parents, and community of West View Elementary School are proud of the continuous progress and academic growth of our students. Through our collaborative commitment and dedication, our students continue to experience success. As always, thank you for your support!

Shawn R. Wootton, Principal
Kim Hewitt, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	114	82
Percent satisfied with learning environment	97.8%	92.8%	82.7%
Percent satisfied with social and physical environment	95.7%	86.5%	88.6%
Percent satisfied with school-home relations	100.0%	84.8%	83.8%

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

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School Adequate Yearly Progress

NO

This school met 17 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

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. Sanction: Implement the restructuring plan.
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	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	6.8%

	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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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	366	99.5	14	32	44	10	65.7	49	48.2	Yes	Yes
Gender											
Male	168	98.8	18.9	31.4	45.3	4.4	61	41.9	41.7	N/A	N/A
Female	198	100	9.9	32.5	42.9	14.7	69.6	56.4	55	N/A	N/A
Racial/Ethnic Group											
White	165	99.4	6.9	23.1	55	15	80.6	59.8	60	Yes	Yes
African American	130	99.2	21.5	46.3	27.3	5	48.8	34	31.7	Yes	Yes
Asian/Pacific Islander	31	100	10	13.3	63.3	13.3	83.3	55.9	70.4	I/S	I/S
Hispanic	37	100	22.2	41.7	33.3	2.8	41.7	33.6	38.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	43.3	47	I/S	I/S
Disability Status											
Disabled	48	95.8	40.5	38.1	19	2.4	28.6	10.7	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	38.1	N/A	N/A						
English Proficiency											
Limited English Proficient	37	100	33.3	33.3	30.6	2.8	38.9	24.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	182	98.9	20.3	41.3	35.5	2.9	50.6	33.8	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	366	99.7	19.4	34.5	20.5	25.6	55.8	50.5	45.8	Yes	Yes
Gender											
Male	168	99.4	21.9	30.6	20	27.5	57.5	50.8	45.6	N/A	N/A
Female	198	100	17.3	37.7	20.9	24.1	54.5	50.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	165	100	7.5	30.4	24.2	37.9	75.2	61.7	59	Yes	Yes
African American	130	99.2	36.4	42.1	15.7	5.8	27.3	32.8	26.9	No	Yes
Asian/Pacific Islander	31	100	10	16.7	16.7	56.7	80	66	71.3	I/S	I/S
Hispanic	37	100	25	41.7	22.2	11.1	44.4	36.7	38.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	46.7	46.2	I/S	I/S
Disability Status											
Disabled	48	97.9	53.5	25.6	9.3	11.6	25.6	13.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	32.5	N/A	N/A						
English Proficiency											
Limited English Proficient	37	100	33.3	33.3	16.7	16.7	44.4	33.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	182	99.5	30.6	40.5	17.3	11.6	37.6	36.4	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	249	99.6	28	28	20.1	23.8	43.9	36.5	35.7	97.2	96.5
Gender											
Male	115	99.1	26.4	25.5	21.8	26.4	48.2	39.1	37.4	97.2	96.4
Female	134	100	29.5	30.2	18.6	21.7	40.3	33.7	33.8	97.3	96.5
Racial/Ethnic Group											
White	104	100	10.9	26.7	21.8	40.6	62.4	48.1	49.2	97.2	96.2
African American	94	98.9	48.9	28.4	14.8	8	22.7	17.9	17	97.4	97
Asian/Pacific Islander	23	100	13	26.1	30.4	30.4	60.9	47.7	58	97.7	97.3
Hispanic	27	100	34.6	34.6	23.1	7.7	30.8	22.6	24.9	96.9	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	31.6	37.4	93.9	95.8
Disability Status											
Disabled	34	97.1	58.1	25.8	9.7	6.5	16.1	9.2	14	96.4	95.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	95.6
English Proficiency											
Limited English Proficient	24	100	34.8	34.8	26.1	4.3	30.4	19.1	24.4	97	96.5
Socio-Economic Status											
Subsided meals	122	99.2	44.3	28.7	19.1	7.8	27	21.9	21.1	96.9	96
Social Studies											
All Students	252	99.6	19.3	33.7	19.8	27.2	46.9	36.9	34	97.2	96.5
Gender											
Male	113	99.1	18.3	27.5	21.1	33	54.1	40.5	36.6	97.2	96.4
Female	139	100	20.1	38.8	18.7	22.4	41	33.2	31.3	97.3	96.5
Racial/Ethnic Group											
White	114	100	11.7	26.1	18.9	43.2	62.2	45.9	44.5	97.2	96.2
African American	86	98.8	28.4	46.9	18.5	6.2	24.7	23.8	19.1	97.4	97
Asian/Pacific Islander	23	100	4.5	27.3	31.8	36.4	68.2	50	58.9	97.7	97.3
Hispanic	26	100	34.6	30.8	15.4	19.2	34.6	22.5	27.5	96.9	96.3
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	33.3	32.7	93.9	95.8
Disability Status											
Disabled	33	97	36.7	30	16.7	16.7	33.3	11.4	14.4	96.4	95.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	95.6
English Proficiency											
Limited English Proficient	26	100	38.5	34.6	11.5	15.4	26.9	17	27.3	97	96.5
Socio-Economic Status											
Subsided meals	125	99.2	31.4	39.7	16.5	12.4	28.9	22.9	21	96.9	96

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	135	99.3	8.3	20.7	59.5	11.6	71.1	
	4	129	100	19.3	37.8	38.7	4.2	42.9	
	5	123	100	23.3	37.1	37.1	2.6	39.7	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	107	100	4.9	21.6	52.9	20.6	73.5	
	4	134	100	14.7	33.3	42.6	9.3	51.9	
	5	125	98.4	21	39.5	37.8	1.7	39.5	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	135	100	13.1	35.2	28.7	23	51.6	
	4	129	100	21.8	34.5	26.1	17.6	43.7	
	5	123	100	14.7	44	13.8	27.6	41.4	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	107	100	12.7	34.3	20.6	32.4	52.9	
	4	134	100	14.7	33.3	20.2	31.8	51.9	
	5	125	99.2	30	35.8	20.8	13.3	34.2	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	68	100	21.7	38.3	31.7	8.3	40	
	4	129	100	37	29.4	18.5	15.1	33.6	
	5	61	100	31	22.4	10.3	36.2	46.6	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	53	100	22	26	28	24	52	
	4	134	100	22.5	32.6	20.2	24.8	45	
	5	62	98.4	45	20	13.3	21.7	35	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	67	100	6.3	47.6	31.7	14.3	46	
	4	129	100	29.4	28.6	19.3	22.7	42	
	5	62	100	46.6	27.6	10.3	15.5	25.9	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	54	100	5.8	42.3	25	26.9	51.9	
	4	134	100	17.8	30.2	20.2	31.8	51.9	
	5	64	98.4	33.9	33.9	14.5	17.7	32.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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