



## WEST END ELEMENTARY

314 Pelzer Highway  
Easley, SC 29642

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	749 Students	
<b>Principal</b>	Angie G. Rodgers	864-397-2500
<b>Superintendent</b>	Dr. Henry Hunt	864-397-1000
<b>Board Chair</b>	Jim Shelton	864-836-8465

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Average</b>
2009	Good	Average
2008	Average	Average
2007	Average	Below Average
2006	Good	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

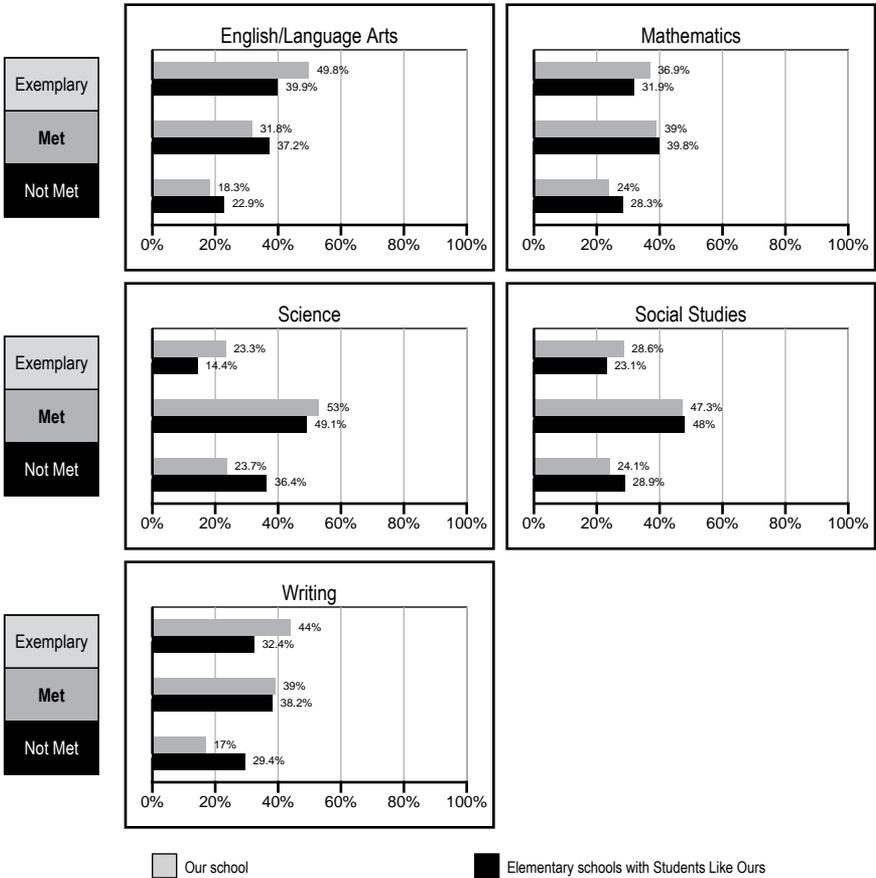
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
8	24	89	3	0

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

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=749)</b>				
First graders who attended full-day kindergarten	99.0%	Up from 97.5%	100.0%	100.0%
Retention rate	0.8%	Down from 2.6%	1.2%	1.2%
Attendance rate	96.0%	Down from 96.6%	95.9%	96.1%
Eligible for gifted and talented	17.6%	Up from 14.8%	11.8%	11.7%
With disabilities other than speech	8.5%	Up from 6.9%	8.7%	8.0%
Older than usual for grade	0.2%	No Change	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	52.2%	Up from 52.1%	60.0%	60.5%
Continuing contract teachers	91.3%	Up from 79.2%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.1%	Up from 92.0%	88.8%	87.0%
Teacher attendance rate	96.7%	Up from 96.4%	95.4%	95.4%
Average teacher salary*	\$47,354	Up 0.0%	\$47,258	\$47,288
Professional development days/teacher	13.3 days	Down from 14.7 days	10.5 days	10.5 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	21.2 to 1	Up from 21.1 to 1	19.1 to 1	19.2 to 1
Prime instructional time	92.4%	Up from 91.7%	90.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,651	Up 1.8%	\$7,512	\$7,548
Percent of expenditures for instruction**	64.3%	Down from 65.4%	67.4%	68.7%
Percent of expenditures for teacher salaries**	60.9%	Up from 59.3%	63.8%	65.1%

\* 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 mission statement is "Together WE (West End) will build a strong educational foundation of academic excellence for all students through quality learning experiences with support from home and community." Parents, teachers, and staff of West End strive to form a strong team to provide a well-rounded program for students. The PTA, SIC, and business partners are supportive of the mission of the school. Parents participate in school activities by volunteering, attending conferences and school events, and participating in parent workshops.

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 ways to remediate and accelerate students.

Teachers and instructional support staff have worked together to develop a school professional development plan to enhance teacher instruction and address curricular weaknesses. Teachers have participated in district professional development offerings and school-level professional learning communities to work collegially within the district and at the school level to improve the instructional program.

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 positive behavior interventions have helped reduce office referrals and have given an encouraging boost to the overall school climate.

During 2009-10, a variety of enrichment programs were available for students. Examples of these programs include: a summer enrichment program, a volunteer reading buddy program, a "reading with the dogs" 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 and Therapeutic Behavioral Support.

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, science fair, local art shows, a variety show (talent showcase), field trips, and service learning projects.

West End was awarded the 09-10 Red Carpet Award for creating a family-friendly school environment and was recognized with the 2009-10 Safe School Award for working to keep children safe through safety awareness.

Valerie Root, SIC Chairperson

Angie Rodgers, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	105	68
Percent satisfied with learning environment	94.9%	94.3%	89.7%
Percent satisfied with social and physical environment	100.0%	85.7%	88.2%
Percent satisfied with school-home relations	91.9%	91.4%	86.8%

\* 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 20 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	0.3%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	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 = 58.8% (Met or Exemplary)</b>										
All Students	355	100	18.3	31.8	49.8	90.4	87.2	83.5	Yes	Yes
<b>Gender</b>										
Male	187	100	22.3	32.6	45.1	87.4	84	80.1	N/A	N/A
Female	168	100	13.9	31	55.1	93.7	90.7	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	259	100	14.1	31.5	54.4	92.1	88.7	89.6	Yes	Yes
African American	60	100	29.8	36.8	33.3	84.2	75.4	74.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.1	92.7	I/S	I/S
Hispanic	28	100	32.1	32.1	35.7	85.7	82.5	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	93.1	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	49	100	60	20	20	60	57.1	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	27	100	26.7	33.3	40	86.7	81.2	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	220	100	25.2	34.2	40.6	86.1	81.6	76.9	Yes	Yes
<b>Mathematics - State Performance Objective = 57.8% (Met or Exemplary)</b>										
All Students	355	100	24	39	36.9	86.2	83.8	80.4	Yes	Yes
<b>Gender</b>										
Male	187	100	24	38.3	37.7	86.3	81.7	78.4	N/A	N/A
Female	168	100	24.1	39.9	36.1	86.1	86.1	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	259	100	18.7	40.7	40.7	90.5	85.6	87.8	Yes	Yes
African American	60	100	38.6	38.6	22.8	77.2	71.2	69.3	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	92.2	93.5	I/S	I/S
Hispanic	28	100	39.3	35.7	25	67.9	72.5	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.8	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	49	100	62.5	30	7.5	55	51.2	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	27	100	40	30	30	70	78.2	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	220	100	28.7	39.1	32.2	82.7	76.6	72.8	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	236	100	23.7	53	23.3	76.3	76.1	67.3
<b>Gender</b>								
Male	123	100	19.3	52.6	28.1	80.7	76.1	66.9
Female	113	100	28.6	53.3	18.1	71.4	76.2	67.7
<b>Racial/Ethnic Group</b>								
White	175	100	19.1	56.2	24.7	80.9	78.5	79.6
African American	37	100	38.2	50	11.8	61.8	57.3	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.8	84.4
Hispanic	18	100	38.9	38.9	22.2	61.1	66.5	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	65	69.5
<b>Disability Status</b>								
Disabled	23	100	43.8	43.8	12.5	56.3	43.7	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	16	100	38.9	38.9	22.2	61.1	68.5	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	147	100	31.1	50	18.9	68.9	65.7	55.4
<b>Social Studies</b>								
All Students	233	100	24.1	47.3	28.6	75.9	77	70.9
<b>Gender</b>								
Male	121	100	23	49.6	27.4	77	76	70.1
Female	112	100	25.2	44.9	29.9	74.8	78	71.7
<b>Racial/Ethnic Group</b>								
White	165	100	20.5	48.1	31.4	79.5	78.5	79.2
African American	45	100	38.1	45.2	16.7	61.9	64.5	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	83.5	86.8
Hispanic	18	100	27.8	50	22.2	72.2	73.6	68
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	70.6	71.2
<b>Disability Status</b>								
Disabled	38	100	50	40.6	9.4	50	41.2	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	18	100	25	55	20	75	76.2	68
<b>Socio-Economic Status</b>								
Subsidized meals	143	100	33.3	41.7	25	66.7	67.4	60.8

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	355	100	17.2	38.9	43.9	82.8	79.4	72.1	96	96.2
<b>Gender</b>										
Male	187	100	22.5	41	36.5	77.5	72.7	65.2	96.1	96.2
Female	168	100	11.3	36.5	52.2	88.7	86.5	79.2	95.9	96.2
<b>Racial/Ethnic Group</b>										
White	259	100	13.1	40.6	46.3	86.9	81.3	80.8	95.8	96.1
African American	60	100	29.8	38.6	31.6	70.2	65.4	59.7	96.3	96.6
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88	87	97.9	97.7
Hispanic	29	100	27.6	34.5	37.9	72.4	69.4	64.6	96.6	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	62.1	73.4	96	95.1
<b>Disability Status</b>										
Disabled	46	100	53.8	35.9	10.3	46.2	34.8	27.7	94.2	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	93.1
<b>English Proficiency</b>										
Limited English Proficient	28	100	25.8	25.8	48.4	74.2	72.5	63.7	97.3	97.4
<b>Socio-Economic Status</b>										
Subsidized meals	215	100	23.8	40.6	35.6	76.2	69.8	61.9	95.6	95.5

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
<b>English/Language Arts</b>							
<b>2009</b>	3	114	100	13.9	28.7	57.4	86.1
	4	117	100	26.9	38.9	34.3	73.1
	5	98	100	16.9	46.1	37.1	83.1
	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>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>Mathematics</b>							
<b>2009</b>	3	114	100	24.1	40.7	35.2	75.9
	4	117	100	15.7	49.1	35.2	84.3
	5	98	100	21.3	46.1	32.6	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>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>Science</b>							
<b>2009</b>	3	55	100	20.4	48.1	31.5	79.6
	4	117	100	26.9	59.3	13.9	73.1
	5	48	100	20.9	60.5	18.6	79.1
	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>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

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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>2009</b>	3	59	100	7.4	44.4	48.1	92.6
	4	117	100	22.2	57.4	20.4	77.8
	5	50	100	30.4	32.6	37	69.6
	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>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>Writing</b>							
<b>2009</b>	3	114	100	16.5	25.7	57.8	83.5
	4	120	100	24.3	38.7	36.9	75.7
	5	96	100	18.5	38	43.5	81.5
	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>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

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