



Westwood Elementary School

124 Highway 28 Bypass
Abbeville, SC 29620

Grades	3-5 Elementary School	
Enrollment	376 Students	
Principal	David Nixon	864-366-9604
Superintendent	Dr. Ivan Randolph	864-366-5427
Board Chair	Dr. Bill Crenshaw	864-379-8411

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Excellent	Excellent
2011	Excellent	Good
2010	Good	Good
2009	Good	Average
2008	Average	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 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://www.eoc.sc.gov>

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

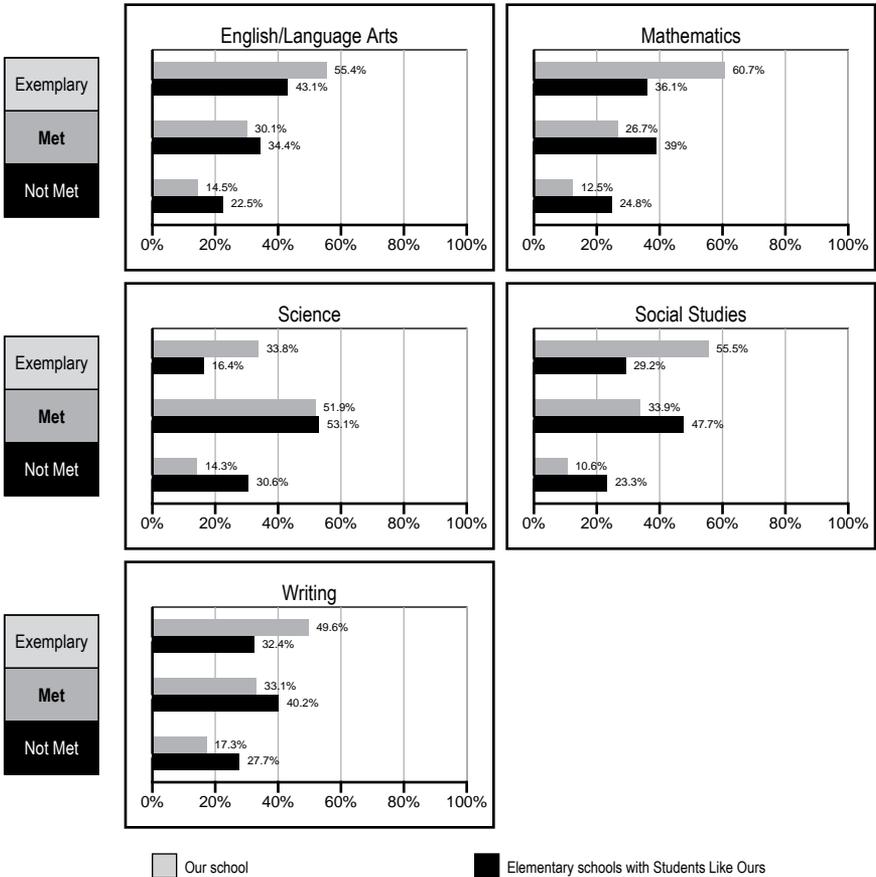
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
21	44	56	3	0

* Ratings are calculated with data available by 11/07/2012.

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
Students (n=376)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.3%	No Change	1.2%	1.0%
Attendance rate	96.3%	Up from 95.7%	96.4%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	66.7%	Up from 63.3%	61.9%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	91.0%	Up from 80.4%	89.6%	88.7%
Teacher attendance rate	91.7%	Down from 94.9%	95.2%	95.1%
Average teacher salary*	\$44,149	Up 2.2%	\$47,395	\$47,210
Professional development days/teacher	1.2 days	Down from 3.9 days	10.8 days	10.5 days
School				
Principal's years at school	1.0	Down from 7.0	4.5	4.0
Student-teacher ratio in core subjects	15.0 to 1	Down from 17.2 to 1	20.0 to 1	20.0 to 1
Prime instructional time	87.3%	Down from 89.8%	90.3%	90.5%
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**	\$7,246	Up 6.0%	\$7,072	\$7,247
Percent of expenditures for instruction**	68.0%	No Change	67.9%	68.2%
Percent of expenditures for teacher salaries**	66.5%	Up from 65.8%	66.2%	65.7%

* 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

The assessment component of our plan calls for the use of DIBELS to monitor the reading progress of students who are having difficulty throughout the year. We are continuing our program where all of the students who scored "at-risk" or "intensive" were tested more frequently. Testing students bi-monthly has allowed us to get a more accurate picture of the effectiveness of our interventions, and we adjusted them accordingly. 44 3rd and 4th grade students fell into these areas and were given the opportunity to attend our "After School Magic" program where they received additional assistance from 2:15 until 3:50 three days a week. The improvement these students have shown from this extra intervention has been remarkable. All of this information will provide a better idea of how students are performing and how best to meet their needs as we continue to see the number of "at-risk" students decrease.

We were also encouraged by this year's MAP scores. MAP testing is administered once in the fall, once in the winter, again in the spring, and after PASS is administered. MAP is a way of gauging academic growth and projecting where students will perform on the PASS Test. All students at Westwood showed growth according to their MAP scores. Translating the scores into their PASS equivalents allows us to compare the past scores from PASS to how they performed this year on MAP.

We were able to provide remediation and enrichment for our students through our Related Arts Teachers. Creative scheduling allowed each of these teachers an hour and a half each morning to work with our students in the areas of math and reading.

Westwood continues to use the Data Room in the school. Each student in the school is tracked based on his or her MAP, CAI and other data sources to help identify individual student performance and mastery of standards.

We made adjustments to our schedule this year by moving all Related Arts to after 11:30. This allows for more uninterrupted instruction in the morning which statistically is the most important time for students to retain information.

Thus far, 2011-2012 has been a very productive year. We are certainly encouraged by the data we have seen and look forward to taking PASS.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	130	50
Percent satisfied with learning environment	100.0%	96.1%	92.0%
Percent satisfied with social and physical environment	100.0%	90.8%	85.4%
Percent satisfied with school-home relations	100.0%	87.7%	80.9%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	91.6
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Westwood Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	678.6	681.7	653.6	669.4	100.0	100.0
Male	674.4	680.2	657.6	671.2	100.0	100.0
Female	682.3	683.0	649.9	667.9	100.0	100.0
White	706.0	706.6	678.6	693.5	100.0	100.0
African American	651.1	656.2	627.3	643.6	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	627.6	627.8	599.5	606.1	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	659.2	663.6	635.1	653.6	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	124	100	14.5	23.9	61.5	85.5
	4	142	100	17.5	35.8	46.7	82.5
	5	132	100	16.9	47.7	35.4	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
2012	3	119	100	10.7	19.6	69.6	89.3
	4	118	100	16.7	32.5	50.9	83.3
	5	141	100	15.4	36	48.5	84.6
	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
Mathematics							
2011	3	124	100	14.5	26.5	59	85.5
	4	142	100	15.3	38.7	46	84.7
	5	132	100	17.7	34.6	47.7	82.3
	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
2012	3	119	100	12.5	20.5	67	87.5
	4	118	100	13.2	29.8	57	86.8
	5	141	100	11.8	29.4	58.8	88.2
	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
Science							
2011	3	62	100	29.5	36.1	34.4	70.5
	4	142	100	23.4	49.6	27	76.6
	5	68	100	41.2	32.4	26.5	58.8
	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
2012	3	58	100	30.9	41.8	27.3	69.1
	4	118	100	8.8	62.3	28.9	91.2
	5	72	100	10	41.4	48.6	90
	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
Social Studies							
2011	3	62	100	14.3	28.6	57.1	85.7
	4	142	100	17.5	48.9	33.6	82.5
	5	64	100	30.6	37.1	32.3	69.4
	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
2012	3	61	100	5.3	33.3	61.4	94.7
	4	118	100	9.6	34.2	56.1	90.4
	5	69	100	16.7	33.3	50	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
Writing							
2011	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	132	98.5	30.2	31.8	38	69.8
	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
2012	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	140	97.9	17.3	33.1	49.6	82.7
	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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