



## Westview Elementary

100 Westview Blvd.  
Goose Creek, SC 29445

<b>Grades</b>	4-5 Elementary School	
<b>Enrollment</b>	411 Students	
<b>Principal</b>	Russell Boston	843-797-2992
<b>Superintendent</b>	Dr. J. Chester Floyd	843-899-8600
<b>Board Chair</b>	Douglas Cooper	843-819-3320

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Good	Average
2006	Good	Average
2005	Good	Below Average
2004	Good	Below Average

## 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**

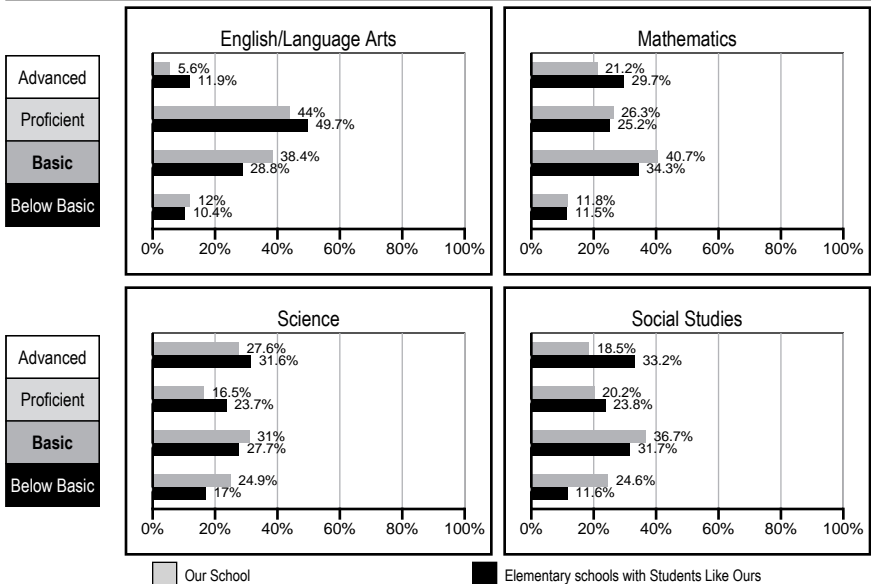
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.7%

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

Excellent	Good	Average	Below Average	At-Risk
9	22	6	1	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
<b>Students (n=411)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	Down from 1.4%	1.7%	2.3%
Attendance rate	97.4%	Up from 96.9%	96.7%	96.3%
Eligible for gifted and talented	18.9%	Down from 20.5%	18.8%	10.4%
With disabilities other than speech	7.1%	Up from 3.8%	7.0%	7.5%
Older than usual for grade	0.7%	Up from 0.5%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	No Change	0.0%	0.0%
<b>Teachers (n=23)</b>				
Teachers with advanced degrees	65.2%	Down from 69.6%	60.2%	56.7%
Continuing contract teachers	87.0%	No Change	79.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	76.8%	Up from 76.6%	87.6%	86.4%
Teacher attendance rate	94.2%	Down from 96.4%	95.4%	94.9%
Average teacher salary	\$49,749	Up 3.2%	\$46,448	\$45,345
Professional development days/teacher	11.4 days	Down from 13.3 days	11.7 days	12.6 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	Down from 22.9 to 1	20.4 to 1	18.5 to 1
Prime instructional time	90.6%	Down from 92.7%	90.6%	89.8%
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*	\$7,767	Up 3.3%	\$6,506	\$7,052
Percent of expenditures for instruction*	51.0%	Down from 57.9%	70.7%	69.1%
Percent of expenditures for teacher salaries*	46.2%	Down from 51.8%	65.7%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Westview Elementary is home to approximately 420 fourth and fifth grade students. We are one of three schools on the Westview campus. Though small in size, we have high hopes and expectations for our students. Our mission is to ensure the academic, social, emotional, and physical development of all students by challenging them to reach their personal best. Our teachers combine traditional approaches with current research and innovative programs to provide a well-rounded education. Character Traits and Lifeskills are integrated through the "Spouting Off Good Character" program. Positive Behavior Interventions and Supports (PBIS) was implemented this year. This school-wide system of supports focuses on positive behaviors to decrease negative behaviors. The "Sea of Readers" program challenges students to meet their individualized reading goals while increasing independent reading levels. At-risk students receive small group instruction by a reading interventionist during the school day and after school by certified teachers. The school day is extended through our after-school program.

Student achievement is our top priority. Teachers use MAP (Measures of Academic Progress) data for targeting strengths and weaknesses of our students. Two networked computer labs along with SMART boards and LCD projectors in each classroom serve to enrich the curriculum.

We were successful in achieving AYP (Adequate Yearly Progress) again this year under the Federal No Child Left Behind Act. In addition, our school received the Palmetto Silver Award by the South Carolina State Department of Education.

The Westview staff, parents, and community will continue to work diligently to ensure every student's success in 2008-2009.

Jacki Atkinson, Principal  
Sheryl Roberts, School Improvement Council Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	193	129
Percent satisfied with learning environment	100.0%	81.3%	94.4%
Percent satisfied with social and physical environment	96.0%	79.2%	97.6%
Percent satisfied with school-home relations	95.7%	85.5%	95.2%

\* 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

NO

This school met 18 out of 19 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	<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."</b>

## 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	1.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.4%	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	430	100	12	38.4	44	5.6	61.1	48.6	48.2	Yes	Yes
<b>Gender</b>											
Male	248	100	14	40.4	42.5	3.1	56.1	40.8	41.7	N/A	N/A
Female	182	100	9.2	35.6	46	9.2	68.1	56.8	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	306	100	10	38.9	45	6.1	63.9	55.4	60	Yes	Yes
African American	71	100	19.4	41.9	33.9	4.8	48.4	36.5	31.7	Yes	Yes
Asian/Pacific Islander	24	100	8.7	26.1	60.9	4.3	69.6	73	70.4	I/S	I/S
Hispanic	26	100	20.8	33.3	41.7	4.2	50	39.9	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
<b>Disability Status</b>											
Disabled	48	100	45.9	43.2	10.8	0	21.6	12.9	16	I/S	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	20	100	22.2	50	27.8	0	33.3	37.4	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	122	100	19.3	36.8	41.2	2.6	55.3	38.5	34	Yes	Yes

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

All Students	430	100	11.8	40.7	26.3	21.2	58.3	44.2	45.8	Yes	Yes
<b>Gender</b>											
Male	248	100	10.5	43	26.3	20.2	60.1	44.4	45.6	N/A	N/A
Female	182	100	13.5	37.4	26.4	22.7	55.8	43.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	306	100	7.5	41.1	26.1	25.4	63.2	52.8	59	Yes	Yes
African American	71	100	27.4	48.4	12.9	11.3	33.9	28.2	26.9	No	Yes
Asian/Pacific Islander	24	100	8.7	17.4	60.9	13	78.3	70.4	71.3	I/S	I/S
Hispanic	26	100	25	33.3	33.3	8.3	50	38.9	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	47.5	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	48	100	40.5	40.5	13.5	5.4	29.7	14.6	17.1	I/S	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	20	100	27.8	27.8	38.9	5.6	50	38.6	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	122	100	21.9	39.5	19.3	19.3	46.5	33.8	31.4	Yes	Yes

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

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## 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
<b>Science</b>											
All Students	328	99.7	24.7	31.1	16.6	27.7	44.3	35.1	35.7	97.4	96.4
<b>Gender</b>											
Male	190	99.5	23.4	33.1	14.9	28.6	43.4	36.3	37.4	97.4	96.3
Female	138	100	26.4	28.1	19	26.4	45.5	33.9	33.8	97.4	96.5
<b>Racial/Ethnic Group</b>											
White	235	99.6	19.6	30.4	19.6	30.4	50	44.8	49.2	97.3	96
African American	55	100	44.7	36.2	8.5	10.6	19.1	18.5	17	97.5	96.9
Asian/Pacific Islander	18	100	5.9	35.3	11.8	47.1	58.8	51.3	58	98.1	97.5
Hispanic	17	100	50	25	6.3	18.8	25	26.8	24.9	97.4	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	38.7	37.4	99.9	95.2
<b>Disability Status</b>											
Disabled	38	100	61.3	19.4	6.5	12.9	19.4	9.8	14	97.3	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	13	100	58.3	33.3	8.3	0	8.3	24.3	24.4	97.8	96.9
<b>Socio-Economic Status</b>											
Subsided meals	96	100	38.9	25.6	11.1	24.4	35.6	23.7	21.1	97.3	96.1
<b>Social Studies</b>											
All Students	324	100	24.6	36.7	20.2	18.5	38.7	34.6	34	97.4	96.4
<b>Gender</b>											
Male	191	100	25	37.5	19.3	18.2	37.5	36.3	36.6	97.4	96.3
Female	133	100	24	35.5	21.5	19	40.5	32.8	31.3	97.4	96.5
<b>Racial/Ethnic Group</b>											
White	227	100	21.2	38	20.2	20.7	40.9	40.9	44.5	97.3	96
African American	53	100	42.6	25.5	19.1	12.8	31.9	22.7	19.1	97.5	96.9
Asian/Pacific Islander	18	100	11.1	27.8	38.9	22.2	61.1	59.5	58.9	98.1	97.5
Hispanic	24	100	31.8	54.5	4.5	9.1	13.6	31.3	27.5	97.4	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.8	32.7	99.9	95.2
<b>Disability Status</b>											
Disabled	39	100	51.6	29	6.5	12.9	19.4	11.8	14.4	97.3	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	19	100	35.3	41.2	23.5	0	23.5	29.6	27.3	97.8	96.9
<b>Socio-Economic Status</b>											
Subsided meals	97	100	33.3	33.3	21.1	12.2	33.3	25.5	21	97.3	96.1

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	201	99.5	8.9	35.6	52.4	3.1	55.5
	5	212	99.5	10.4	47.8	37.3	4.5	41.8
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	222	100	11.8	33.5	49.3	5.4	54.7
	5	208	100	12.2	43.6	38.3	5.9	44.1
	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
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	201	100	8.3	37	28.6	26	54.7
	5	212	100	11.9	48.5	17.8	21.8	39.6
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	222	100	10.8	39.4	24.1	25.6	49.8
	5	208	100	12.8	42	28.7	16.5	45.2
	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
<b>Science</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	199	100	25.1	32.5	25.7	16.8	42.4
	5	106	100	29.4	39.2	14.7	16.7	31.4
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	222	99.6	21.3	33.2	17.3	28.2	45.5
	5	106	100	31.9	26.6	14.9	26.6	41.5
	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
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	199	100	19.9	39.8	22.5	17.8	40.3
	5	106	100	19	45	12	24	36
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	222	100	23.6	35	21.7	19.7	41.4
	5	102	100	26.6	40.4	17	16	33
	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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