



West End Elementary

314 Pelzer Highway
Easley, SC 29642

Grades	PK-5 Elementary School	
Enrollment	739 Students	
Principal	Angie G. Rodgers	864-855-8165
Superintendent	Lee D'Andrea, Ph.D.	864-855-8150
Board Chair	Dr. B. J. Skelton	864-868-9691

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

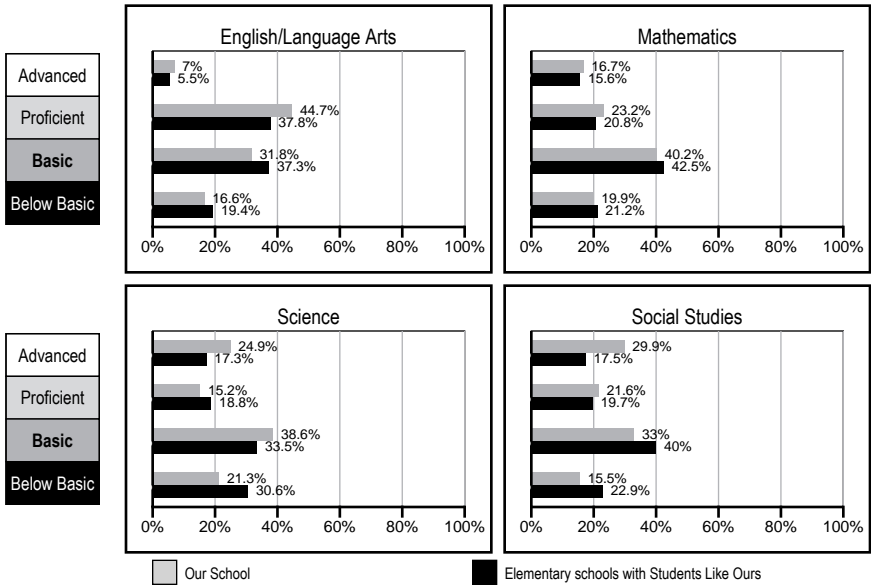
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	65	15	1

* 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=739)				
First graders who attended full-day kindergarten	99.2%	Down from 100.0%	100.0%	100.0%
Retention rate	2.3%	Down from 3.9%	2.7%	2.3%
Attendance rate	96.3%	Down from 96.6%	96.3%	96.3%
Eligible for gifted and talented	14.3%	Up from 12.2%	10.4%	10.4%
With disabilities other than speech	5.3%	Up from 4.7%	8.7%	7.5%
Older than usual for grade	0.2%	Down from 1.0%	0.7%	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	62.5%	Down from 71.4%	57.9%	56.7%
Continuing contract teachers	81.3%	Down from 92.9%	80.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	95.8%	Up from 92.4%	87.8%	86.4%
Teacher attendance rate	94.7%	Down from 95.9%	95.0%	94.9%
Average teacher salary	\$48,068	Down 2.0%	\$45,627	\$45,345
Professional development days/teacher	11.7 days	Up from 10.6 days	12.3 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 21.2 to 1	18.4 to 1	18.5 to 1
Prime instructional time	90.3%	Down from 91.6%	89.7%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.6%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$6,536	Up 2.3%	\$6,918	\$7,052
Percent of expenditures for instruction*	64.8%	Down from 65.5%	68.7%	69.1%
Percent of expenditures for teacher salaries*	60.7%	Down from 63.0%	65.0%	64.2%

* Prior year audited financial data are reported.

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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 for our students. The PTA and business partners are supportive of the mission of the school. Parents participate in school activities by volunteering, attending conferences, and participating in parent workshops.

The school staff has studied the results of the PACT (Palmetto Achievement Challenge Tests), South Carolina State Curriculum Standards, and classroom assessments to determine instructional strengths and weaknesses. A school professional development plan has been designed to address curricular weaknesses and school improvement through professional development. During the 2007-08 school year, West End utilized MAP (Measures of Academic Progress) and studied the results of these measures in the development of instruction. Work continues on a district-wide curriculum map for each grade level. West End has emphasized data driven instruction using DesCartes and differentiated instruction. Academic Plans for Students were written to address student weaknesses. Students received remediation and acceleration assistance through the computer assisted Classworks program, as well as through RIT band instruction during the school day. Promethean Boards were added to all classrooms to assist with technology integration into instruction.

During 2007-08, a variety of programs were available for students. These programs included English for Speakers of Other languages, Reading Recovery, Accelerated Reader, character education programs, classes for gifted and talented students, a computer and science lab, career days, reading buddies, mentors, student tutors, and programs for special learners. Other services included a nurse, school psychologist, guidance counselor, district attendance worker, and coordination 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, students of the month, flag and safety patrol, and a student guidance team. Students participated in a music festival, science fair, a variety of local art shows, and in various literary and poster contests. Field trips, service learning opportunities, community projects, a spelling bee, a summer program for gifted students, and a student newsletter expanded the curriculum. West End has been awarded the State Department of Education's Red Carpet Award for success in creating family-friendly school environments and providing excellent customer service. West End was also recognized as a Safe School by Safe Kids Upstate for providing a variety of forms of safety information to students and parents.

Valerie Root, SIC Chairperson ■■■ Angie Rodgers, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	111	87
Percent satisfied with learning environment	100.0%	89.2%	82.6%
Percent satisfied with social and physical environment	100.0%	82.0%	87.2%
Percent satisfied with school-home relations	88.1%	88.3%	75.6%

* 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 16 out of 17 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	0.2%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	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

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	331	100	16.6	31.8	44.7	7	63.9	55.9	48.2	Yes	Yes
Gender											
Male	168	100	23.3	33.3	36.7	6.7	56	49.1	41.7	N/A	N/A
Female	163	100	9.9	30.3	52.6	7.2	71.7	63	55	N/A	N/A
Racial/Ethnic Group											
White	238	100	15.8	28.4	49.5	6.3	68.9	58.4	60	Yes	Yes
African American	65	100	19.3	42.1	29.8	8.8	45.6	36.2	31.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	70.4	70.4	I/S	I/S
Hispanic	22	100	22.2	50	27.8	0	50	41.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	72.7	47	I/S	I/S
Disability Status											
Disabled	38	100	46.9	34.4	18.8	0	25	17.2	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	21	100	18.8	31.3	25	25	68.8	46	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	188	100	21.2	37	38.2	3.6	56.4	41	34	Yes	Yes

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

All Students	331	100	19.5	40.4	23.5	16.6	52.6	52.3	45.8	Yes	Yes
Gender											
Male	168	100	22.7	38.7	20.7	18	52	52.2	45.6	N/A	N/A
Female	163	100	16.4	42.1	26.3	15.1	53.3	52.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	238	100	16.2	39.6	27	17.1	57.2	55	59	Yes	Yes
African American	65	100	31.6	43.9	14	10.5	33.3	28.8	26.9	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	74.1	71.3	I/S	I/S
Hispanic	22	100	27.8	38.9	16.7	16.7	44.4	42.8	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	46.2	I/S	I/S
Disability Status											
Disabled	38	100	46.9	37.5	15.6	0	25	18.4	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	21	100	25	31.3	12.5	31.3	62.5	51.2	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	188	100	24.2	43.6	17.6	14.5	42.4	37.2	31.4	Yes	Yes

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

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*	School Attendance Rate	District Attendance Rate
Science											
All Students	212	100	20.6	38.7	15.5	25.3	40.7	43.9	35.7	96.3	96.2
Gender											
Male	106	100	20.4	38.7	11.8	29	40.9	46.3	37.4	96.4	96.2
Female	106	100	20.8	38.6	18.8	21.8	40.6	41.4	33.8	96.2	96.3
Racial/Ethnic Group											
White	158	100	20	35.3	16.7	28	44.7	46.9	49.2	96.2	96.2
African American	38	100	25	59.4	9.4	6.3	15.6	19.4	17	96.5	96.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	72.9	58	97.6	98
Hispanic	11	100	25	37.5	0	37.5	37.5	27.9	24.9	96.5	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	92.7	94.9
Disability Status											
Disabled	22	100	42.1	42.1	5.3	10.5	15.8	15.7	14	96	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	97.8
English Proficiency											
Limited English Proficient	11	100	28.6	14.3	28.6	28.6	57.1	39	24.4	96.9	97.3
Socio-Economic Status											
Subsidized meals	112	100	23.5	45.9	12.2	18.4	30.6	30.4	21.1	95.8	95.3
Social Studies											
All Students	214	100	15.5	33	21.6	29.9	51.5	43.8	34	96.3	96.2
Gender											
Male	99	100	18.2	25	21.6	35.2	56.8	46.1	36.6	96.4	96.2
Female	115	100	13.2	39.6	21.7	25.5	47.2	41.3	31.3	96.2	96.3
Racial/Ethnic Group											
White	149	100	13.8	31.2	24.6	30.4	55.1	45.8	44.5	96.2	96.2
African American	45	100	20	42.5	12.5	25	37.5	24.6	19.1	96.5	96.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	71.7	58.9	97.6	98
Hispanic	16	100	23.1	30.8	15.4	30.8	46.2	38.5	27.5	96.5	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	92.7	94.9
Disability Status											
Disabled	25	100	40	30	15	15	30	16.3	14.4	96	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	97.8
English Proficiency											
Limited English Proficient	15	100	18.2	18.2	18.2	45.5	63.6	43.8	27.3	96.9	97.3
Socio-Economic Status											
Subsidized meals	122	100	19.8	31.1	18.9	30.2	49.1	29.6	21	95.8	95.3

* 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*	
English/Language Arts									
2007	3	93	100	11.5	29.9	44.8	13.8	58.6	
	4	109	100	9.9	47.5	40.6	2	42.6	
	5	93	100	13.4	53.7	31.7	1.2	32.9	
	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	117	100	12.3	25.5	48.1	14.2	62.3	
	4	95	100	22.1	24.4	50	3.5	53.5	
	5	119	100	16.4	43.6	37.3	2.7	40	
	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	93	100	17.2	43.7	25.3	13.8	39.1	
	4	109	100	9.9	45.5	26.7	17.8	44.6	
	5	93	100	17.1	52.4	20.7	9.8	30.5	
	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	117	100	21.7	37.7	18.9	21.7	40.6	
	4	95	100	22.1	30.2	29.1	18.6	47.7	
	5	119	100	15.5	50.9	23.6	10	33.6	
	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	46	100	28.6	38.1	23.8	9.5	33.3	
	4	109	100	37.6	33.7	23.8	5	28.7	
	5	45	97.8	18.9	24.3	16.2	40.5	56.8	
	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	56	100	15.4	48.1	19.2	17.3	36.5	
	4	95	100	27.9	38.4	11.6	22.1	33.7	
	5	61	100	14.3	30.4	17.9	37.5	55.4	
	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	47	100	2.2	51.1	33.3	13.3	46.7	
	4	109	100	23.8	49.5	17.8	8.9	26.7	
	5	48	100	13.6	54.5	18.2	13.6	31.8	
	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	61	100	3.7	24.1	22.2	50	72.2	
	4	95	100	24.4	39.5	20.9	15.1	36	
	5	58	100	13	31.5	22.2	33.3	55.6	
	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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