



SC Annual School Report Card Summary

Westminster Elementary

Oconee

Grades: PK-5

Enrollment: 448

Principal: N. Michael McLeod

Superintendent: Dr. Michael Lucas

Board Chair: Harry B. Mays, Jr.

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD/SILVER AWARD	AYP STATUS	NCLB IMPROVEMENT STATUS
2008	Average	Below Average	TBD	Met	N/A
2007	Average	At-Risk	Silver	Met	N/A
2006	Average	Average	N/A	Met	N/A

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT

0

GOOD

4

AVERAGE

48

BELOW AVERAGE

38

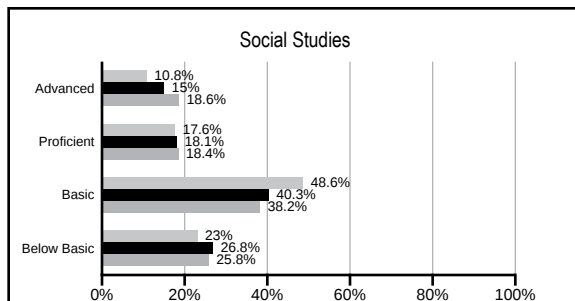
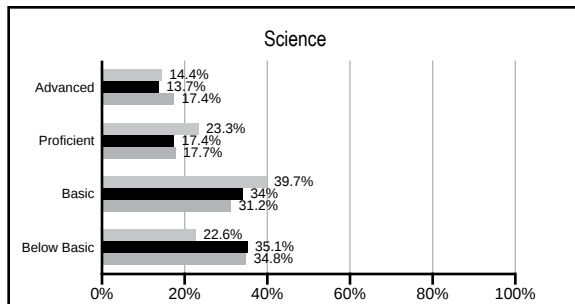
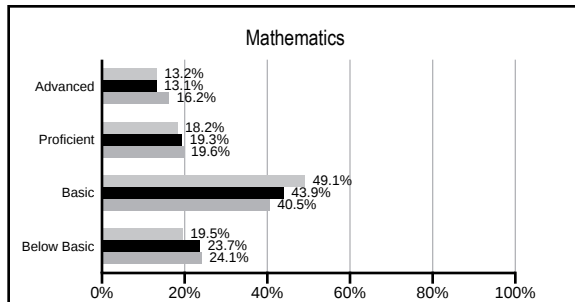
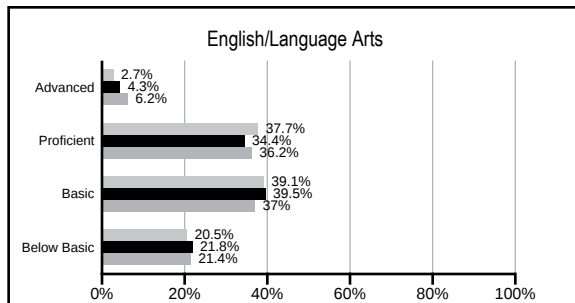
AT-RISK

1

* Ratings are calculated with data available by 02/17/2009. Schools with Students like Ours are Elementary Schools with poverty indices of no more than 5% above or below the index for this school.

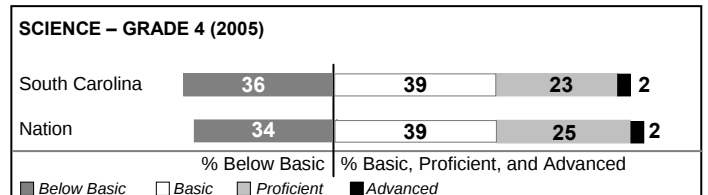
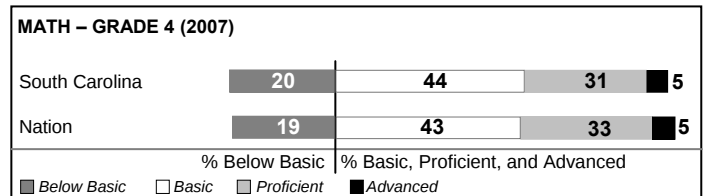
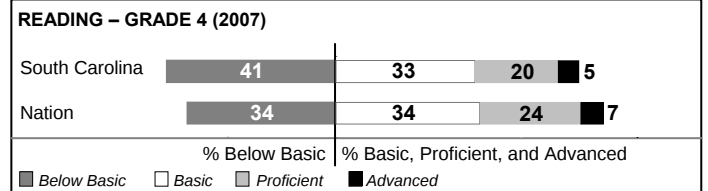
PACT PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 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.

2020 Goal: TBD

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Westminster Elementary [Oconee]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=448)				
Retention rate	2.3%	Down from 2.8%	2.9%	2.3%
Attendance rate	96.7%	Up from 96.3%	96.1%	96.3%
Eligible for gifted and talented	11.9%	Down from 14.6%	8.6%	10.4%
With disabilities other than speech	9.7%	Up from 7.1%	9.0%	7.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Up from 0.4%	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	60.0%	Up from 45.9%	56.2%	56.7%
Continuing contract teachers	80.0%	Down from 89.2%	79.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.5%	Down from 90.2%	86.7%	86.4%
Teacher attendance rate	93.0%	Down from 94.6%	94.9%	94.9%
Average teacher salary	\$45,012	Up 1.9%	\$45,339	\$45,345
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
School				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 19.3 to 1	18.5 to 1	18.5 to 1
Prime instructional time	88.4%	Down from 88.9%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,397	Down 5.2%	\$7,004	\$7,052
Percent of expenditures for instruction*	65.9%	Down from 66.3%	68.4%	69.1%
Percent of expenditures for teacher salaries*	62.2%	Up from 61.5%	63.9%	64.2%
% of AYP objectives met	100.0%		84.2%	85.7%

* Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	34	63	38
Percent satisfied with learning environment	100.0%	85.2%	97.4%
Percent satisfied with social and physical environment	100.0%	87.3%	100.0%
Percent satisfied with school-home relations	94.1%	88.7%	94.7%

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Westminster Elementary School continues to make progress toward the investment in the academic success of its students. The faculty and staff are committed to providing a positive culture for learning where we believe all children can learn. Our mission to develop literate, responsible, productive, lifelong learners is truly a statement of purpose. The significance of students setting personal academic goals has shown to be of vast importance as they continue to make gains in their knowledge base and grow to love learning.

A half-time literacy coach and full-time math coach were added to our staff and have proved to be very beneficial to teachers and students. With the leadership of these coaches, teachers engaged in professional development designed to expand their working knowledge of best practices in order to more effectively reach all learners. Additional emphasis was placed on individual student social, emotional, and academic needs, through the use of differentiated instruction. Westminster Elementary School will continue to use these coaches as valuable resources.

Data studies continue to prove beneficial for the school. Teachers are able to study data to help determine instructional needs. Data analysis days are provided for elementary teachers so they can begin the process of data analysis for MAP and PACT which in turn drives their instruction to ensure students receive what they need to make prominent gains academically. Primary teachers are allowed assessment days to provide them invaluable time to assess students individually to gain the necessary insight for instruction of their students. Both of these forms of data study prove very beneficial in the planning of purposeful instruction.

The "Sounds in Motion" program was introduced in kindergarten classrooms. This exciting and fun program pairs speech sounds with gross motor movements and incorporates movements into lessons that focus on listening, phonological awareness, and other pre-literacy skills. "Sounds in Motion" targets many areas essential to reading and writing and provides teachers with a great tool to engage students in their learning.

Teachers will continue to enhance curriculum mapping and differentiated instruction, as well as higher order thinking skills, for the 2008 – 2009 school year. We will continue to support early intervention and have planned for an early interventionist to help in this initiative. This support person will provide needed interventions for kindergarten and first grade students and will also help continue the Positive Behavior Intervention System (PBIS) for students. Through the use of the PBIS, students have become more responsible and responsive to positive redirection. We have fewer discipline referrals and interruptions in the classrooms. Students want to do well and it shows through their daily work habits and academic gains. We are all very committed to the education of our students. Through this commitment we are confident that we can reach our goals successfully.

Submitted by N. Michael McLeod - Principal

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