



Westview Middle

101 Westview Blvd.
Goose Creek, SC 29445

Grades	6-8 Middle School	
Enrollment	1,100 Students	
Principal	Jerome Davis	843-572-1700
Superintendent	Dr. J. Chester Floyd	843-899-8600
Board Chair	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
2008	Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk
2005	Good	Good
2004	Average	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

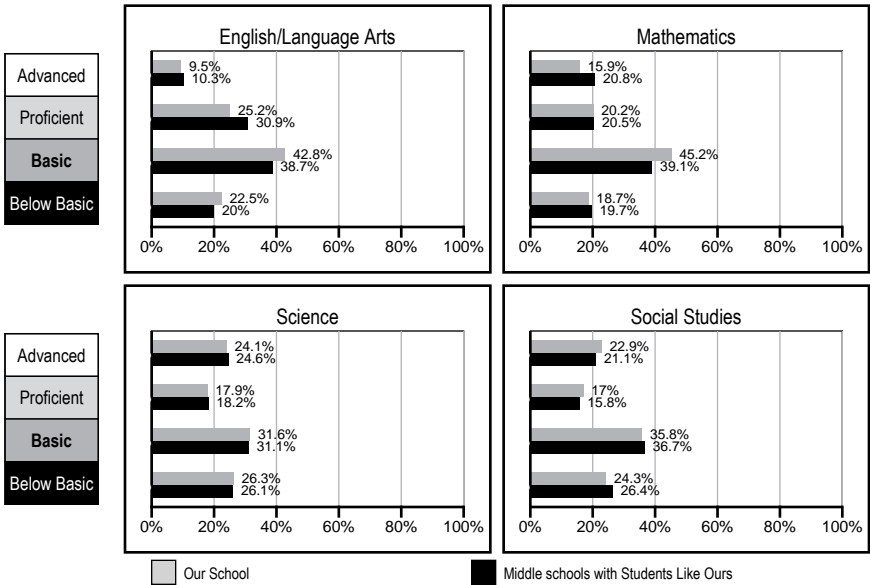
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	6	21	3	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	98.4	97.3
English 1	96.3	97.2
Physical Science	0	43.8
All Subjects	97.5	97.2

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,100)				
Students enrolled in high school credit courses (grades 7 & 8)	31.1%	Up from 29.5%	27.5%	19.4%
Retention rate	2.0%	Down from 2.6%	1.7%	1.8%
Attendance rate	96.7%	Up from 96.3%	96.3%	95.8%
Eligible for gifted and talented	21.8%	Down from 22.3%	25.3%	15.3%
With disabilities other than speech	11.4%	Up from 9.2%	11.1%	12.9%
Older than usual for grade	2.4%	Up from 2.2%	1.7%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	Up from 0.7%	0.9%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=69)				
Teachers with advanced degrees	49.3%	Up from 40.8%	59.6%	55.0%
Continuing contract teachers	75.4%	Up from 73.2%	74.6%	70.6%
Teachers with emergency or provisional certificates	3.4%	Down from 5.0%	3.7%	5.4%
Teachers returning from previous year	82.4%	Up from 78.2%	84.4%	83.4%
Teacher attendance rate	96.1%	Up from 95.1%	95.3%	94.9%
Average teacher salary	\$43,503	Up 2.1%	\$46,111	\$44,706
Professional development days/teacher	11.7 days	Up from 10.8 days	11.3 days	11.8 days
School				
Principal's years at school	1.0	Up from 0.5	4.0	3.0
Student-teacher ratio in core subjects	23.3 to 1	Down from 24.8 to 1	21.6 to 1	20.1 to 1
Prime instructional time	91.9%	Up from 90.1%	90.2%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Up from 98.7%	97.9%	98.0%
Character development program	Excellent	Up from Average	Good	Good
Dollars spent per pupil*	\$5,342	Up 3.6%	\$6,444	\$7,097
Percent of expenditures for instruction*	68.0%	Down from 72.4%	66.5%	64.4%
Percent of expenditures for teacher salaries*	63.9%	Down from 68.2%	62.9%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The mission of Westview Middle School is to provide an optimal learning environment that will prepare each student for success in high school and the continuation of life-long learning. Our standard is to deliver excellent learning opportunities to every student in every classroom. This criterion is reflected in everything that we do, and it guides all of our decisions and actions.

This year our focus was to use data to accelerate student achievement, to implement key practices of the Making Middle Grades Work initiative, a school-improvement model established by the Southern Regional Educational Board, and to increase community and family support through the reorganization of the Parent Teacher Student Association (PTSA) and the School Improvement Council (SIC). As we strive to improve student achievement, we are proud of the following accomplishments from last year: 7 Duke Tip Scholars; 50 Junior Scholars; 4 Participants in the University of South Carolina Minorities in Education Summer Enrichment Program; 1 Second Place Quest Public Speaking Winner; 1 School District Spelling Bee Winner; 19 All County Band Beginner Placements; 25 All County Band Junior Placements; 15 All Region Band Junior Placements; 2 All State Band Junior Placements; 23 All County Chorus Placements; 17 All County String Placements; 2 All Region String Placements; and 1 All State String Placement.

Our aim next year is to provide excellent classroom instruction that focuses on student learning. Westview Middle School will improve student learning in language arts and mathematics and build on its successes in science and social studies. Added emphasis will be placed on developing common assessments to consistently track student progress and to use data to make academic improvements.

With the continued support of the SIC, PTSA, district officials, and business partners, Westview Middle School looks forward to yet another successful year.

Jerome Davis, Principal
 Patricia Simpson, PTSA President
 Melanie Hofman, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	59	344	87
Percent satisfied with learning environment	81.4%	48.5%	74.1%
Percent satisfied with social and physical environment	72.9%	59.2%	67.8%
Percent satisfied with school-home relations	56.9%	79.2%	65.5%

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

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School Adequate Yearly Progress

NO

This school met 20 out of 29 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	0.8%	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	96.7%	94.0%	Yes

* Or greater than last year

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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	1080	99.9	24.2	43.8	25.5	6.5	44	48.6	48.2	Yes	Yes
Gender											
Male	547	99.8	32.6	43.1	19.1	5.2	35.5	40.8	41.7	N/A	N/A
Female	533	100	15.6	44.6	32	7.9	52.7	56.8	55	N/A	N/A
Racial/Ethnic Group											
White	729	100	22.9	42.1	27.9	7.1	46.6	55.4	60	Yes	Yes
African American	232	100	30.3	51.8	14.7	3.2	31.7	36.5	31.7	No	Yes
Asian/Pacific Islander	38	100	8.3	33.3	44.4	13.9	77.8	73	70.4	I/S	I/S
Hispanic	67	98.5	21.1	45.6	26.3	7	42.1	39.9	38.4	No	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
Disability Status											
Disabled	133	99.3	80.3	18	1.6	0	2.5	12.9	16	No	Yes
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	57	100	40.4	44.7	10.6	4.3	25.5	37.4	36.9	No	Yes
Socio-Economic Status											
Subsided meals	370	99.7	34.4	41.8	21.5	2.3	33.2	38.5	34	No	Yes

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

All Students	1080	99.9	19.9	46.9	18.1	15	45.9	44.2	45.8	Yes	Yes
Gender											
Male	547	99.8	21.6	44.4	18.1	15.8	46.5	44.4	45.6	N/A	N/A
Female	533	100	18.1	49.5	18.1	14.2	45.2	43.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	729	99.9	17.5	45.1	19.6	17.9	50.1	52.8	59	Yes	Yes
African American	232	100	30.7	52.3	11.9	5	28.4	28.2	26.9	No	Yes
Asian/Pacific Islander	38	100	5.6	30.6	30.6	33.3	80.6	70.4	71.3	I/S	I/S
Hispanic	67	100	15.5	60.3	15.5	8.6	41.4	38.9	38.1	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	47.5	46.2	I/S	I/S
Disability Status											
Disabled	133	100	68.3	28.5	2.4	0.8	8.9	14.6	17.1	No	Yes
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	57	100	25.5	48.9	21.3	4.3	34	38.6	38.7	No	Yes
Socio-Economic Status											
Subsided meals	370	100	27.1	50.9	13.4	8.6	34	33.8	31.4	No	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	723	99.9	26	31.8	18	24.2	42.2	35.1	35.7	96.7	96.4
Gender											
Male	354	99.7	27.2	28.7	18.3	25.7	44.1	36.3	37.4	96.5	96.3
Female	369	100	24.8	34.8	17.7	22.8	40.5	33.9	33.8	96.9	96.5
Racial/Ethnic Group											
White	488	99.8	22.2	30.1	21.2	26.5	47.6	44.8	49.2	96.4	96
African American	155	100	39.7	37.7	9.6	13	22.6	18.5	17	97.4	96.9
Asian/Pacific Islander	30	100	14.3	21.4	3.6	60.7	64.3	51.3	58	98.4	97.5
Hispanic	39	100	27.8	36.1	22.2	13.9	36.1	26.8	24.9	95.9	96.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	38.7	37.4	97.8	95.2
Disability Status											
Disabled	94	100	69	21.8	8	1.1	9.2	9.8	14	95	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	36	100	51.6	35.5	6.5	6.5	12.9	24.3	24.4	96.4	96.9
Socio-Economic Status											
Subsided meals	253	100	37.9	34.2	12.9	15	27.9	23.7	21.1	96.2	96.1
Social Studies											
All Students	722	99.9	24.2	35.8	17	22.9	39.9	34.6	34	96.7	96.4
Gender											
Male	360	99.7	24.8	30.4	16.8	28	44.8	36.3	36.6	96.5	96.3
Female	362	100	23.7	41.2	17.3	17.8	35.1	32.8	31.3	96.9	96.5
Racial/Ethnic Group											
White	487	99.8	24.4	34.7	17.1	23.8	40.9	40.9	44.5	96.4	96
African American	150	100	25	40.7	20.7	13.6	34.3	22.7	19.1	97.4	96.9
Asian/Pacific Islander	26	100	12.5	33.3	4.2	50	54.2	59.5	58.9	98.4	97.5
Hispanic	48	100	23.1	35.9	15.4	25.6	41	31.3	27.5	95.9	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	34.8	32.7	97.8	95.2
Disability Status											
Disabled	87	100	71.6	18.5	6.2	3.7	9.9	11.8	14.4	95	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	41	100	41.9	29	3.2	25.8	29	29.6	27.3	96.4	96.9
Socio-Economic Status											
Subsided meals	247	100	28.8	38.6	15.9	16.7	32.6	25.5	21	96.2	96.1

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

Abbreviations for Missing Data

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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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	398	100	26.9	46.2	21.9	5	26.9
	7	406	99.5	29	43.3	25.6	2.1	27.7
	8	387	99.2	24.6	45.9	25.4	4.1	29.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	314	100	18.4	44.5	28.4	8.7	37.1
	7	365	100	24.3	48	22.8	4.9	27.7
	8	401	99.8	28.7	39.5	25.5	6.3	31.8
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	398	100	18.2	40.9	26.9	14	40.9
	7	406	100	18.6	41.5	20.7	19.2	39.9
	8	387	99.2	22.7	53.3	17.1	6.9	24
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	314	100	13	40.8	21.7	24.4	46.2
	7	365	100	18.8	46.2	19.7	15.3	35
	8	401	99.8	26.3	52.4	13.9	7.4	21.3
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	202	99.5	23.4	32.8	17.2	26.6	43.8
	7	406	100	24.1	31.8	17.6	26.5	44.1
	8	193	99.5	18.3	45.6	17.2	18.9	36.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	157	100	28.5	17.2	19.2	35.1	54.3
	7	365	100	24	36.7	16.5	22.8	39.3
	8	201	99.5	27.6	34.4	19.8	18.2	38
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	196	100	10.8	38.2	28	23.1	51.1
	7	406	100	26.5	35.4	14.4	23.6	38.1
	8	194	99	26.8	51.9	18	3.3	21.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	157	100	5.4	23	27	44.6	71.6
	7	365	99.7	29.3	34.8	11.6	24.3	35.9
	8	200	100	29.8	47.9	19.1	3.2	22.3

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