

## Westview Middle

1410 West Alexander  
Greenwood, South

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	737 Students	
<b>Principal</b>	Cynthia C. Storer	864-229-4301
<b>Superintendent</b>	Dr. Darrell Johnson	864-941-5400
<b>Board Chair</b>	Debrah Miller	864-374-3513

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Below Average	At-Risk
2006	Below Average	Below Average
2005	Average	At-Risk
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**

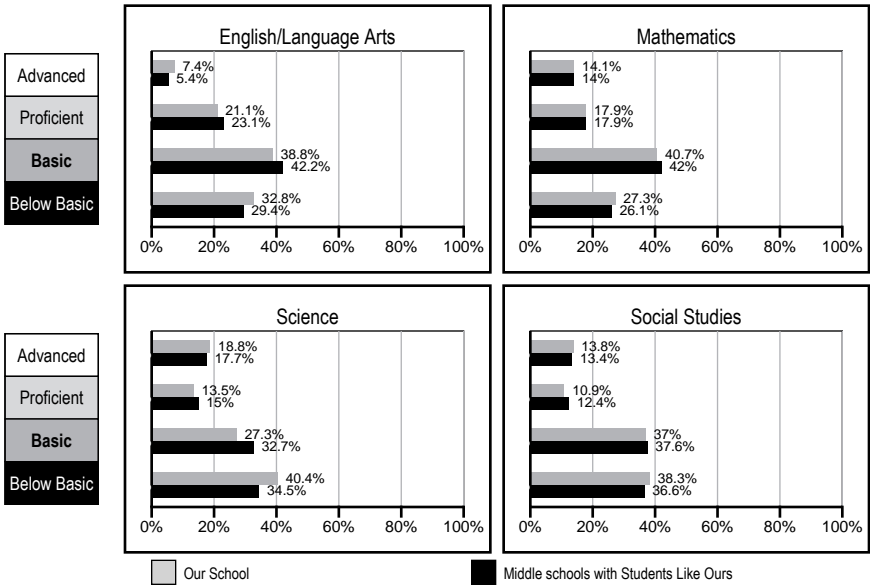
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.3%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	17	29	3

\* 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	100.0	97.6
English 1	100.0	97.5
Physical Science	0	48.7
All Subjects	100.0	97.4

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=737)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	43.2%	Up from 42.6%	23.3%	19.4%
Retention rate	1.9%	Down from 2.0%	1.6%	1.8%
Attendance rate	95.3%	Down from 95.9%	95.9%	95.8%
Eligible for gifted and talented	17.9%	Down from 19.5%	17.8%	15.3%
With disabilities other than speech	15.2%	Up from 13.4%	14.2%	12.9%
Older than usual for grade	4.2%	Up from 2.2%	3.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.9%	Up from 2.3%	0.5%	0.7%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=51)</b>				
Teachers with advanced degrees	47.1%	Up from 45.8%	54.2%	55.0%
Continuing contract teachers	62.7%	Down from 72.9%	74.1%	70.6%
Teachers with emergency or provisional certificates	6.8%	Up from 4.3%	5.4%	5.4%
Teachers returning from previous year	88.8%	Down from 91.2%	85.0%	83.4%
Teacher attendance rate	93.9%	Down from 94.4%	95.0%	94.9%
Average teacher salary	\$44,220	Up 5.8%	\$44,220	\$44,706
Professional development days/teacher	25.4 days	Up from 19.8 days	11.3 days	11.8 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	3.0	3.0
Student-teacher ratio in core subjects	24.3 to 1	Down from 25.3 to 1	20.7 to 1	20.1 to 1
Prime instructional time	87.1%	Down from 88.3%	89.3%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.7%	97.8%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$6,958	Up 9.1%	\$7,158	\$7,097
Percent of expenditures for instruction*	58.3%	Down from 62.3%	62.2%	64.4%
Percent of expenditures for teacher salaries*	57.3%	Down from 58.2%	59.2%	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 develop students into capable, confident, and responsible members of society. This year, our focus was on engaging students in the learning process. Teachers participated in training sessions to help them design lessons that were more active and interesting for students. This initiative included: more projects, hands-on activities, increased student choice, and real-life applications.

Academy of Reading and Math, teacher directed computer programs, were used to increase achievement for students scoring below grade level. Special education, English as a Second Language, and students scoring below basic in Language Arts and Math were provided the opportunity to participate in this program. Preliminary data results indicate these students made greater than expected gains in both subject areas. This year also marked a new method of service for gifted and talented students. Advanced reading and math classes were offered to gifted students at all three grade levels. Curriculum was revised to provide challenging and rigorous activities for these students. High school credit was offered for Algebra and English I in eighth grade.

Home school communication was enhanced this year through the addition of online access to homework assignments and teacher webpages. In response to parent requests, assistance was provided through an after-school tutorial and homework center. As we continue to strive for excellence, we are proud of the following accomplishments: our Academic Challenge Teams received first and fourth place in district competition; Seventh and Eighth Grade Band earned a superior rating at the State Concert Festival; a Westview student was the district winner of the Lt. Governor's Writing Contest; twenty-three students qualified as Duke TIP or SC Junior Scholars.

I would to say a special thank you to all of our students, parents, teachers, counselors, administrators, and support staff who work together to make Westview Middle School a community that truly empowers students with the skills and attitudes needed to succeed in life. We look forward to continued success and challenges of the future.

Debra White, SIC Chairperson  
Cynthia C. Storer, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	214	105
Percent satisfied with learning environment	95.1%	78.8%	84.6%
Percent satisfied with social and physical environment	92.7%	84.0%	78.6%
Percent satisfied with school-home relations	92.7%	85.9%	75.2%

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

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## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 17 out of 25 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	0.0%	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	2.0%	0.0%	No
Student attendance rate	95.3%	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	702	99.7	34.6	39.7	21.1	4.6	35.4	45	48.2	No	Yes
<b>Gender</b>											
Male	347	99.4	44.8	32.6	20.4	2.2	30.7	40	41.7	N/A	N/A
Female	355	100	24.9	46.4	21.9	6.9	39.8	49.9	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	390	100	20.4	42.2	30.2	7.1	49.3	62.2	60	Yes	Yes
African American	263	99.2	52.7	39	7.9	0.4	15.4	27.2	31.7	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	79.5	70.4	I/S	I/S
Hispanic	43	100	59	23.1	15.4	2.6	23.1	27.4	38.4	I/S	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
<b>Disability Status</b>											
Disabled	104	98.1	81.1	18.9	0	0	1.1	14.4	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	41	100	64.9	24.3	10.8	0	16.2	29.1	36.9	I/S	Yes
<b>Socio-Economic Status</b>											
Subsided meals	387	99.7	51.1	39.7	8.3	0.9	16.6	28.8	34	No	Yes

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

All Students	702	99.9	29.4	41	16.1	13.6	39.1	45.5	45.8	No	Yes
<b>Gender</b>											
Male	347	99.7	30.9	35	17.2	16.9	42.2	46.7	45.6	N/A	N/A
Female	355	100	27.8	46.7	15	10.5	36.2	44.3	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	390	100	16.6	40.1	21.8	21.5	55	62.8	59	Yes	Yes
African American	263	99.6	46.7	43.8	8.3	1.2	16.5	27.1	26.9	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	84.1	71.3	I/S	I/S
Hispanic	43	100	43.6	35.9	5.1	15.4	25.6	30.9	38.1	I/S	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	104	99	69.2	25.3	3.3	2.2	6.6	17.1	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	41	100	45.9	37.8	5.4	10.8	21.6	34.1	38.7	I/S	Yes
<b>Socio-Economic Status</b>											
Subsided meals	387	99.7	44.3	43.4	8.9	3.4	20	29.3	31.4	No	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	469	100	40.8	27.1	13.4	18.7	32.1	35.7	35.7	95.3	96.3
<b>Gender</b>											
Male	230	100	41.8	22.5	14.1	21.6	35.7	39	37.4	94.7	96.2
Female	239	100	39.8	31.4	12.8	15.9	28.8	32.4	33.8	95.9	96.5
<b>Racial/Ethnic Group</b>											
White	273	100	22.8	31.7	17.4	28.2	45.6	53.7	49.2	95.5	96.3
African American	166	100	67.3	22.2	8.5	2	10.5	16.6	17	94.8	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	76.7	58	99	98
Hispanic	27	100	66.7	8.3	4.2	20.8	25	17.1	24.9	96.5	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
<b>Disability Status</b>											
Disabled	60	100	78.2	18.2	3.6	0	3.6	11.7	14	92.7	95.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.8
<b>English Proficiency</b>											
Limited English Proficient	26	100	69.6	13	4.3	13	17.4	20.6	24.4	96.6	96.9
<b>Socio-Economic Status</b>											
Subsided meals	253	100	63.9	24.3	7	4.8	11.7	17	21.1	94.3	95.7
<b>Social Studies</b>											
All Students	474	100	38.6	36.8	10.8	13.8	24.6	30.7	34	95.3	96.3
<b>Gender</b>											
Male	231	100	35	34.1	14.5	16.4	30.8	34.3	36.6	94.7	96.2
Female	243	100	41.9	39.3	7.4	11.4	18.8	27.1	31.3	95.9	96.5
<b>Racial/Ethnic Group</b>											
White	268	100	27	36.9	15.9	20.2	36.1	45.2	44.5	95.5	96.3
African American	174	100	55.9	36	3.7	4.3	8.1	15.2	19.1	94.8	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	78.6	58.9	99	98
Hispanic	29	100	48.1	40.7	3.7	7.4	11.1	16.9	27.5	96.5	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
<b>Disability Status</b>											
Disabled	71	100	72.6	21	3.2	3.2	6.5	13.6	14.4	92.7	95.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.8
<b>English Proficiency</b>											
Limited English Proficient	27	100	52	44	4	0	4	19.2	27.3	96.6	96.9
<b>Socio-Economic Status</b>											
Subsided meals	257	100	55.4	36.1	4.7	3.9	8.6	15.3	21	94.3	95.7

\* 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	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	244	99.6	30.7	39	21.9	8.3	30.3
	7	237	99.6	27.5	44.6	25.2	2.7	27.9
	8	226	99.6	28.6	45.1	21.6	4.7	26.3
<b>2008</b>	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	215	100	40.1	33.5	21.3	5.1	26.4
	7	242	100	35.5	41.7	18.4	4.4	22.8
	8	245	99.2	28.9	43	23.7	4.4	28.1
<b>Mathematics</b>								
<b>2007</b>	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	244	100	19.7	41.7	21.1	17.5	38.6
	7	237	100	23.4	41	20.3	15.3	35.6
	8	226	99.6	26.8	42.3	18.8	12.2	31
<b>2008</b>	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	215	100	32	29.9	16.2	21.8	38.1
	7	242	100	28.5	42.5	13.6	15.4	28.9
	8	245	99.6	27.9	48.9	18.3	4.8	23.1
<b>Science</b>								
<b>2007</b>	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	121	99.2	29.2	25.7	26.5	18.6	45.1
	7	236	100	32.9	31.1	18.3	17.8	36.1
	8	114	99.1	33.3	49.5	8.6	8.6	17.1
<b>2008</b>	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	107	100	49.5	23.2	9.1	18.2	27.3
	7	242	100	36.4	27.6	14.9	21.1	36
	8	120	100	42	29.5	14.3	14.3	28.6
<b>Social Studies</b>								
<b>2007</b>	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	123	99.2	30.4	45.2	14.8	9.6	24.3
	7	236	100	47.9	38.4	10	3.7	13.7
	8	113	100	46.2	46.2	5.7	1.9	7.5
<b>2008</b>	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	108	100	23.5	43.9	14.3	18.4	32.7
	7	242	100	50	26.8	7	16.2	23.2
	8	124	100	29.1	50.4	15.4	5.1	20.5

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