



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	Dr. Henry Hunt	864-855-8150
Board Chair	Jim Shelton	864-836-8465

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Average	Average
2007	Average	Below Average
2006	Good	Average
2005	Good	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE 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.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

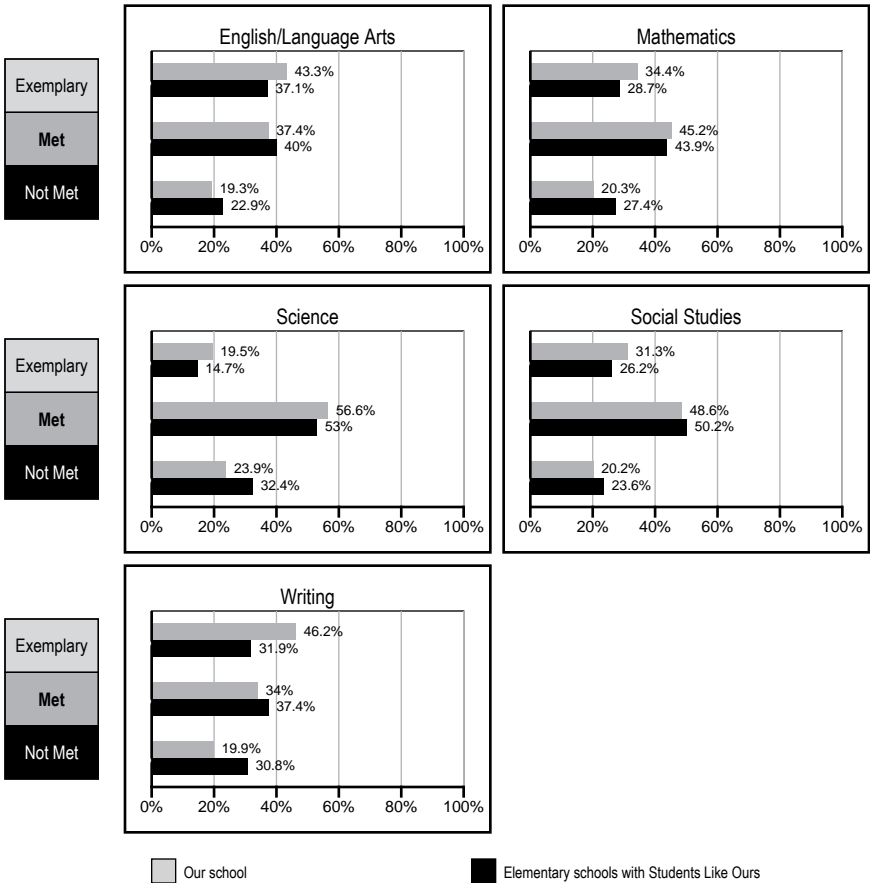
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	26	78	4	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

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	97.5%	Down from 99.2%	100.0%	100.0%
Retention rate	2.6%	Up from 2.3%	2.0%	1.9%
Attendance rate	96.6%	Up from 96.3%	96.2%	96.3%
Eligible for gifted and talented	14.8%	Up from 14.3%	10.3%	10.0%
With disabilities other than speech	6.9%	Up from 5.3%	9.5%	7.7%
Older than usual for grade	0.2%	No Change	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	52.1%	Down from 62.5%	59.7%	59.4%
Continuing contract teachers	79.2%	Down from 81.3%	83.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.0%	Down from 95.8%	88.3%	85.9%
Teacher attendance rate	96.4%	Up from 94.7%	95.1%	95.1%
Average teacher salary*	\$47,337	Down 1.5%	\$47,419	\$47,149
Professional development days/teacher	14.7 days	Up from 11.7 days	11.6 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Down from 21.7 to 1	19.0 to 1	18.8 to 1
Prime instructional time	91.7%	Up from 90.3%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.6%	Up from 96.6%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,536	No Change	\$7,360	\$7,458
Percent of expenditures for instruction**	65.4%	Up from 64.8%	67.9%	68.8%
Percent of expenditures for teacher salaries**	59.3%	Down from 60.7%	61.7%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

West End Elementary School serves a diverse population of 740 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 to provide a well-rounded program for students. The PTA, SIC, and business partners are supportive of the mission of the school. Parents participate in school activities by volunteering, attending conferences and school events, and participating in parent workshops.

Teachers work together to plan instruction based on the South Carolina Curriculum Standards. The results of the PACT (Palmetto Achievement Challenge Tests), MAP (Measures of Academic Progress), and classroom assessments are analyzed to determine instructional strengths and weaknesses and ways to remediate and accelerate students.

Teachers and instructional support staff have worked together to develop a school professional development plan to enhance teacher instruction and address curricular weaknesses. Teachers have participated in district professional development offerings and school-level professional learning communities to work collegially within the district and at the school level to improve the instructional program.

The two main focal points for the 2008-09 school year were the implementation of the SDPC Literacy Model and a school-wide positive discipline program. Small group reading instruction and literacy work stations have been beneficial to differentiate instruction based on students' need. The use of positive discipline strategies has helped reduce office referrals and has given an encouraging boost to the overall school climate.

During 2008-09, a variety of enrichment programs were available for students. Examples of these programs include: a volunteer reading buddy program, a "reading with the dogs" program, a mentoring program for at-risk students, Accelerated Reader Program, character education, recycling team, and honors chorus. West End coordinates 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, and character kids of the month. Students participated in a music festival, a math field day, science fair, a variety of local art shows, field trips, service learning projects, a spelling bee, flag and safety patrols, and a student guidance team.

West End was awarded the 2008-09 Safe Schools Award by Safe Kids Upstate for providing a variety of types 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	45	84	59
Percent satisfied with learning environment	86.4%	94.0%	84.5%
Percent satisfied with social and physical environment	95.5%	77.4%	76.3%
Percent satisfied with school-home relations	79.1%	95.2%	74.6%

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

Abbreviations for Missing Data

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NAV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 19 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.1%	0.0%	No
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	329	100	19.3	37.4	43.3	86.9	87.9	82.8	Yes	Yes
Gender										
Male	162	100	26	35.1	39	83.1	85.3	79.3	N/A	N/A
Female	167	100	12.6	39.7	47.7	90.7	90.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	240	100	16.2	36.9	46.8	90.1	89.1	89.5	Yes	Yes
African American	57	100	25.9	38.9	35.2	79.6	78.6	73.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	95.6	92.3	I/S	I/S
Hispanic	26	100	39.1	43.5	17.4	69.6	82.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	82.5	I/S	I/S
Disability Status										
Disabled	41	100	67.6	18.9	13.5	51.4	60.5	52	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	36.4	40.9	22.7	72.7	82.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	187	100	25.7	43.1	31.1	82	81.2	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	329	100	20.3	45.2	34.4	87.5	83.8	78.9	Yes	Yes
Gender										
Male	162	100	20.1	45.5	34.4	87.7	82.3	77	N/A	N/A
Female	167	100	20.5	45	34.4	87.4	85.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	240	100	16.7	46.8	36.5	91	85.6	87.2	Yes	Yes
African American	57	100	33.3	42.6	24.1	74.1	67.7	66.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91.1	93	I/S	I/S
Hispanic	26	100	30.4	43.5	26.1	82.6	80.2	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	79.5	I/S	I/S
Disability Status										
Disabled	41	100	45.9	43.2	10.8	64.9	52.9	45.5	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	27.3	36.4	36.4	81.8	82.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	187	100	27.5	47.3	25.1	81.4	75.9	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	220	100	23.9	56.6	19.5	76.1	76.8	67.5
Gender								
Male	110	100	25.2	55.1	19.6	74.8	76.3	67
Female	110	100	22.4	58.2	19.4	77.6	77.4	68
Racial/Ethnic Group								
White	160	100	20.8	57	22.1	79.2	79.2	79.5
African American	37	100	31.4	60	8.6	68.6	58.3	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.1	84.3
Hispanic	20	100	38.9	50	11.1	61.1	66.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	30	100	58.6	37.9	3.4	41.4	45	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	18	100	29.4	58.8	11.8	70.6	69.8	59.6
Socio-Economic Status								
Subsided meals	132	100	29.2	57.5	13.3	70.8	67.4	55.1
Social Studies								
All Students	226	100	20.2	48.6	31.3	79.8	78.8	72.3
Gender								
Male	118	100	22.5	45.9	31.5	77.5	78.5	71.5
Female	108	100	17.5	51.5	30.9	82.5	79.2	73.2
Racial/Ethnic Group								
White	166	100	17.6	47.7	34.6	82.4	80	80.7
African American	39	100	27	56.8	16.2	73	68.4	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90	88.5
Hispanic	16	100	38.5	46.2	15.4	61.5	76.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	72.2
Disability Status								
Disabled	28	100	40	52	8	60	49.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	18	100	25	37.5	37.5	75	77.8	67.9
Socio-Economic Status								
Subsided meals	131	100	26.1	52.2	21.7	73.9	69.8	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	330	100	19.9	34	46.2	80.1	78.9	70.2	96.6	96.5
Gender										
Male	165	100	27	33.3	39.6	73	72.2	63.2	96.5	96.4
Female	165	100	12.4	34.6	52.9	87.6	86.1	77.5	96.6	96.5
Racial/Ethnic Group										
White	239	100	16	34.2	49.8	84	80.6	79.1	96.4	96.4
African American	60	100	31	32.8	36.2	69	65.8	57.6	96.8	96.8
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.2	86.2	98.5	98
Hispanic	25	100	34.8	43.5	21.7	65.2	69.2	62.6	97.2	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.4	68.7	96.2	96.2
Disability Status										
Disabled	38	100	69.4	22.2	8.3	30.6	33.3	26.1	96	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	95.5
English Proficiency										
Limited English Proficient	23	100	27.3	40.9	31.8	72.7	73.4	61.2	98.1	97.7
Socio-Economic Status										
Subsidized meals	184	100	27.9	37.8	34.3	72.1	67.9	58.9	96.1	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	114	100	13.9	28.7	57.4	86.1
	4	117	100	26.9	38.9	34.3	73.1
	5	98	100	16.9	46.1	37.1	83.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	114	100	24.1	40.7	35.2	75.9
	4	117	100	15.7	49.1	35.2	84.3
	5	98	100	21.3	46.1	32.6	78.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	55	100	20.4	48.1	31.5	79.6
	4	117	100	26.9	59.3	13.9	73.1
	5	48	100	20.9	60.5	18.6	79.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	59	100	7.4	44.4	48.1	92.6
	4	117	100	22.2	57.4	20.4	77.8
	5	50	100	30.4	32.6	37	69.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	114	100	16.5	25.7	57.8	83.5
	4	120	100	24.3	38.7	36.9	75.7
	5	96	100	18.5	38	43.5	81.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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