



WESTVIEW ELEMENTARY

100 Westview Blvd.
Goose Creek, SC 29445

Grades	4-5 Elementary School	
Enrollment	366 Students	
Principal	Aimee S. Fulmer	843-797-2992
Superintendent	Rodney Thompson	843-899-8600
Board Chair	Kathy Schwalbe	843-797-5815

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Average
2010	Good	Excellent
2009	Average	Average
2008	Average	Below Average
2007	Good	Average

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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

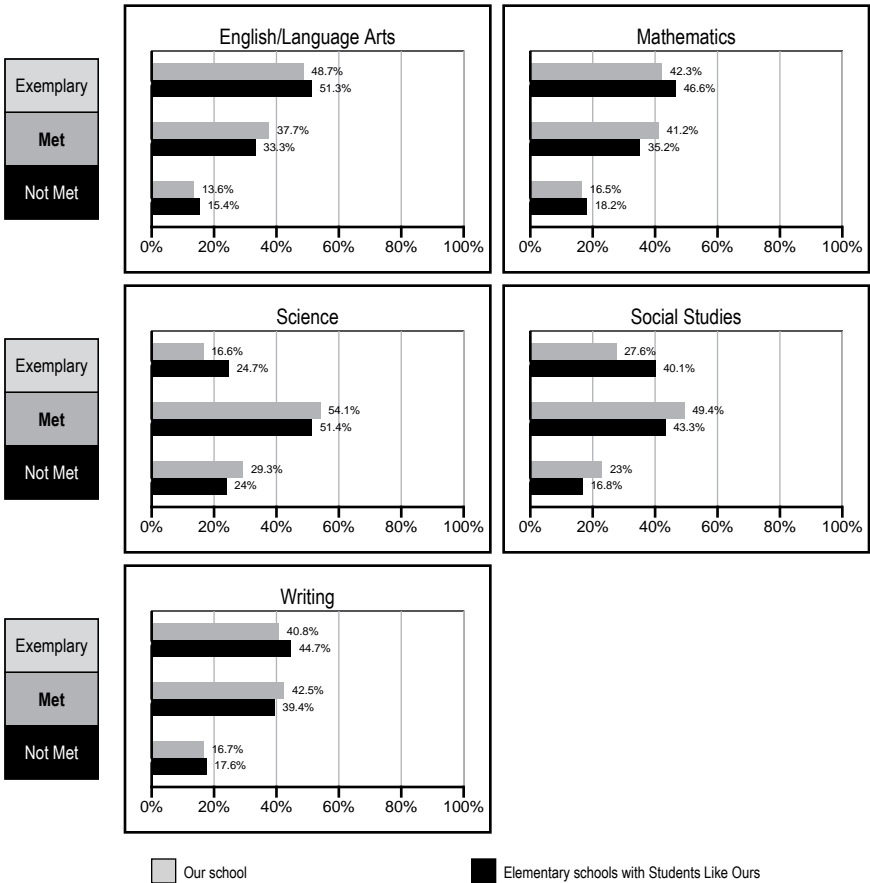
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
34	24	4	2	0

* Ratings are calculated with data available by 11/09/2011.

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=366)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.3%	Up from 0.0%	0.8%	1.1%
Attendance rate	97.1%	Down from 97.2%	96.6%	96.2%
Served by gifted and talented program	19.7%	Up from 19.5%	21.3%	13.4%
With disabilities other than speech	2.7%	Down from 7.4%	3.7%	4.1%
Older than usual for grade	0.0%	Down from 0.5%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.5%	0.0%	0.0%
Teachers (n=20)				
Teachers with advanced degrees	75.0%	Up from 63.6%	64.6%	62.5%
Continuing contract teachers	100.0%	Up from 86.4%	90.2%	88.2%
Teachers returning from previous year	86.9%	Up from 84.3%	88.8%	87.8%
Teacher attendance rate	96.6%	Up from 95.8%	95.2%	95.2%
Average teacher salary*	\$53,511	Up 1.5%	\$48,467	\$46,773
Professional development days/teacher	10.2 days	Up from 7.9 days	10.0 days	10.5 days
School				
Principal's years at school	1.0	Down from 2.0	4.3	4.0
Student-teacher ratio in core subjects	23.2 to 1	Up from 23.1 to 1	20.5 to 1	19.9 to 1
Prime instructional time	93.5%	Up from 92.8%	91.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$8,529	Up 14.5%	\$7,019	\$7,447
Percent of expenditures for instruction**	46.6%	Down from 52.6%	70.1%	68.4%
Percent of expenditures for teacher salaries**	42.7%	Down from 48.2%	68.8%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Westview Elementary is home to approximately 365 fourth and fifth grade students known as the Westview Whales. At Westview Elementary, we have high expectations for both students and teachers and are committed to the continued learning and growth of both.

Our mission: Building upon our rich Lowcountry traditions, we will ignite, in every student, a passion for lifelong learning. Through dynamic instruction, creative partnerships, and exceptional support, we will foster opportunities for each student to build a Legacy of Success.

Our teachers strive to provide the best possible education for our students. Through our Professional Learning Community, our teachers strive to raise the level of rigor, plan instruction based on standards, create common assessments to assess students and plan instruction based on individual student needs. Westview Elementary also knows that the key to continued improved student learning is through the continuous professional development for our teachers and staff.

Character Traits and Life Skills are integrated through our guidance program. The Positive Behavioral Interventions and Supports (PBIS) program creates a school-wide system of support focusing on teaching positive student behaviors. In addition, the RITZ (Reading in the Zone) and Roscoe Reading Program challenges students to become better readers by meeting their individualized reading goals and increasing their reading levels. The two reading programs are also an incentive program to reward students for their reading achievements. Students receive additional time and support during the school day with small-group instruction and assistance-based targeted computer programs. Westview Elementary also provides extended afterschool care through our Whale Watch program.

Student achievement continues to be a top priority. Teachers utilize data provided by computerized MAP testing (Measures of Academic Progress) to identify students' strengths and weaknesses. Classroom curriculum is also enriched with technology in the classroom by incorporating SMART boards, Elmos and Lumens, student-response systems, and interactive, wireless mobile tablets. WVE also utilizes two networked computer labs that provide individualized skills practice.

Through our shared purpose, vision, commitment and goals, the Westview staff, parents, and community will continue to work diligently to ensure every student's success in 2011-2012.

Aimee S. Fulmer, Principal
Terri Covington, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	168	89
Percent satisfied with learning environment	84.2%	82.0%	92.0%
Percent satisfied with social and physical environment	100.0%	85.7%	89.8%
Percent satisfied with school-home relations	89.5%	87.4%	79.5%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 19 out of 21 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	2.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.4%	0.0%	No
Student attendance rate	97.1%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	365	99.5	13.3	37.9	48.8	91	85.3	82.4	Yes	Yes
Gender										
Male	187	99.5	16.9	39	44.1	88.1	81.3	78.7	N/A	N/A
Female	178	99.4	9.5	36.7	53.8	94.1	89.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	233	99.6	9.8	36.2	54	93.3	89	88.9	Yes	Yes
African American	86	100	26.6	38	35.4	83.5	78.6	72.9	Yes	Yes
Asian/Pacific Islander	22	95.5	N/AV	N/AV	N/AV	100	94.1	93	I/S	I/S
Hispanic	18	100	11.1	72.2	16.7	88.9	85	79.3	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	87	83	I/S	I/S
Disability Status										
Disabled	47	97.9	48.9	37.8	13.3	53.3	54.4	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	22	100	N/AV	N/AV	N/AV	100	84.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	151	99.3	19.6	44.2	36.2	85.5	80.4	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	365	99.5	16.2	41.3	42.5	89	84.4	81.9	Yes	Yes
Gender										
Male	187	99.5	17.5	37.3	45.2	87.6	82.7	79.9	N/A	N/A
Female	178	99.4	14.8	45.6	39.6	90.5	86.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	233	99.6	12.1	39.7	48.2	92.4	88.6	88.9	Yes	Yes
African American	86	100	27.8	44.3	27.8	79.7	77.1	71.4	Yes	Yes
Asian/Pacific Islander	22	95.5	10.5	36.8	52.6	94.7	94.2	94.6	I/S	I/S
Hispanic	18	100	16.7	61.1	22.2	83.3	83.3	81.1	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	85.7	84.4	I/S	I/S
Disability Status										
Disabled	47	97.9	51.1	37.8	11.1	57.8	53	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	22	100	N/AV	N/AV	N/AV	100	83.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	151	99.3	26.1	44.9	29	81.9	79.5	74.9	Yes	Yes

* 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

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	273	99.3	29	54.1	17	71	70.9	68.6
Gender								
Male	135	99.3	28.9	51.6	19.5	71.1	70.4	68.3
Female	138	99.3	29	56.5	14.5	71	71.4	68.9
Racial/Ethnic Group								
White	174	99.4	22.8	55.7	21.6	77.2	79.9	80.7
African American	66	100	46.7	45	8.3	53.3	56.5	51.4
Asian/Pacific Islander	15	93.3	N/AV	N/AV	N/AV	100	85.1	85.3
Hispanic	12	100	N/AV	N/AV	N/AV	50	64.3	61.6
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	67.4	70.8
Disability Status								
Disabled	35	97.1	60.6	30.3	9.1	39.4	39.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	14	100	21.4	71.4	7.1	78.6	65.3	60.7
Socio-Economic Status								
Subsidized meals	114	99.1	46.2	40.4	13.5	53.8	61.8	57.3
Social Studies								
All Students	273	99.3	22.6	49.8	27.6	77.4	75.7	72.5
Gender								
Male	135	99.3	27.8	42.1	30.2	72.2	74.3	72
Female	138	99.3	17.6	57.3	25.2	82.4	77.1	73.1
Racial/Ethnic Group								
White	177	99.4	21.3	49.1	29.6	78.7	81.1	81
African American	59	100	25.9	53.7	20.4	74.1	66.4	60
Asian/Pacific Islander	18	94.4	6.7	46.7	46.7	93.3	90.7	89
Hispanic	15	100	33.3	46.7	20	66.7	73.2	69.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	77.5	73.5
Disability Status								
Disabled	37	97.3	62.9	31.4	5.7	37.1	43.5	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	20	100	22.2	38.9	38.9	77.8	73.4	69.7
Socio-Economic Status								
Subsidized meals	112	99.1	30.7	50.5	18.8	69.3	68.4	62.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	184	98.9	16.7	42.5	40.8	83.3	73.5	73.2	97.1	96.3
Gender										
Male	104	98.1	20.4	44.9	34.7	79.6	66.8	67.2	97.1	96.3
Female	80	100	11.8	39.5	48.7	88.2	80.6	79.4	97	96.3
Racial/Ethnic Group										
White	115	99.1	11.7	40.5	47.7	88.3	78.5	81.5	96.8	95.9
African American	47	97.9	25.6	44.2	30.2	74.4	64.8	61.3	97.6	96.9
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	87	87	97.9	97.1
Hispanic	9	I/S	I/S	I/S	I/S	I/S	72.1	66.7	97	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	72.7	72.2	97.9	95.5
Disability Status										
Disabled	20	90	44.4	38.9	16.7	55.6	27.7	26	95.4	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	69	65.7	97.4	97
Socio-Economic Status										
Subsidized meals	76	98.7	22.9	48.6	28.6	77.1	65.4	63.2	96.8	96

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	199	100	9.6	34.8	55.6	90.4
	5	214	100	13.2	35.1	51.7	86.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	181	98.9	12.4	32.4	55.3	87.6
	5	184	100	14.2	43.2	42.6	85.8
	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							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	199	100	13.9	45.5	40.6	86.1
	5	214	100	22	44.9	33.2	78
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	181	98.9	15.9	40.6	43.5	84.1
	5	184	100	16.5	42	41.5	83.5
	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
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	199	100	23.5	62	14.4	76.5
	5	108	99.1	31.4	53.9	14.7	68.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	181	98.9	30	58.2	11.8	70
	5	92	100	27	46.1	27	73
	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

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	199	100	20.3	51.9	27.8	79.7
	5	106	100	38.2	36.3	25.5	61.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	181	98.9	20	51.8	28.2	80
	5	92	100	27.6	46	26.4	72.4
	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							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	201	100	22.5	39.6	38	77.5
	5	215	100	19.2	34.1	46.6	80.8
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	184	98.9	16.7	42.5	40.8	83.3
	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

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample