



WESTVIEW PRIMARY

98 Westview Blvd.
Goose Creek, SC 29445

Grades	PK-3 Elementary School	
Enrollment	765 Students	
Principal	Lucretia Carter, Ed.D.	843-820-4082
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	Below Average
2010	Good	Good
2009	Average	At-Risk
2008	Average	Average
2007	Average	Below 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

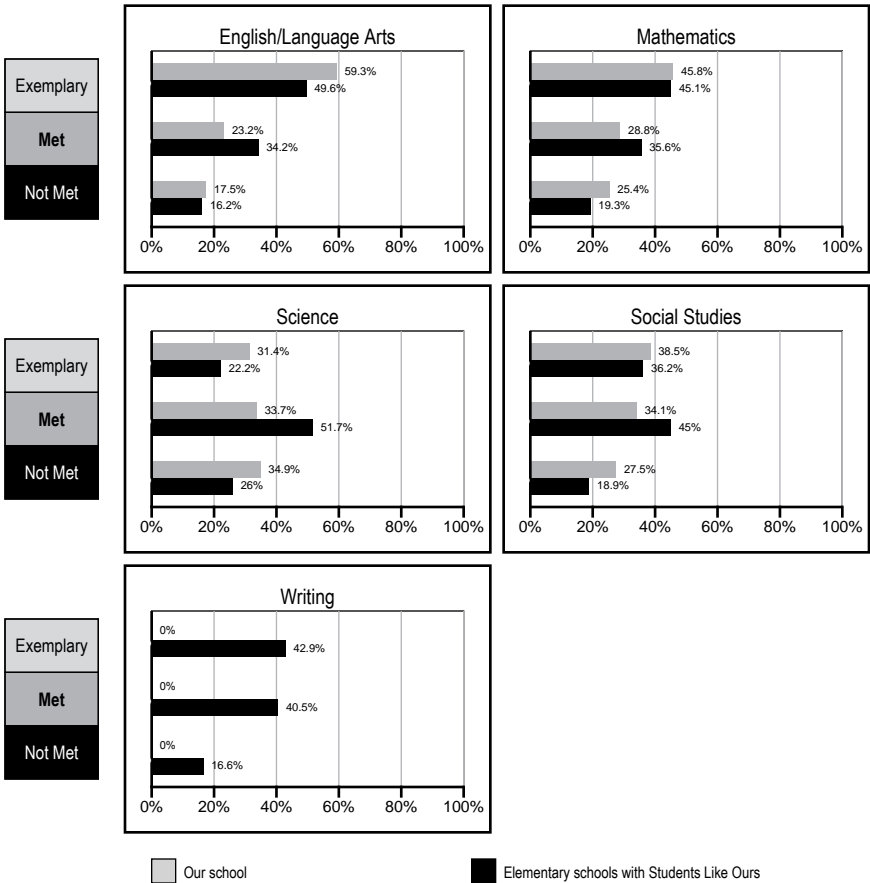
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
30	32	11	0	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=765)				
First graders who attended full-day kindergarten	91.7%	Up from 89.9%	100.0%	100.0%
Retention rate	3.7%	Up from 3.2%	0.9%	1.1%
Attendance rate	95.6%	No Change	96.2%	96.2%
Served by gifted and talented program	27.1%	Up from 13.6%	19.9%	13.4%
With disabilities other than speech	1.8%	Down from 9.9%	3.4%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=52)				
Teachers with advanced degrees	65.4%	Up from 63.6%	65.9%	62.5%
Continuing contract teachers	96.2%	Up from 89.1%	89.7%	88.2%
Teachers returning from previous year	88.3%	Down from 89.7%	90.2%	87.8%
Teacher attendance rate	94.1%	Down from 96.8%	94.9%	95.2%
Average teacher salary*	\$51,739	Up 1.7%	\$48,492	\$46,773
Professional development days/teacher	8.0 days	Up from 7.9 days	11.0 days	10.5 days
School				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Down from 22.1 to 1	20.8 to 1	19.9 to 1
Prime instructional time	89.2%	Down from 91.8%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,683	Up 9.2%	\$6,911	\$7,447
Percent of expenditures for instruction**	62.6%	Up from 62.1%	69.1%	68.4%
Percent of expenditures for teacher salaries**	60.9%	Up from 59.4%	67.0%	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 Primary School opened its doors in 2002 and for the past nine years has served approximately 850 students in Pre-K through third grade. For the 2011-2012 school year, our grade level configuration will change. The new Pre-K through 2nd grade configuration will align us with other primary schools in our district. We will also be adding 5 Head Start classes to our building in the fall of 2011.

Our school has space for 50 classrooms as well as a science lab, multi-purpose room, media center, music, art and speech rooms. The school has two state of the art computer labs. Students visit one lab on a weekly basis for instruction on keyboarding as well as time with the Compass Learning software for review in math and language arts skills. This lab is also used for assessment programs such as Star Reading and Math and MAP (Measures of Academic Progress). The second lab is available for tutorial sessions for students identified as "as risk" in reading and/or math. This lab uses Success Maker software. Students also have the opportunity to read books and take computerized Accelerated Reader tests where they demonstrate their ability to comprehend what they have read.

Thirteen teachers at Westview Primary School are now National Board Certified; one more is currently pursuing that certification. Our teachers are trained in Balanced Literacy, South Carolina Math, AimsWeb, "Six Plus One" Writing and Foss Science Kits. Teachers in kindergarten, first and second grade have been trained in and use DRA (Developmental Reading Assessment) and DIBLES (Dynamic Indicators of Basic Early Literacy Skills) to assess the reading and literacy skills of their students. We have interactive SmartBoards in all of our instructional areas, and our teachers have all been trained to use this instructional technology tool. WVVP has been recognized by the State Department of Education with the Palmetto Silver Award.

Parent involvement is especially critical at the primary school level. The PTA and School Improvement Council continue to work with us to provide a safe and nurturing learning environment for our students. Our school continues to run Before/After School, Summer and Holiday Camp Programs. Funds from our PTA and the After-School program are used to support the fine arts programs that are presented throughout the school year. Local and national artists spend time with our students sharing their talents and making connections between their areas of expertise and curriculum standards in ELA, Mathematics, Science and Social Studies. Funds from these programs were also used to provide playground equipment, safe fall zones, and to construct an outdoor pavilion which is used by our teachers for various learning activities. Students at Westview Primary School participate in a variety of programs such as Kids Who Care, The Berkeley County School District Spelling Bee, Special Olympics, Jump Rope for Heart and a Bicycle Safety Rodeo. Our Special Education Department received a grant that allowed us to hold our own Special Olympics program here at Westview Primary for our Special Needs students.

Lucretia O. Carter, Principal,
Stephanie Davis, SIC Co-Chairperson
Janet Bolchoz, SIC Co-Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	175	107
Percent satisfied with learning environment	84.8%	86.8%	91.4%
Percent satisfied with social and physical environment	97.1%	85.5%	88.8%
Percent satisfied with school-home relations	93.8%	84.4%	89.6%

* 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 14 out of 15 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	0.0%	0.0%	Yes
Student attendance rate	95.6%	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	195	100	17.1	23.2	59.7	90.6	85.3	82.4	Yes	Yes
Gender										
Male	99	100	21.7	29.3	48.9	87	81.3	78.7	N/A	N/A
Female	96	100	12.4	16.9	70.8	94.4	89.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	121	100	13.9	20	66.1	91.3	89	88.9	Yes	Yes
African American	42	100	30.6	33.3	36.1	88.9	78.6	72.9	I/S	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	94.1	93	I/S	I/S
Hispanic	19	100	17.6	23.5	58.8	88.2	85	79.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	87	83	I/S	I/S
Disability Status										
Disabled	36	100	40	28.6	31.4	71.4	54.4	48.1	I/S	I/S
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	15	100	20	33.3	46.7	86.7	84.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	78	100	26.8	25.4	47.9	83.1	80.4	75.4	Yes	Yes

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

All Students	195	100	25.4	29.3	45.3	82.3	84.4	81.9	Yes	Yes
Gender										
Male	99	100	30.4	26.1	43.5	79.3	82.7	79.9	N/A	N/A
Female	96	100	20.2	32.6	47.2	85.4	86.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	121	100	24.3	22.6	53	80.9	88.6	88.9	Yes	Yes
African American	42	100	33.3	38.9	27.8	83.3	77.1	71.4	I/S	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	94.2	94.6	I/S	I/S
Hispanic	19	100	29.4	47.1	23.5	76.5	83.3	81.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	85.7	84.4	I/S	I/S
Disability Status										
Disabled	36	100	57.1	17.1	25.7	60	53	47.3	I/S	I/S
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	15	100	26.7	46.7	26.7	73.3	83.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	78	100	39.4	29.6	31	73.2	79.5	74.9	No	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	97	100	34.1	34.1	31.8	65.9	70.9	68.6
Gender								
Male	45	100	35	32.5	32.5	65	70.4	68.3
Female	52	100	33.3	35.4	31.3	66.7	71.4	68.9
Racial/Ethnic Group								
White	62	100	25.4	39	35.6	74.6	79.9	80.7
African American	25	100	57.1	33.3	9.5	42.9	56.5	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	64.3	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	67.4	70.8
Disability Status								
Disabled	13	100	53.8	30.8	15.4	46.2	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	5	I/S	I/S	I/S	I/S	I/S	65.3	60.7
Socio-Economic Status								
Subsidized meals	34	100	55.2	20.7	24.1	44.8	61.8	57.3
Social Studies								
All Students	98	100	28	34.4	37.6	72	75.7	72.5
Gender								
Male	54	100	28.8	38.5	32.7	71.2	74.3	72
Female	44	100	26.8	29.3	43.9	73.2	77.1	73.1
Racial/Ethnic Group								
White	59	100	32.1	26.8	41.1	67.9	81.1	81
African American	17	100	33.3	60	6.7	66.7	66.4	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	90.7	89
Hispanic	11	100	18.2	45.5	36.4	81.8	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	23	100	63.6	22.7	13.6	36.4	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	10	I/S	I/S	I/S	I/S	I/S	73.4	69.7
Socio-Economic Status								
Subsidized meals	44	100	35.7	35.7	28.6	64.3	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	N/A	N/AV	N/A	N/A	N/A	N/A	73.5	73.2	95.6	96.3
Gender										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	66.8	67.2	95.5	96.3
Female	N/A	N/AV	N/A	N/A	N/A	N/A	80.6	79.4	95.6	96.3
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	78.5	81.5	95.4	95.9
African American	N/A	N/AV	N/A	N/A	N/A	N/A	64.8	61.3	96	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87	87	96.8	97.1
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	72.1	66.7	95.2	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	72.2	94.7	95.5
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	27.7	26	94.6	95.4
Migrant Status										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	69	65.7	95.9	97
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	65.4	63.2	94.5	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	215	100	9.2	27.7	63.1	90.8
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	195	100	17.1	23.2	59.7	82.9
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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	215	100	21.4	32.5	46.1	78.6
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	195	100	25.4	29.3	45.3	74.6
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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	109	100	31.7	44.2	24	68.3
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	97	100	34.1	34.1	31.8	65.9
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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	107	100	18.4	52.4	29.1	81.6
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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	98	100	28	34.4	37.6	72
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	219	98.6	25.1	37.7	37.2	74.9
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	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