



WESTMINSTER ELEMENTARY

206 Hamilton Dr.
Westminster, South

Grades	PK-5 Elementary School	
Enrollment	459 Students	
Principal	Angela Henderson	864-886-4520
Superintendent	Mike Lucas	864-886-4400
Board Chair	Andy Inabinet	864-710-0796

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

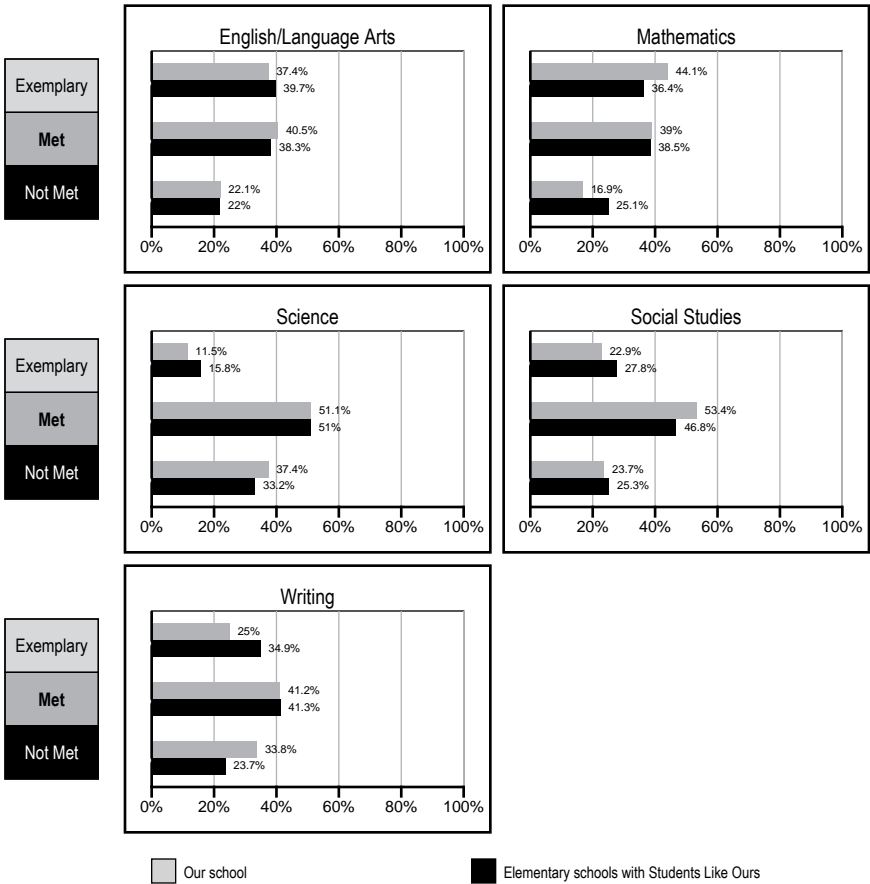
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
15	34	70	4	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=459)				
First graders who attended full-day kindergarten	100.0%	Up from 97.5%	100.0%	100.0%
Retention rate	0.5%	Down from 1.4%	1.1%	1.1%
Attendance rate	96.4%	Up from 95.6%	96.0%	96.2%
Served by gifted and talented program	9.4%	Up from 7.8%	13.4%	13.4%
With disabilities other than speech	7.4%	Down from 10.2%	5.2%	4.1%
Older than usual for grade	0.2%	Down from 0.3%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 0.7%	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	48.7%	Down from 55.3%	60.5%	62.5%
Continuing contract teachers	84.6%	Up from 84.2%	90.6%	88.2%
Teachers returning from previous year	94.8%	Up from 92.2%	88.3%	87.8%
Teacher attendance rate	94.4%	Down from 95.9%	95.0%	95.2%
Average teacher salary*	\$44,770	Up 0.0%	\$46,628	\$46,773
Professional development days/teacher	10.9 days	Down from 18.1 days	10.5 days	10.5 days
School				
Principal's years at school	13.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	Up from 15.1 to 1	19.9 to 1	19.9 to 1
Prime instructional time	89.3%	Down from 90.2%	90.2%	90.4%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,915	Up 7.9%	\$7,213	\$7,447
Percent of expenditures for instruction**	67.9%	Up from 64.4%	68.1%	68.4%
Percent of expenditures for teacher salaries**	65.6%	Up from 62.8%	65.9%	65.8%

* 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

Westminster Elementary School's (WES) 2010-2011 goals focused in on maintaining our student's awareness of how quality, pride, effort and ownership in the learning will carry over to academic success. Raising the academic bar began with a school wide commitment by our teachers and staff to utilizing every instructional minute and creating classrooms where students were engaged in the learning 100% of the time. Our teachers and students participated in academic goal setting sessions where current data and expected learning outcomes helped shape their personal goals in each content area.

Our Math and ELA Coaches emphasized the need for our teachers to collaborate, share and utilize the best instructional practices that lead to increased student achievement. Every other Tuesday, our coaches and teachers used their daily planning time to engage in professional dialogue. Topics such as formative assessment, differentiating math and reading instruction, data analysis, enhanced writing design and integrating content areas were discussed and implemented across all grade levels.

Students were given tools and strategies that helped them solve problems and think about alternate solutions to a variety of challenges. New methods in writing instruction opened the door for enhanced application of vocabulary and terminology into our students writing assignments. Individual and small group instruction was provided by an additional certified teacher at each grade level. A dramatic difference in the quality of student math and reading performance was noted by midyear by our MAP data scores and in writing through our individual rubric analysis.

WES was honored to receive the SC Palmetto Silver Award (academic improvement), the SC Safe Schools Award, the PBIS "Exemplar" award (Highest) and \$12,000 in Ed. Foundation Grant Awards.

Our goals for 2011-2012 will center on our continued efforts to equip our students to become critical thinkers and proficient problem solvers across all grade levels. Our teachers will also focus in on expanding the writing proficiencies of all our students and expand their reading and math competencies by enhancing the quality of the individual student conferences.

With the help of our parents, and community stakeholders we can positively impact student learning and moreover, help lead our young students to a passion for learning.

Submitted by: N. Michael McLeod

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	69	39
Percent satisfied with learning environment	95.5%	82.6%	92.1%
Percent satisfied with social and physical environment	97.7%	82.6%	92.3%
Percent satisfied with school-home relations	88.6%	84.1%	91.9%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 out of 17 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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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 = 79.4% (Met or Exemplary)

All Students	200	99.5	21.9	40.3	37.8	83.2	83	82.4	Yes	Yes
Gender										
Male	101	100	31	41	28	76	78.7	78.7	N/A	N/A
Female	99	99	12.5	39.6	47.9	90.6	87.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	179	99.4	20.6	40	39.4	84.6	85.1	88.9	Yes	Yes
African American	10	I/S	I/S	I/S	I/S	I/S	72.9	72.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.2	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	75.3	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90	83	I/S	I/S
Disability Status										
Disabled	45	97.8	62.8	25.6	11.6	44.2	53.2	48.1	Yes	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	13	100	23.1	53.8	23.1	76.9	74.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	138	99.3	29.6	38.5	31.9	77.8	76.9	75.4	No	Yes

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

All Students	200	99.5	16.8	38.8	44.4	87.8	83.7	81.9	Yes	Yes
Gender										
Male	101	100	23	34	43	82	81.4	79.9	N/A	N/A
Female	99	99	10.4	43.8	45.8	93.8	86.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	179	99.4	14.9	38.3	46.9	90.3	85.9	88.9	Yes	Yes
African American	10	I/S	I/S	I/S	I/S	I/S	69.8	71.4	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.6	94.6	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	82.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	84.4	I/S	I/S
Disability Status										
Disabled	45	97.8	46.5	37.2	16.3	60.5	53.2	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	13	100	23.1	30.8	46.2	76.9	82.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	138	99.3	23.7	42.2	34.1	83	77.4	74.9	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	134	100	37.1	50.8	12.1	62.9	69.2	68.6
Gender								
Male	70	100	40	42.9	17.1	60	68	68.3
Female	64	100	33.9	59.7	6.5	66.1	70.5	68.9
Racial/Ethnic Group								
White	120	100	34.7	52.5	12.7	65.3	74.3	80.7
African American	5	I/S	I/S	I/S	I/S	I/S	44.2	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	68	85.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	52	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	34	100	58.8	29.4	11.8	41.2	39.9	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	11	100	54.5	36.4	9.1	45.5	46.9	60.7
Socio-Economic Status								
Subsidized meals	94	100	46.2	45.2	8.6	53.8	59.1	57.3
Social Studies								
All Students	134	100	23.5	53.8	22.7	76.5	70.1	72.5
Gender								
Male	67	100	25.8	51.5	22.7	74.2	70.3	72
Female	67	100	21.2	56.1	22.7	78.8	69.9	73.1
Racial/Ethnic Group								
White	120	100	22.9	52.5	24.6	77.1	72.8	81
African American	7	I/S	I/S	I/S	I/S	I/S	57.6	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.5	89
Hispanic	6	I/S	I/S	I/S	I/S	I/S	60.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	73.5
Disability Status								
Disabled	22	100	57.1	38.1	4.8	42.9	40.2	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	9	I/S	I/S	I/S	I/S	I/S	62	69.7
Socio-Economic Status								
Subsidized meals	89	100	32.2	51.7	16.1	67.8	60.5	62.9

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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	70	100	33.8	41.2	25	66.2	71.3	73.2	96.4	96.3
Gender										
Male	33	100	43.8	43.8	12.5	56.3	64	67.2	96.4	96.3
Female	37	100	25	38.9	36.1	75	78.6	79.4	96.4	96.3
Racial/Ethnic Group										
White	64	100	33.9	41.9	24.2	66.1	73.3	81.5	96.3	96.1
African American	3	I/S	I/S	I/S	I/S	I/S	64.3	61.3	96.3	97.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.5	87	98.5	98.1
Hispanic	2	I/S	I/S	I/S	I/S	I/S	57.8	66.7	96.7	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	96.6
Disability Status										
Disabled	19	100	N/AV	N/AV	N/AV	23.5	23.6	26	96.2	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.3
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	55.8	65.7	97.9	97.1
Socio-Economic Status										
Subsidized meals	48	100	43.5	37	19.6	56.5	60.5	63.2	96	95.8

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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							
2010	3	67	100	23.3	26.7	50	76.7
	4	71	100	42.6	39.7	17.6	57.4
	5	81	100	21	45.7	33.3	79
	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	3	61	100	11.7	30	58.3	88.3
	4	69	100	25	42.6	32.4	75
	5	70	98.6	27.9	47.1	25	72.1
	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							
2010	3	67	100	33.3	30	36.7	66.7
	4	71	100	33.8	38.2	27.9	66.2
	5	81	100	14.8	42	43.2	85.2
	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	3	61	100	13.3	40	46.7	86.7
	4	69	100	19.1	33.8	47.1	80.9
	5	70	98.6	17.6	42.6	39.7	82.4
	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	
Science							
2010	3	34	100	45.2	29	25.8	54.8
	4	71	100	44.1	51.5	4.4	55.9
	5	40	100	25	60	15	75
	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	3	30	100	44.8	41.4	13.8	55.2
	4	69	100	36.8	52.9	10.3	63.2
	5	35	100	31.4	54.3	14.3	68.6
	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	

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	33	100	10.3	62.1	27.6	89.7
	4	71	100	32.4	63.2	4.4	67.6
	5	41	100	29.3	39	31.7	70.7
	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	31	100	19.4	45.2	35.5	80.6
	4	69	100	26.5	60.3	13.2	73.5
	5	34	100	21.2	48.5	30.3	78.8
	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
Writing							
2010	3	67	98.5	26.2	37.7	36.1	73.8
	4	73	100	55.7	38.6	5.7	44.3
	5	81	100	39.5	42	18.5	60.5
	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
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	70	100	33.8	41.2	25	66.2
	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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