



## WEST VIEW ELEMENTARY

400 Oak Grove Road  
Spartanburg, SC 29301

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	724 Students	
<b>Principal</b>	Shawn R. Wootton	864-576-1833
<b>Superintendent</b>	Darryl Owings	864-576-4212
<b>Board Chair</b>	Mr. Alex Meadows	864-576-4212

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Good
2009	Good	Average
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

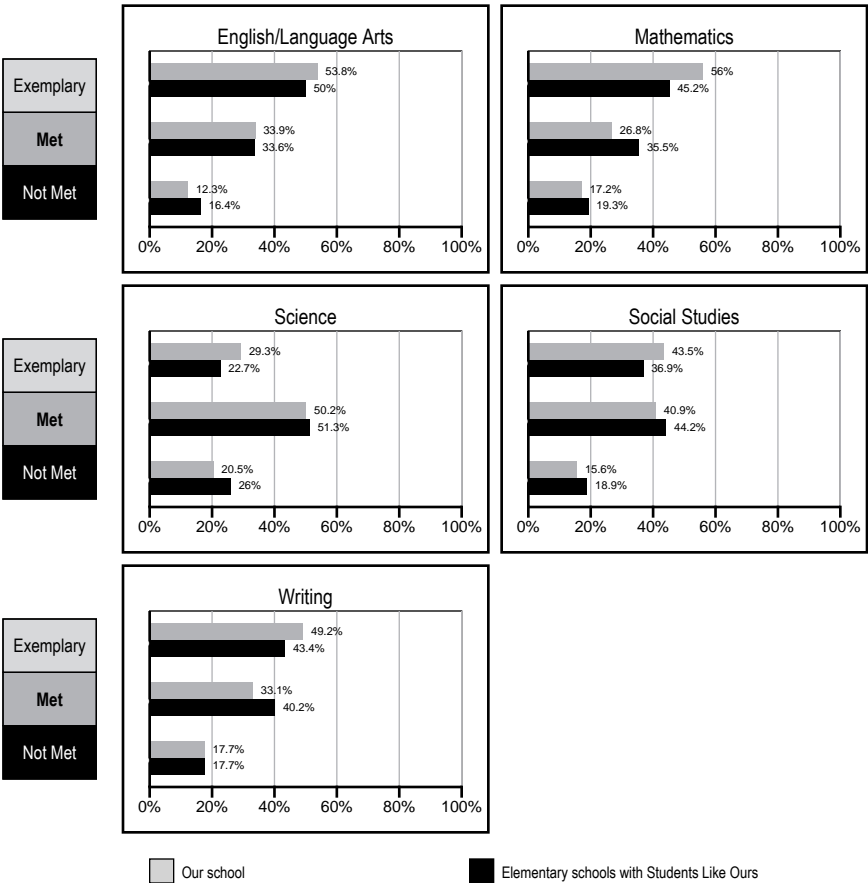
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
29	33	8	1	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
<b>Students (n=724)</b>				
First graders who attended full-day kindergarten	89.6%	Down from 93.8%	100.0%	100.0%
Retention rate	1.1%	Down from 2.0%	0.9%	1.1%
Attendance rate	96.7%	Down from 97.0%	96.3%	96.2%
Served by gifted and talented program	32.9%	Up from 30.2%	20.1%	13.4%
With disabilities other than speech	2.6%	Down from 7.5%	3.4%	4.1%
Older than usual for grade	0.4%	Up from 0.3%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=49)</b>				
Teachers with advanced degrees	73.5%	Down from 74.0%	65.2%	62.5%
Continuing contract teachers	87.8%	Up from 84.0%	90.3%	88.2%
Teachers returning from previous year	94.2%	Up from 91.2%	90.3%	87.8%
Teacher attendance rate	96.4%	Down from 96.8%	95.0%	95.2%
Average teacher salary*	\$48,749	Down 1.5%	\$47,909	\$46,773
Professional development days/teacher	8.4 days	Down from 10.4 days	10.9 days	10.5 days
<b>School</b>				
Principal's years at school	7.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 19.8 to 1	20.8 to 1	19.9 to 1
Prime instructional time	92.6%	Down from 93.3%	90.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.3%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,863	Down 0.6%	\$6,878	\$7,447
Percent of expenditures for instruction**	74.5%	Up from 74.2%	69.4%	68.4%
Percent of expenditures for teacher salaries**	73.0%	Up from 71.9%	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

At West View Elementary, where "all children experience success," our students continue to achieve! Our PASS test scores earned us an Excellent rating on our school report card as well as a Palmetto Gold and Silver Award from the SC State Department of Education. The faculty and staff at West View are committed to high levels of student achievement. This commitment is evident in the achievement of all students with West View wildcats continuing to score above the state average on state testing.

West View's success continues to be grounded in a strong, positive school and community culture and excellence in teaching and learning. Our culture thrives on common values, traditions, and ceremonies that exemplify the significance we place on the teaching and learning environment. Our strong culture is a unifying force for students, parents, faculty and staff.

Continuous uninterrupted and research based instruction is a clear focus at West View. This is accomplished through daily common planning time for teachers, flexible grouping for the instruction of mathematics, intervention and remediation programs for reading and mathematics, and enrichment opportunities throughout. In addition to the academic focus, students are able to participate in our many club offerings: chess club, cooking club, science club, 4H pet club, puzzle club, game club, and soccer club, to name a few. These opportunities, provided by the faculty and staff, are avenues for our children to grow socially and emotionally as well as academically.

The West View faculty celebrated accomplishments throughout the year with two teachers being awarded the Golden Apple Award and one teacher being recognized as the District Six Reading Teacher of the Year. In addition, twelve PTO mini-grants were awarded to teachers to fund innovative and technological approaches to instruction in the classroom.

Our School Improvement Council was once again vigilant in setting goals to support our students. One such goal, the Mentors Matter mentoring program, paired students with mentors for the first time during the spring. In addition, West View is fortunate to have an active PTO that works diligently and tirelessly in its efforts on behalf of the children and faculty. Again, this year, thousands of dollars were raised to help purchase additional items for the classroom to aid our students in their success.

West View continues to be dedicated to providing excellence through our commitment to the educational welfare of the children and parents of this community. Our partnership ensures that students are provided with a positive, challenging and enriching learning environment that enables each student to be successful. We are extremely proud of our accomplishments at WVES and know that these are only possible through the support of our stakeholders.

Shawn R. Wootton, Ed.S., Principal  
Stacey Beeler, SIC Chairman

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	130	106
Percent satisfied with learning environment	100.0%	85.4%	92.3%
Percent satisfied with social and physical environment	100.0%	79.8%	90.6%
Percent satisfied with school-home relations	100.0%	86.8%	86.5%

\* 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 22 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.3%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	6.6%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.3%	0.0%	No
Student attendance rate	96.7%	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	388	99.2	12.3	33.9	53.8	92.3	82.9	82.4	Yes	Yes
<b>Gender</b>										
Male	193	99	18.1	29.4	52.5	88.7	78.9	78.7	N/A	N/A
Female	195	99.5	6.9	38.1	55	95.8	86.9	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	182	98.9	5.1	24.4	70.5	98.3	89	88.9	Yes	Yes
African American	140	100	22	47	31.1	85.6	75	72.9	Yes	Yes
Asian/Pacific Islander	25	100	8.3	25	66.7	91.7	90.5	93	I/S	I/S
Hispanic	40	97.5	15.2	39.4	45.5	87.9	76.9	79.3	I/S	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.5	83	I/S	I/S
<b>Disability Status</b>										
Disabled	54	100	34	28.3	37.7	73.6	44	48.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	73.7	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	41	100	12.8	38.5	48.7	87.2	76.8	78.3	I/S	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	185	99.5	20.5	42	37.5	86.9	77.5	75.4	Yes	Yes

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

All Students	388	99.2	17.2	26.8	56	87.2	83.3	81.9	Yes	Yes
<b>Gender</b>										
Male	193	99	20.9	24.9	54.2	81.9	81.4	79.9	N/A	N/A
Female	195	99.5	13.8	28.6	57.7	92.1	85.3	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	182	98.9	9.7	18.8	71.6	93.8	89	88.9	Yes	Yes
African American	140	100	30.3	34.8	34.8	75.8	73.7	71.4	No	Yes
Asian/Pacific Islander	25	100	N/AV	N/AV	N/AV	100	94.7	94.6	I/S	I/S
Hispanic	40	97.5	18.2	36.4	45.5	87.9	83	81.1	I/S	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.8	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	54	100	56.6	13.2	30.2	49.1	42.9	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	77.8	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	41	100	15.4	41	43.6	89.7	82.6	81.4	I/S	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	185	99.5	28.4	37.5	34.1	78.4	78.2	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
<b>Science</b>								
All Students	251	100	20.5	50.2	29.3	79.5	68.8	68.6
<b>Gender</b>								
Male	119	100	20.9	50	29.1	79.1	68.4	68.3
Female	132	100	20.2	50.4	29.5	79.8	69.1	68.9
<b>Racial/Ethnic Group</b>								
White	121	100	9.2	48.3	42.5	90.8	79.8	80.7
African American	83	100	37.2	53.8	9	62.8	54.3	51.4
Asian/Pacific Islander	19	100	15.8	47.4	36.8	84.2	76.6	85.3
Hispanic	27	100	28.6	47.6	23.8	71.4	60	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	55.2	70.8
<b>Disability Status</b>								
Disabled	32	100	45.2	38.7	16.1	54.8	31.3	35.7
<b>Migrant Status</b>								
Migrant	1	I/S	I/S	I/S	I/S	I/S	64.3	42.9
<b>English Proficiency</b>								
Limited English Proficient	29	100	26.9	53.8	19.2	73.1	59.1	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	117	100	33.6	49.6	16.8	66.4	59.4	57.3
<b>Social Studies</b>								
All Students	250	100	15.6	40.9	43.5	84.4	72.6	72.5
<b>Gender</b>								
Male	136	100	17.6	39.2	43.2	82.4	72.2	72
Female	114	100	13.4	42.9	43.8	86.6	73	73.1
<b>Racial/Ethnic Group</b>								
White	110	100	6.6	35.8	57.5	93.4	80.6	81
African American	93	100	28.1	50.6	21.3	71.9	59.8	60
Asian/Pacific Islander	19	100	11.1	33.3	55.6	88.9	83.3	89
Hispanic	28	100	12.5	33.3	54.2	87.5	71.3	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	77.3	73.5
<b>Disability Status</b>								
Disabled	34	100	36.4	42.4	21.2	63.6	33.6	40.5
<b>Migrant Status</b>								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	31	100	13.3	33.3	53.3	86.7	70.7	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	124	100	23.3	47.5	29.2	76.7	65	62.9

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
<b>Writing</b>										
All Students	135	99.3	17.1	33.3	49.6	82.9	72.4	73.2	96.7	96.4
<b>Gender</b>										
Male	65	98.5	23	29.5	47.5	77	65.6	67.2	96.6	96.4
Female	70	100	11.8	36.8	51.5	88.2	79.5	79.4	96.8	96.4
<b>Racial/Ethnic Group</b>										
White	60	100	3.4	27.6	69	96.6	80.9	81.5	96.6	96.1
African American	58	98.3	30.9	40	29.1	69.1	62.7	61.3	96.8	96.8
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	81.8	87	96.6	97.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	61.4	66.7	96.7	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	68.8	72.2	99.3	94.7
<b>Disability Status</b>										
Disabled	17	94.1	56.3	25	18.8	43.8	20.1	26	95.8	95.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	97.5	97.4
<b>English Proficiency</b>										
Limited English Proficient	12	100	25	41.7	33.3	75	60.7	65.7	96.5	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	60	98.3	34.5	45.5	20	65.5	63.6	63.2	96.3	96.1

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
<b>English/Language Arts</b>							
<b>2010</b>	3	113	100	11.2	19.6	69.2	88.8
	4	131	100	17.6	33.6	48.8	82.4
	5	120	100	12.4	45.1	42.5	87.6
	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
<b>2011</b>	3	137	97.8	8.7	18.3	73	91.3
	4	116	100	12.7	38.2	49.1	87.3
	5	135	100	15.4	45.4	39.2	84.6
	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
<b>Mathematics</b>							
<b>2010</b>	3	113	100	13.1	21.5	65.4	86.9
	4	131	100	11.2	42.4	46.4	88.8
	5	120	100	18.6	37.2	44.2	81.4
	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
<b>2011</b>	3	137	97.8	11.1	24.6	64.3	88.9
	4	116	100	17.3	34.5	48.2	82.7
	5	135	100	23.1	22.3	54.6	76.9
	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
<b>Science</b>							
<b>2010</b>	3	57	98.3	34	28.3	37.7	66
	4	131	100	20.8	55.2	24	79.2
	5	60	100	23.2	53.6	23.2	76.8
	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
<b>2011</b>	3	66	100	11.3	48.4	40.3	88.7
	4	116	100	20	53.6	26.4	80
	5	69	100	29.9	46.3	23.9	70.1
	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

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
<b>Social Studies</b>							
<b>2010</b>	3	56	98.2	13.5	32.7	53.8	86.5
	4	131	100	17.6	44	38.4	82.4
	5	60	100	26.3	29.8	43.9	73.7
	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
<b>2011</b>	3	68	100	9.4	31.3	59.4	90.6
	4	116	100	15.5	47.3	37.3	84.5
	5	66	100	22.2	39.7	38.1	77.8
	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
<b>Writing</b>							
<b>2010</b>	3	113	100	17.4	34.9	47.7	82.6
	4	131	99.2	22.4	31.2	46.4	77.6
	5	121	100	19.3	37.7	43	80.7
	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
<b>2011</b>	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	135	99.3	17.1	33.3	49.6	82.9
	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

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