



SC Annual School Report Card Summary

Westwood Elementary School
 Abbeville County School District
 Grades: 3-5 Enrollment: 376
 Principal: David Nixon
 Superintendent: Dr. Ivan Randolph
 Board Chair: Dr. Bill Crenshaw

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	Excellent	Excellent	TBD	TBD	A	Focus
2011	Excellent	Good	Gold	N/A	Not Met	NI
2010	Good	Good	Silver	N/A	Not Met	N/A

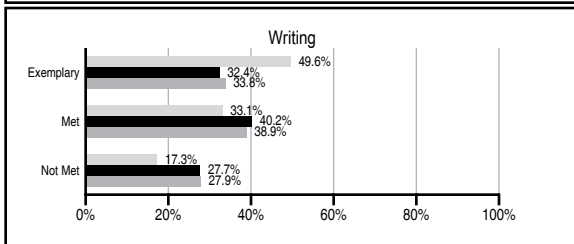
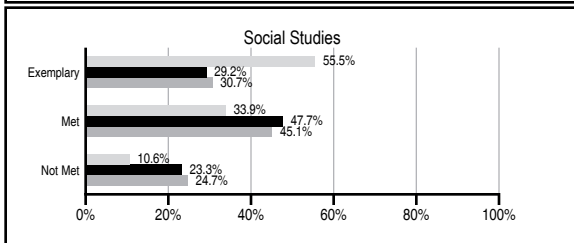
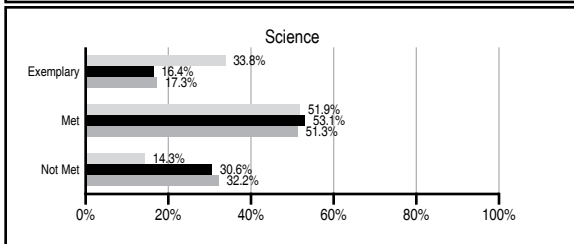
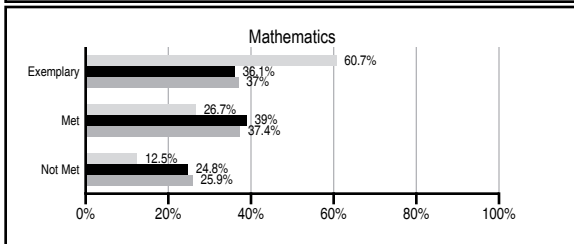
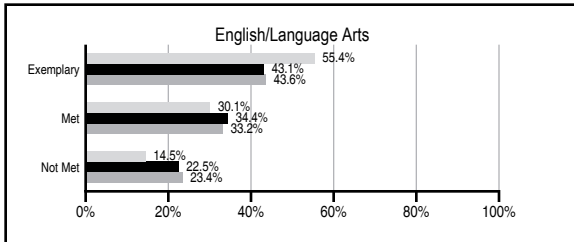
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
21	44	56	3	0

* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Westwood Elementary School
[Abbeville County School District]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=376)				
Retention rate	0.3%	No Change	1.2%	1.0%
Attendance rate	96.3%	Up from 95.7%	96.4%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	66.7%	Up from 63.3%	61.9%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	91.0%	Up from 80.4%	89.6%	88.7%
Teacher attendance rate	91.7%	Down from 94.9%	95.2%	95.1%
Average teacher salary*	\$44,149	Up 2.2%	\$47,395	\$47,210
Classes not taught by highly qualified teachers	0.0%	Down from 16.1%	0.0%	0.0%
Professional development days/teacher	1.2 days	Down from 3.9 days	10.8 days	10.5 days
School				
Principal's years at school	1.0	Down from 7.0	4.5	4.0
Student-teacher ratio in core subjects	15.0 to 1	Down from 17.2 to 1	20.0 to 1	20.0 to 1
Prime instructional time	87.3%	Down from 89.8%	90.3%	90.5%
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	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,246	Up 6.0%	\$7,072	\$7,247
Percent of expenditures for instruction**	68.0%	No Change	67.9%	68.2%
Percent of expenditures for teacher salaries**	66.5%	Up from 65.8%	66.2%	65.7%
ESEA composite index score	91.6	N/A	91.0	91.9

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	30	130	50
Percent satisfied with learning environment	100.0%	96.1%	92.0%
Percent satisfied with social and physical environment	100.0%	90.8%	85.4%
Percent satisfied with school-home relations	100.0%	87.7%	80.9%

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The assessment component of our plan calls for the use of DIBELS to monitor the reading progress of students who are having difficulty throughout the year. We are continuing our program where all of the students who scored "at-risk" or "intensive" were tested more frequently. Testing students bi-monthly has allowed us to get a more accurate picture of the effectiveness of our interventions, and we adjusted them accordingly. 44 3rd and 4th grade students fell into these areas and were given the opportunity to attend our "After School Magic" program where they received additional assistance from 2:15 until 3:50 three days a week. The improvement these students have shown from this extra intervention has been remarkable. All of this information will provide a better idea of how students are performing and how best to meet their needs as we continue to see the number of "at-risk" students decrease.

We were also encouraged by this years MAP scores. MAP testing is administered once in the fall, once in the winter, again in the spring, and after PASS is administered. MAP is a way of gauging academic growth and projecting where students will perform on the PASS Test. All students at Westwood showed growth according to their MAP scores. Translating the scores into their PASS equivalents allows us to compare the past scores from PASS to how they performed this year on MAP.

We were able to provide remediation and enrichment for our students through our Related Arts Teachers. Creative scheduling allowed each of these teachers an hour and a half each morning to work with our students in the areas of math and reading.

Westwood continues to use the Data Room in the school. Each student in the school is tracked based on his or her MAP, CAI and other data sources to help identify individual student performance and mastery of standards.

We made adjustments to our schedule this year by moving all Related Arts to after 11:30. This allows for more uninterrupted instruction in the morning which statistically is the most important time for students to retain information.

Thus far, 2011-2012 has been a very productive year. We are certainly encouraged by the data we have seen and look forward to taking PASS.

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 NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status