



## Westminster Elementary

206 Hamilton Drive  
Westminster, SC 29693

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 440 Students           |              |
| <b>Principal</b>      | Angie Henderson        | 864-886-4520 |
| <b>Superintendent</b> | Dr. Mike Lucas         | 864-886-4500 |
| <b>Board Chair</b>    | Andy Inabinet          | 864-882-0106 |

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2013</b> | <b>Average</b>  | <b>Average</b> |
| 2012        | Average         | Good           |
| 2011        | Average         | Good           |
| 2010        | Average         | Good           |
| 2009        | Average         | Good           |

## 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://www.eoc.sc.gov>

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

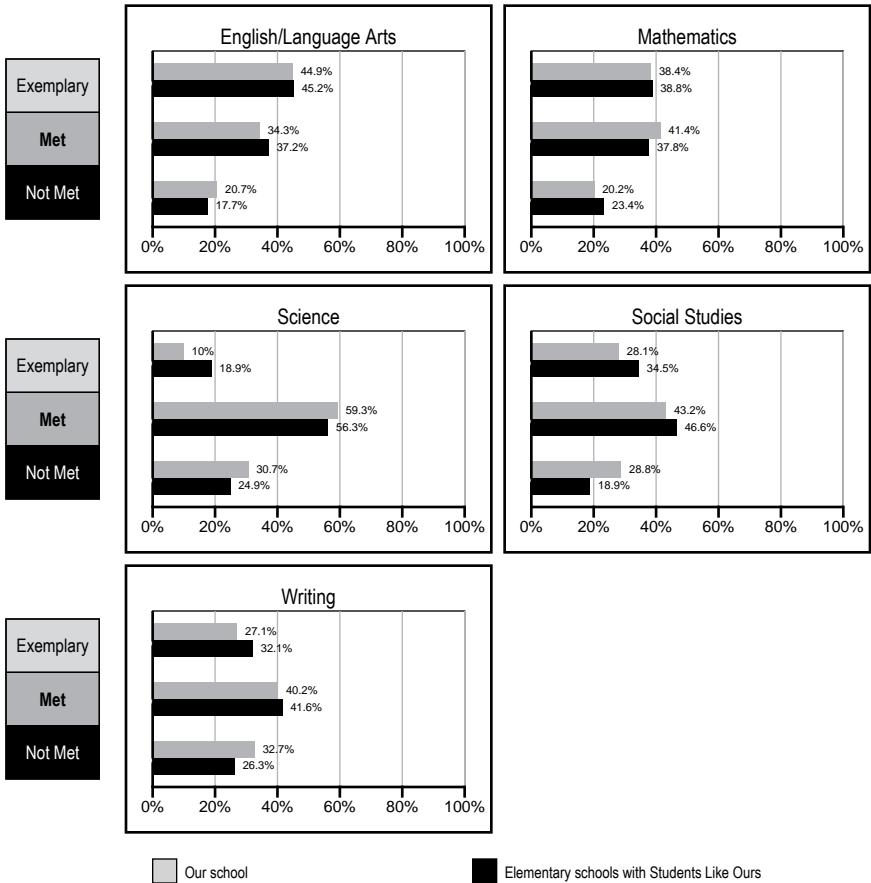
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 98%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 26        | 46   | 48      | 0             | 0       |

\* Ratings are calculated with data available by 12/14/2013.

**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=440)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 1.8%       | Up from 1.6%          | 1.3%                                       | 0.9%                     |
| Attendance rate  | 96.3%      | Down from 96.4%       | 96.2%                                      | 96.3%                    |
| Served by gifted and talented program  | 4.5%       | N/A                   | 8.5%                                       | 7.2%                     |
| With disabilities  | 20.4%      | N/A                   | 13.7%                                      | 12.4%                    |
| Older than usual for grade   | 1.3%       | N/A                   | 2.3%                                       | 1.9%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=35)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 65.7%      | Up from 57.1%         | 62.8%                                      | 62.5%                    |
| Continuing contract teachers   | 94.3%      | No Change             | 85.7%                                      | 83.3%                    |
| Teachers returning from previous year  | 90.3%      | Up from 89.2%         | 89.3%                                      | 88.3%                    |
| Teacher attendance rate  | 91.9%      | Down from 94.4%       | 95.0%                                      | 95.0%                    |
| Average teacher salary*  | \$50,521   | Up 5.8%               | \$48,652                                   | \$48,193                 |
| Professional development days/teacher  | 8.8 days   | Up from 6.9 days      | 11.2 days                                  | 11.0 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 2.0        | Up from 1.0           | 4.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 20.2 to 1  | Up from 20.1 to 1     | 20.2 to 1                                  | 20.1 to 1                |
| Prime instructional time   | 87.3%      | Down from 89.7%       | 90.0%                                      | 90.0%                    |
| 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  | Good       | Down from Excellent   | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$8,140    | Down 11.2%            | \$7,043                                    | \$7,364                  |
| Percent of expenditures for instruction**                                    | 69.0%      | Up from 66.3%         | 68.0%                                      | 68.0%                    |
| Percent of expenditures for teacher salaries**                               | 66.0%      | Up from 63.1%         | 66.0%                                      | 66.0%                    |

\* 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

Westminster Elementary is a great place to be! The percentage of students who scored 'Met' and/or 'Exemplary' on PASS increased in English-Language Arts, Writing, Math, and Science from the 2011-2012 School Year to the 2012-2013 School year. Our highest percentage growth on PASS occurred in Math, with a growth of 7.1 percentage points. We also monitor student performance with the Measurements of Academic Performance (MAP) and we exceeded national mean RIT scores for several grades in both Math and Reading! Our school has three interventionists that serve kindergarten through fifth grades in the areas of Math and English-Language Arts. We also have a part time interventionist that intervenes with kindergarteners using the Early Reading Intervention (ERI) Program. We have one resource teacher that provides support to students with Individualized Education Plans in the general education setting as well as three self-contained special education classes.

Our teachers strive for excellence academically and behaviorally. Our school implemented the Chick-Fil-A Core Essential Character Education Program school-wide in which students were recognized monthly by their peers for displaying character traits. Our school also hosted our second annual World Culture Day, with over 20 speakers representing over 13 countries. U.S Engine Valve, a business partner, conducted diversity training for all of our 4th grade students. Due to our exceptional Positive Behavior and Support System, our discipline referrals decreased significantly from the 2012-2013 school year.

Our school has programs in place to ensure that our children are learning about healthy life styles. This year we once again received the 2012-2013 Safe Kids Safe Schools Award by Safe Kids Upstate and Oconee Medical Center. This award is for schools that demonstrate excellence in efforts of teaching students healthy lifestyles. For example, we have a safety patrol team at our school, we participated in the National Walk-to-School Day, we have a daily Morning Movers Club, and we are building a walking track. Westminster Elementary students have opportunities to participate in an array of extra curriculum clubs and activities. We have a student council for grades 3-5 as well as a Cardinal Honors Club for grade 5. Both of these clubs participated in community service projects this year. Other extracurricular activities include chorus, Act Out Drama Club, Battle of the Books Club, Math Madness Team, and Tiger Relay Team. We had grade level winners in third, fourth and fifth grade for the SDOC Math Madness competition and received first runners-up at the SDOC Battle of the Books Competition. We also had a state winner at the Invention Convention for South Carolina. Westminster Elementary will continue to strive for excellence in the 2013-2014 school year!

Meredith Williams, SIC Chairman

Angela C. Henderson, Principal

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 35       | 51        | 32       |
| Percent satisfied with learning environment            | 100%     | 82.4%     | 90.6%    |
| Percent satisfied with social and physical environment | 100%     | 78.4%     | 96.9%    |
| Percent satisfied with school-home relations           | 91.4%    | 86.3%     | 87.1%    |

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

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## ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

|                                      |             |
|--------------------------------------|-------------|
| <b>Overall Weighted Points Total</b> | <b>91.9</b> |
| <b>Overall Grade Conversion</b>      | <b>A</b>    |

| Index Score  | Grade | Description   |
|--------------|-------|---|
| 90-100       | A     | Performance substantially exceeds the state's expectations. |
| 80-89.9      | B     | Performance exceeds the state's expectations.               |
| 70-79.9      | C     | Performance meets the state's expectations.                 |
| 60-69.9      | D     | Performance does not meet the state's expectations.         |
| Less than 60 | F     | Performance is substantially below the state's expectations |

## Accountability Indicator for Title I Schools

Westminster Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

## Teacher Quality and Student Attendance

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 0.0%         | 2.3%  |
| Classes in high poverty schools not taught by highly qualified teachers | N/A          | 4.9%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 96.3%      | 94.0%*          | Yes                 |

\* Or greater than last year

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## Performance By Group

| Subgroups                         | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| <b>Grades 3-5</b>                 |          |           |              |                     |              |               |
| All Students                      | 660.7    | 656.0     | 615.3        | 632.7               | 100.0        | 100.0         |
| Male                              | 648.3    | 650.6     | 614.6        | 630.6               | 100.0        | 100.0         |
| Female                            | 670.7    | 660.4     | 615.9        | 634.3               | 100.0        | 100.0         |
| White                             | 662.0    | 657.9     | 616.2        | 633.6               | 100.0        | 100.0         |
| African American                  | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Asian/Pacific Islander            | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Hispanic                          | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| American Indian/Alaskan           | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Disabled                          | 621.0    | 616.5     | 595.8        | 606.4               | 100.0        | 100.0         |
| Limited English Proficient        | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Subsidized meals                  | 649.7    | 644.6     | 607.0        | 624.9               | 100.0        | 100.0         |
| Annual Measurable Objective (AMO) | 635.0    | 635.0     | 635.0        | 635.0               | 95.0         | 95.0          |

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 |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>English/Language Arts</b> |       |                               |          |           |       |             |                    |
| <b>2012</b>                  | 3     | 86                            | 98.8     | 25.3      | 30.4  | 44.3        | 74.7               |
|                              | 4     | 62                            | 100      | 14.5      | 47.3  | 38.2        | 85.5               |
|                              | 5     | 74                            | 100      | 26.5      | 27.9  | 45.6        | 73.5               |
|                              | 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                |
| <b>2013</b>                  | 3     | 58                            | 100      | 7.1       | 16.1  | 76.8        | 92.9               |
|                              | 4     | 88                            | 100      | 28.2      | 42.4  | 29.4        | 71.8               |
|                              | 5     | 68                            | 100      | 20.6      | 36.5  | 42.9        | 79.4               |
|                              | 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                |
| <b>Mathematics</b>           |       |                               |          |           |       |             |                    |
| <b>2012</b>                  | 3     | 86                            | 100      | 32.5      | 28.8  | 38.8        | 67.5               |
|                              | 4     | 62                            | 100      | 9.1       | 43.6  | 47.3        | 90.9               |
|                              | 5     | 74                            | 100      | 22.1      | 25    | 52.9        | 77.9               |
|                              | 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>2013</b>                  | 3     | 58                            | 100      | 16.1      | 32.1  | 51.8        | 83.9               |
|                              | 4     | 88                            | 100      | 24.7      | 40    | 35.3        | 75.3               |
|                              | 5     | 68                            | 100      | 15.9      | 47.6  | 36.5        | 84.1               |
|                              | 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                |
| <b>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2012</b>                  | 3     | 43                            | 100      | 50        | 31.6  | 18.4        | 50                 |
|                              | 4     | 62                            | 100      | 27.3      | 65.5  | 7.3         | 72.7               |
|                              | 5     | 36                            | 100      | 18.8      | 50    | 31.3        | 81.3               |
|                              | 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                |
| <b>2013</b>                  | 3     | 29                            | 100      | 17.9      | 53.6  | 28.6        | 82.1               |
|                              | 4     | 87                            | 100      | 38.1      | 54.8  | 7.1         | 61.9               |
|                              | 5     | 34                            | 100      | 18.8      | 68.8  | 12.5        | 81.3               |
|                              | 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

## PASS Performance By Grade Level

|                       | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>Social Studies</b> |       |                               |          |           |       |             |                    |
| <b>2012</b>           | 3     | 43                            | 97.7     | 34.1      | 39    | 26.8        | 65.9               |
|                       | 4     | 62                            | 100      | 18.2      | 74.5  | 7.3         | 81.8               |
|                       | 5     | 38                            | 100      | 27.8      | 30.6  | 41.7        | 72.2               |
|                       | 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                |
| <b>2013</b>           | 3     | 30                            | 100      | 17.2      | 37.9  | 44.8        | 82.8               |
|                       | 4     | 87                            | 100      | 31        | 48.8  | 20.2        | 69                 |
|                       | 5     | 34                            | 100      | 29        | 32.3  | 38.7        | 71                 |
|                       | 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>2012</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     | 75                            | 97.3     | 40.6      | 23.2  | 36.2        | 59.4               |
|                       | 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                |
| <b>2013</b>           | 3     | 57                            | 96.5     | 18.5      | 42.6  | 38.9        | 81.5               |
|                       | 4     | 87                            | 93.1     | 38.8      | 38.8  | 22.5        | 61.3               |
|                       | 5     | 68                            | 100      | 35.9      | 40.6  | 23.4        | 64.1               |
|                       | 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                |

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