



SC Annual School Report Card Summary

Westwood Elementary
 Abbeville
 Grades: 3-5 Enrollment: 378
 Principal: David Nixon
 Superintendent: Dr. Ivan Randolph
 Board Chair: Tim Rhodes

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
2013	Excellent	Good	TBD	TBD	B	Focus
2012	Excellent	Excellent	Gold	N/A	A	Focus
2011	Excellent	Good	Gold	N/A	Not Met	NI

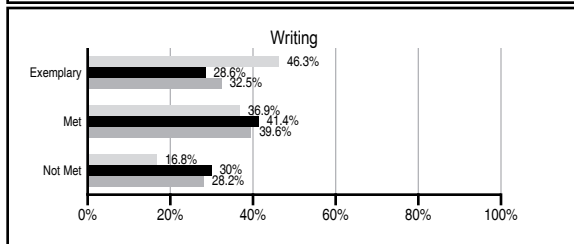
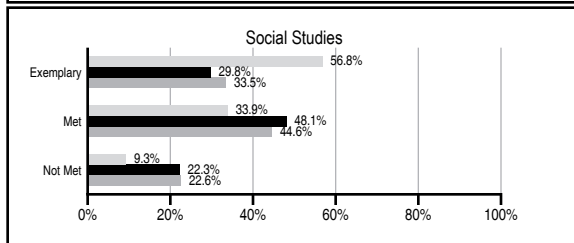
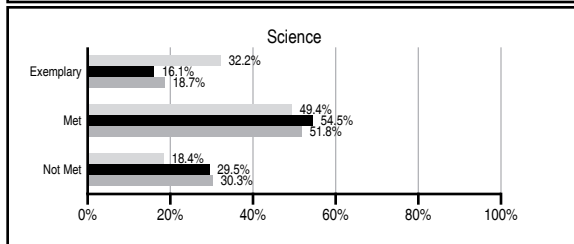
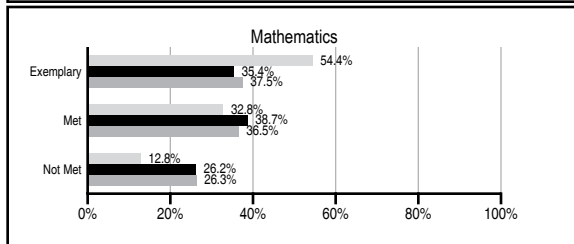
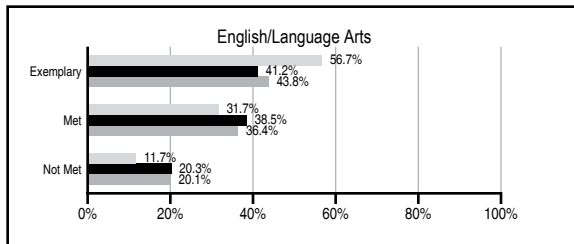
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
11	43	65	3	1

* Ratings are calculated with data available by 11/07/2013. 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 [Abbeville]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=378)				
Retention rate	2.1%	Up from 0.3%	1.1%	0.9%
Attendance rate	97.5%	Up from 96.3%	96.1%	96.3%
Served by gifted and talented program	17.6%	N/A	7.0%	7.2%
With disabilities	8.8%	N/A	14.1%	12.4%
Older than usual for grade	2.9%	N/A	2.3%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	76.0%	Up from 66.7%	61.5%	62.5%
Continuing contract teachers	96.0%	Down from 96.3%	84.4%	83.3%
Teachers returning from previous year	87.2%	Down from 91.0%	89.1%	88.3%
Teacher attendance rate	98.5%	Up from 91.7%	94.7%	95.0%
Average teacher salary*	\$45,153	Up 2.3%	\$48,551	\$48,193
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	7.2 days	Up from 1.2 days	11.4 days	11.0 days
School				
Principal's years at school	2.0	Up from 1.0	4.5	4.0
Student-teacher ratio in core subjects	17.6 to 1	Up from 15.0 to 1	20.0 to 1	20.1 to 1
Prime instructional time	95.5%	Up from 87.3%	89.6%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,022	Down 3.1%	\$7,473	\$7,364
Percent of expenditures for instruction**	69.0%	Up from 68.0%	67.0%	68.0%
Percent of expenditures for teacher salaries**	66.0%	Down from 66.5%	65.0%	66.0%
ESEA composite index score	87.8	Down from 91.6	87.3	88.0

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	25	108	54
Percent satisfied with learning environment	100%	88.9%	94.4%
Percent satisfied with social and physical environment	96%	93.5%	92.6%
Percent satisfied with school-home relations	91.7%	86.1%	83.3%

*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. 54 3rd, 4th and 5th 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. Westwood also offered an after school GATE enrichment program. This program lasted from 2:20-3:30 three days a week and served approximately 60 students.

We were encouraged by this year's 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. Students in the school are tracked based on their MAP, CAI, and other data sources to follow student performance and mastery of standards.

We continued the implementation of the schedule from last year by having all related arts classes 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, 2012-2013 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