



SC Annual School Report Card Summary

Westwood Elementary
ABBEVILLE
Grades: 3-5 Enrollment: 357
Principal: Millie A. Ricketts
Superintendent: Dr. Sharon Wall, Interim
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
2014	Excellent	Good	TBD	TBD	A	Reward
2013	Excellent	Good	GOLD	N/A	B	Focus
2012	Excellent	Excellent	GOLD	N/A	A	Focus

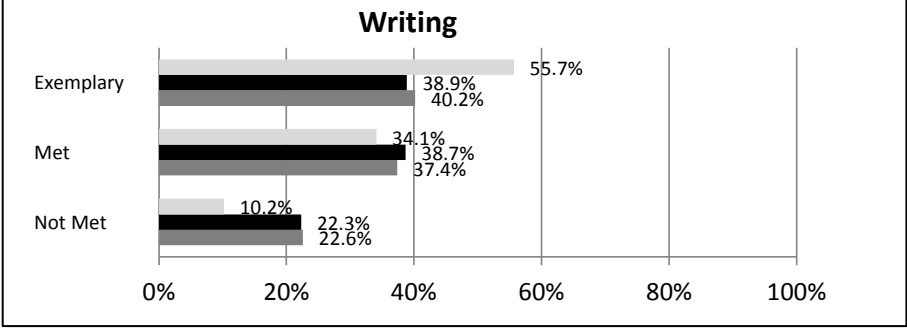
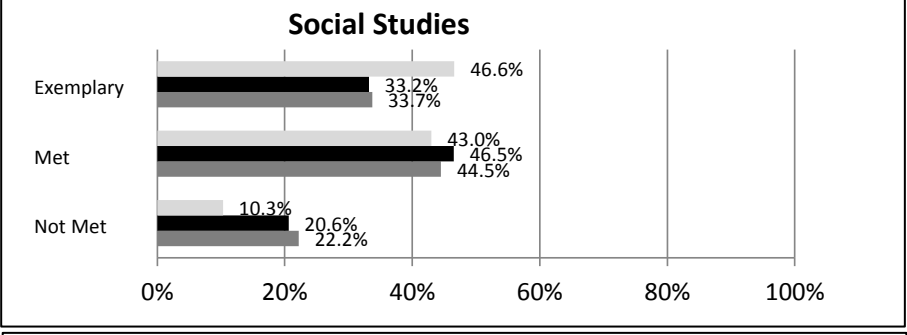
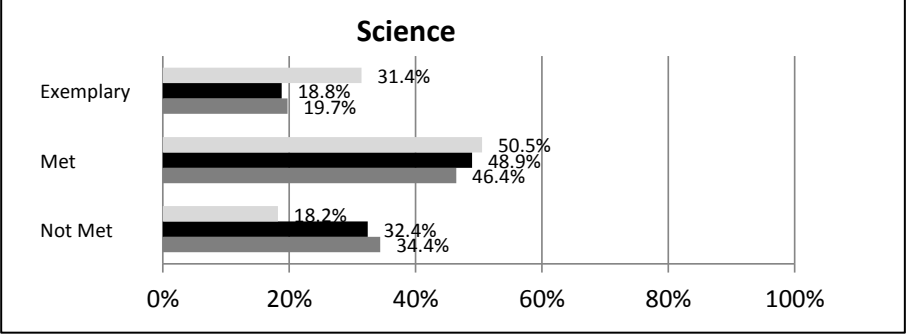
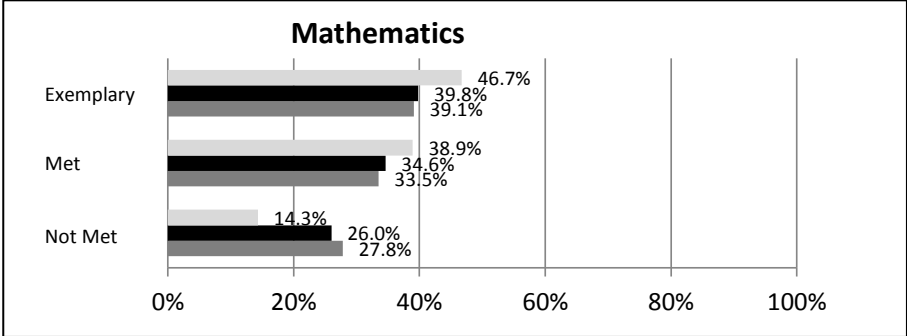
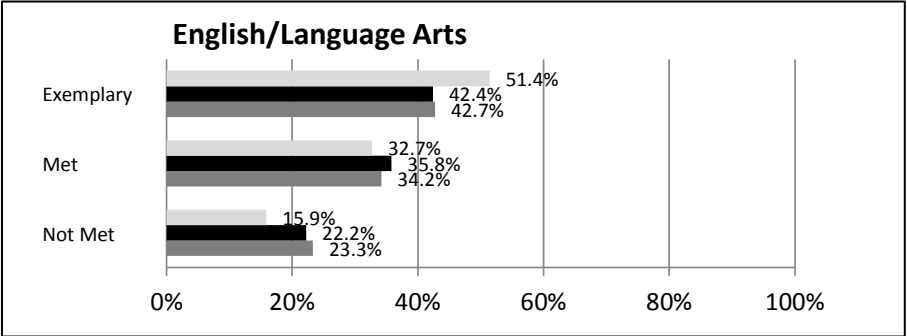
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
28	48	50	2	1

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

SC PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elem Schools Statewide

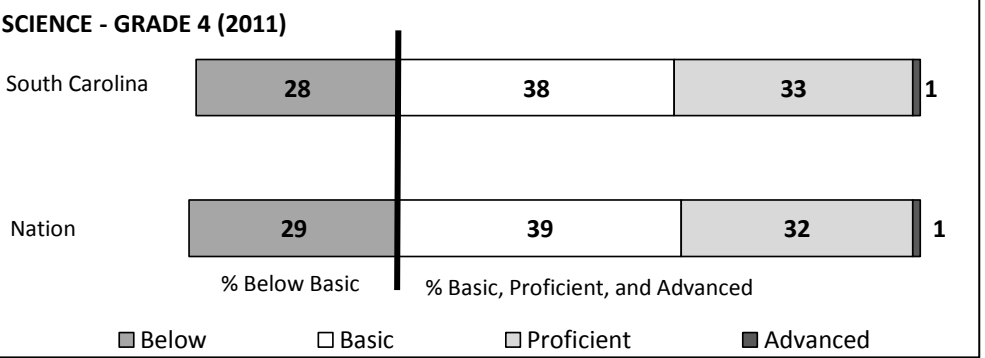
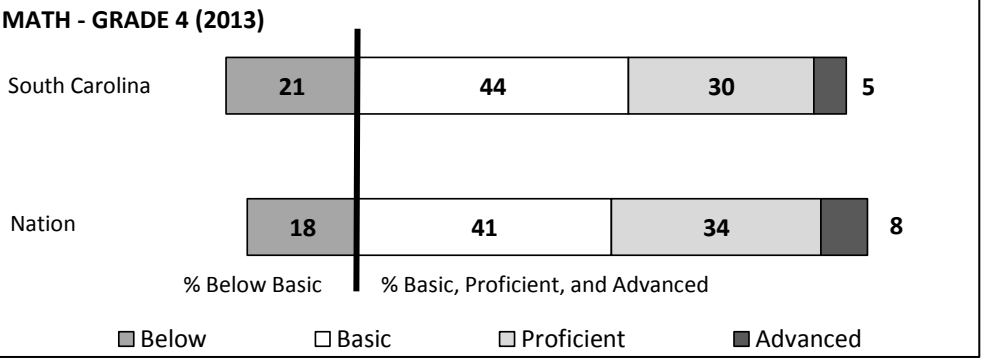
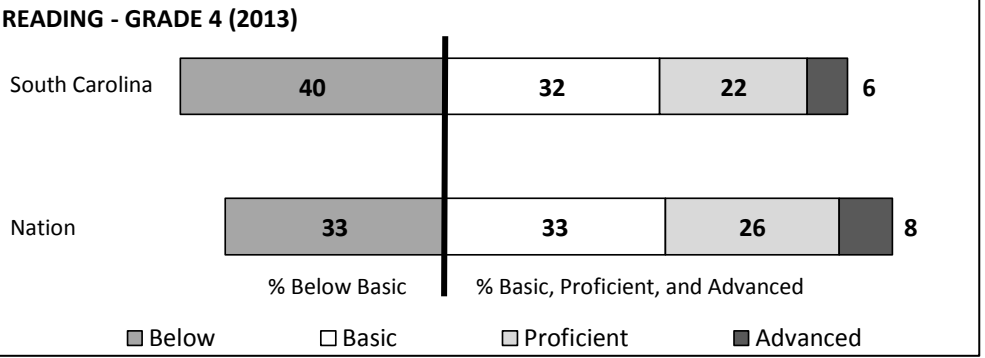


Abbreviations Key

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample TBD-To Be Determined

NAEP*

*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.

Westwood Elementary
ABBEVILLE
SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 357)				
Retention rate	0.3%	Down from 2.1%	1.1%	1.0%
Attendance rate	95.6%	Down from 97.5%	96.4%	96.5%
Served by gifted and talented program	19.2%	Up from 17.6%	7.3%	7.3%
With disabilities	10.9%	Up from 8.8%	13.7%	12.5%
Older than usual for grade	2.8%	Down from 2.9%	2.1%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n = 25)				
Teachers with advanced degrees	72.0%	Down from 76.0%	60.6%	62.3%
Continuing contract teachers	92.0%	Down from 96.0%	83.3%	81.2%
Teachers returning from previous year	88.9%	Up from 87.2%	88.9%	88.4%
Teacher attendance rate	95.9%	Down from 98.5%	95.3%	95.3%
Average teacher salary*	\$46,180	Up 2.3%	\$48,595	\$47,902
Classes not taught by highly qualified teachers	6.9%	Up from 0.0%	0.0%	0.0%
Professional development days/teacher	11.3 days	Up from 7.2 days	10.4 days	10.9 days
School				
Principal's years at school	1.0	Down from 2.0	5.0	4.0
Student-teacher ratio in core subjects	1.8 to 1	Down from 17.6 to 1	20.1 to 1	19.9 to 1
Prime instructional time	91.1%	Down from 95.5%	90.2%	90.7%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	98.6%	Up from 93.5%	100.0%	100.0%
Character development program	Excellent	No change	Excellent	Excellent
Dollars spent per pupil**	\$6,670	Down 5.0%	\$7,539	\$7,680
Percent of expenditures for instruction**	69.5%	Up from 69.0%	66.8%	66.8%
Percent of expenditures for teacher salaries**	67.3%	Up from 66.0%	65.8%	66.0%
ESEA composite index score	98.4	Up from 87.8	87.0	85.7

* Length of contract = 185+ days.
**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	26	114	32
Percent satisfied with learning environment	96.2%	88.6%	90.6%
Percent satisfied with social and physical environment	100.0%	92.9%	100.0%
Percent satisfied with school-home relations	88.5%	93.9%	67.8%

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

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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. 63 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 a before school GATE enrichment program. This program lasted from 7:15- 8:10 five days a week and served approximately 60 students.

We were 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. Student's academic growth is monitored 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 the previous two years 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, 2013-2014 has been a very productive year. We are certainly encouraged by the data we have seen and look forward to 2013-14 PASS data.

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