



Westcliffe Elementary

105 Eastbourne Road
Greenville, S.C. 29611

Grades	PK-5 Elementary School	
Enrollment	293 Students	
Principal	Carolyn H. Morgan	864-355-0300
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	Average
2005	Good	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 GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

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.

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

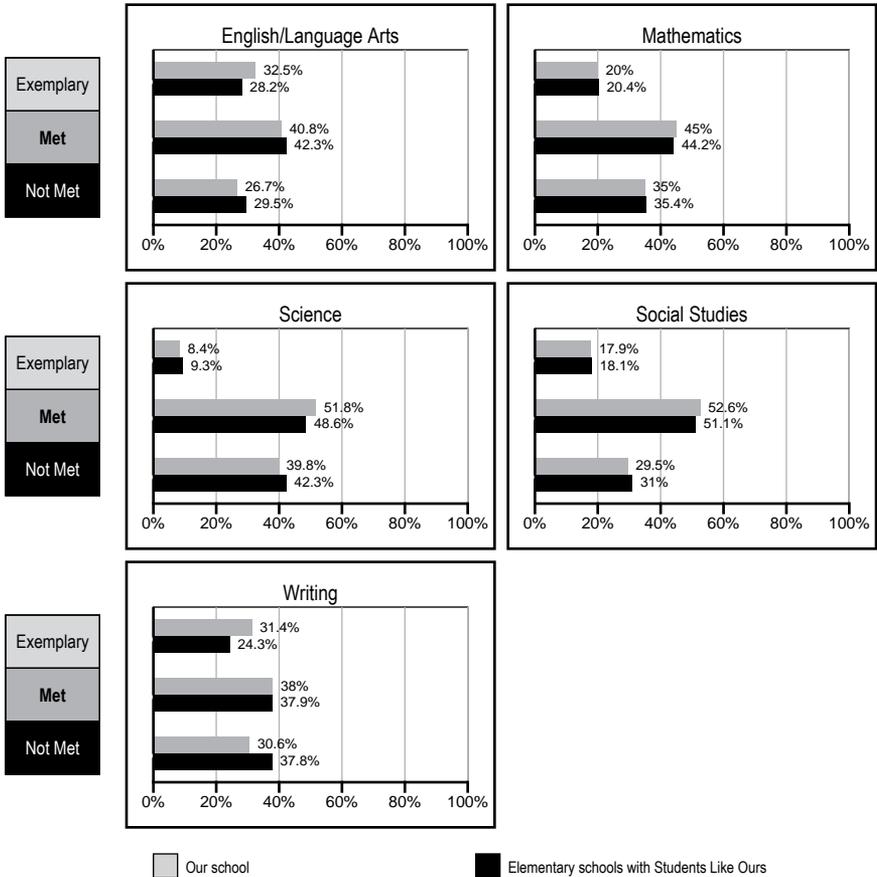
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 94.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	88	24	1

* Ratings are calculated with data available by 06/01/2010.

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
Students (n=293)				
First graders who attended full-day kindergarten	90.2%	Down from 100.0%	100.0%	100.0%
Retention rate	3.2%	Down from 3.9%	2.5%	1.9%
Attendance rate	96.5%	Down from 96.6%	96.0%	96.3%
Eligible for gifted and talented	5.3%	Down from 5.9%	6.5%	10.0%
With disabilities other than speech	12.7%	Down from 17.1%	9.0%	7.7%
Older than usual for grade	2.7%	Up from 2.5%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	56.5%	No Change	56.5%	59.4%
Continuing contract teachers	91.3%	No Change	76.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.3%	Up from 85.3%	84.7%	85.9%
Teacher attendance rate	96.2%	Down from 97.2%	95.0%	95.1%
Average teacher salary*	\$49,793	Up 5.7%	\$46,051	\$47,149
Professional development days/teacher	6.0 days	Down from 6.8 days	11.7 days	11.1 days
School				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	15.1 to 1	Up from 14.7 to 1	18.5 to 1	18.8 to 1
Prime instructional time	92.5%	Down from 92.7%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	87.9%	Up from 85.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,577	Up 0.5%	\$7,624	\$7,458
Percent of expenditures for instruction**	66.3%	Down from 66.7%	68.1%	68.8%
Percent of expenditures for teacher salaries**	62.7%	Up from 61.2%	62.1%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Westcliffe Elementary serves 300 students and is located in the Berea area of Greenville County near Furman University. We serve four-year-olds through fifth grade students. The faculty and staff are passionate about learning and work hard each day to provide the foundation children need to become life-long learners. Westcliffe has been honored as a Red Carpet School, Closing the Gap School, and a Safe Kids School.

Instruction is standards-driven. Social studies was integrated into reading on a couple of grade levels. Our daily routines provide blocks of time for reading, science, and math to prepare students to deal with content and become independent learners. Title I helps us provide extra help with a half time reading intervention teacher for students in first and second grade. Technology is another tool we use to enhance learning in all academic subjects throughout all grade levels.

Our instruction is also data-driven. Westcliffe teachers use grade level benchmarks, teacher made test, theme test, writing assignments, running records, and checklist as forms of assessments for our children. Kindergarten and first grade also use the results from Aims Web that are generated from Response to Intervention (RTI), which help guide instructional strategies for students. Second through fifth grade teachers use MAP (Measures of Academic Progress) to help target strategies to guide instruction. These grades assess students on MAP three times a year. Students at Westcliffe also had Before School Tutoring with teachers to help strengthen their skills in second through fifth grade.

Parent involvement is a key to our school's success. Over 10,000 hours were logged in this year by volunteers who helped children with tutoring, Field Day, field trips, class projects, and teacher requestes. Activities the school provided for students and parents were PTA Meetings, Lunch and Learns, Reading Under the Stars, Math Nights, and the Book Fair. Parents at Westcliffe have given much of themselves to support our curriculum and academic interventions and extracurricular activities. English was taught to our Hispanic parents all year on Tuesdays and Thursdays.

Westcliffe teachers and staff are committed and dedicated to giving our students the very best each and every day. Our motto is "Westcliffe Wildcats Are Wild About Learning," and our daily task is to ensure teaching and learning is going on daily for every student. Students are what we are all about and why we are so committed to learning. Westcliffe Wildcats cannot hide that Westcliffe Pride.

Carolyn Morgan, Principal
Aney Posey, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	37	36
Percent satisfied with learning environment	100.0%	91.9%	94.3%
Percent satisfied with social and physical environment	100.0%	94.6%	100.0%
Percent satisfied with school-home relations	95.8%	94.6%	94.4%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 15 out of 15 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

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	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.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	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."
HOLD	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	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

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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 = 58.8% (Met or Exemplary)

All Students	133	100	26.7	40.8	32.5	85.8	84	82.8	Yes	Yes
Gender										
Male	66	100	29.5	41	29.5	83.6	80.8	79.3	N/A	N/A
Female	67	100	23.7	40.7	35.6	88.1	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	57	100	20.4	40.7	38.9	90.7	89.5	89.5	Yes	Yes
African American	33	100	28.6	39.3	32.1	82.1	72.7	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93	92.3	I/S	I/S
Hispanic	43	100	34.2	42.1	23.7	81.6	74.8	76.5	I/S	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
Disability Status										
Disabled	31	100	45.2	48.4	6.5	74.2	52.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	38	100	34.3	45.7	20	80	74.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	97	100	28.4	45.5	26.1	84.1	74.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	133	100	35	45	20	77.5	80.9	78.9	Yes	Yes
Gender										
Male	66	100	34.4	41	24.6	77	79.6	77	N/A	N/A
Female	67	100	35.6	49.2	15.3	78	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	57	100	27.8	57.4	14.8	81.5	87	87.2	Yes	Yes
African American	33	100	42.9	42.9	14.3	64.3	66.3	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.3	93	I/S	I/S
Hispanic	43	100	39.5	28.9	31.6	81.6	75.3	76	I/S	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
Disability Status										
Disabled	31	100	45.2	48.4	6.5	67.7	48.1	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	38	100	42.9	25.7	31.4	80	76.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	97	100	35.2	44.3	20.5	76.1	70.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	88	100	39.8	51.8	8.4	60.2	71.3	67.5
Gender								
Male	45	100	48.8	44.2	7	51.2	70.8	67
Female	43	100	30	60	10	70	71.8	68
Racial/Ethnic Group								
White	35	100	34.3	57.1	8.6	65.7	79.5	79.5
African American	24	100	52.4	42.9	4.8	47.6	53	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.9	84.3
Hispanic	29	100	37	51.9	11.1	63	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
Disability Status								
Disabled	16	100	N/AV	N/AV	N/AV	25	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	26	100	40	56	4	60	60.4	59.6
Socio-Economic Status								
Subsidized meals	65	100	43.5	48.4	8.1	56.5	57.5	55.1
Social Studies								
All Students	88	100	29.1	53.2	17.7	70.9	75.7	72.3
Gender								
Male	44	100	29.3	46.3	24.4	70.7	75.1	71.5
Female	44	100	28.9	60.5	10.5	71.1	76.3	73.2
Racial/Ethnic Group								
White	38	100	27.8	41.7	30.6	72.2	81.7	80.7
African American	18	100	40	53.3	6.7	60	61.5	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88	88.5
Hispanic	32	100	25	67.9	7.1	75	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
Disability Status								
Disabled	25	100	36	56	8	64	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	29	100	21.4	71.4	7.1	78.6	69	67.9
Socio-Economic Status								
Subsidized meals	67	100	32.2	55.9	11.9	67.8	63.9	62.1

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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
Writing										
All Students	133	100	30.6	38	31.4	69.4	72.9	70.2	96.5	96.5
Gender										
Male	65	100	41	37.7	21.3	59	66.4	63.2	96.2	96.4
Female	68	100	20	38.3	41.7	80	79.7	77.5	96.8	96.5
Racial/Ethnic Group										
White	57	100	33.3	35.2	31.5	66.7	80.5	79.1	96.3	96.3
African American	33	100	39.3	35.7	25	60.7	57.1	57.6	96.2	96.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.3	86.2	96.6	97.6
Hispanic	43	100	20.5	43.6	35.9	79.5	61.3	62.6	97.1	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	N/A	95.2
Disability Status										
Disabled	29	100	62.1	31	6.9	37.9	28.4	26.1	95.3	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	38	100	22.2	44.4	33.3	77.8	60.5	61.2	97.3	97.2
Socio-Economic Status										
Subsided meals	98	100	31.1	37.8	31.1	68.9	58.8	58.9	96.4	95.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	50	100	26.7	35.6	37.8	73.3
	4	43	100	37.5	40	22.5	62.5
	5	40	100	14.3	48.6	37.1	85.7
	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
Mathematics							
2009	3	50	100	46.7	40	13.3	53.3
	4	43	100	42.5	40	17.5	57.5
	5	40	100	11.4	57.1	31.4	88.6
	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
Science							
2009	3	25	100	39.1	47.8	13	60.9
	4	43	100	46.3	48.8	4.9	53.7
	5	20	100	26.3	63.2	10.5	73.7
	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
Social Studies							
2009	3	25	100	40.9	36.4	22.7	59.1
	4	43	100	24.4	63.4	12.2	75.6
	5	20	100	25	50	25	75
	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
Writing							
2009	3	50	100	40	31.1	28.9	60
	4	43	100	35	42.5	22.5	65
	5	40	100	13.9	41.7	44.4	86.1
	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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