



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

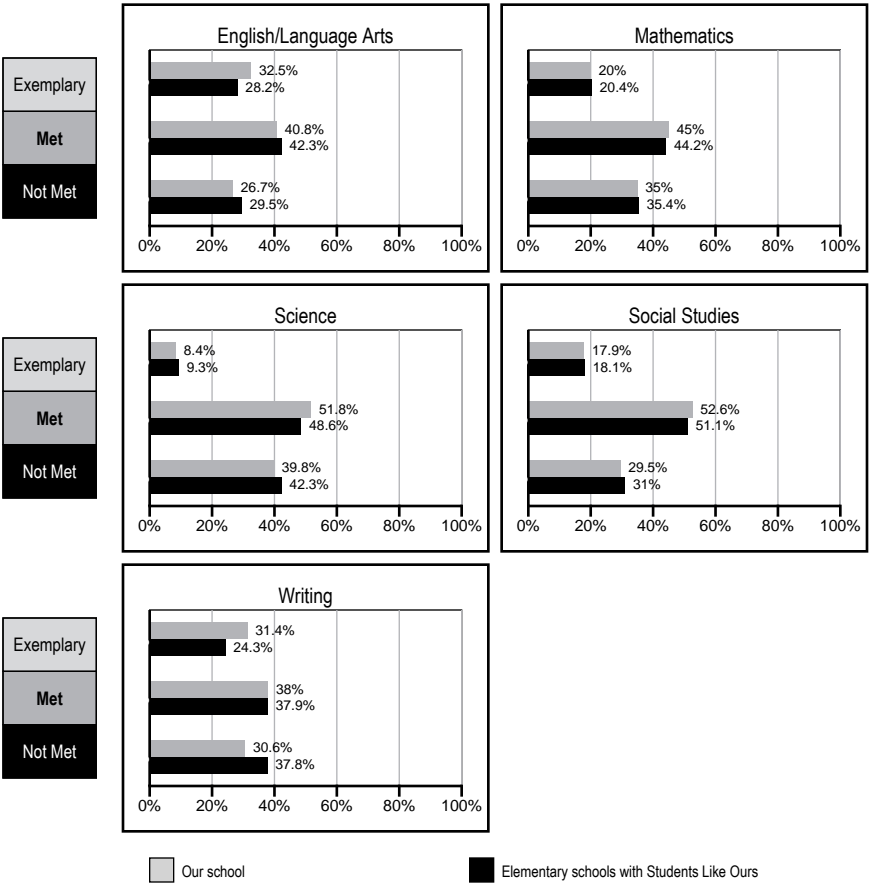
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 94.9%

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.

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

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
Arney 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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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

Abbreviations for Missing Data

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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 |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

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.

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 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 | | | | | | | | |
| Subsided 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 | | | | | | | | |
| Subsided meals | 67 | 100 | 32.2 | 55.9 | 11.9 | 67.8 | 63.9 | 62.1 |

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 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 |

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 |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| 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 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample