



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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Excellent
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	Average

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

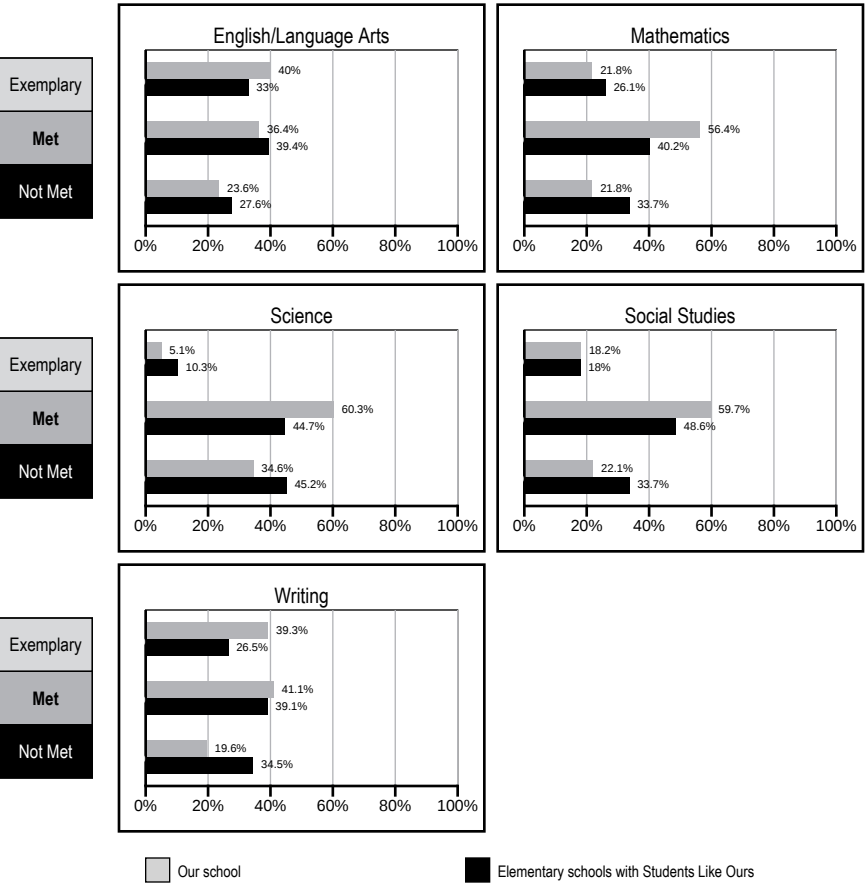
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	10	98	20	3

* Ratings are calculated with data available by 03/09/2011.

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	91.8%	Up from 90.2%	100.0%	100.0%
Retention rate	4.4%	Up from 3.2%	1.6%	1.2%
Attendance rate	96.2%	Down from 96.5%	95.7%	96.1%
Eligible for gifted and talented	4.8%	Down from 5.3%	8.2%	11.7%
With disabilities other than speech	13.0%	Up from 12.7%	8.9%	8.0%
Older than usual for grade	0.9%	Down from 2.7%	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	56.0%	Down from 56.5%	60.0%	60.5%
Continuing contract teachers	84.0%	Down from 91.3%	84.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.9%	Up from 90.3%	86.2%	87.0%
Teacher attendance rate	97.8%	Up from 96.2%	95.0%	95.4%
Average teacher salary*	\$46,078	Down 7.5%	\$46,733	\$47,288
Professional development days/teacher	5.3 days	Down from 6.0 days	11.3 days	10.5 days
School				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	14.5 to 1	Down from 15.1 to 1	19.1 to 1	19.2 to 1
Prime instructional time	93.9%	Up from 92.5%	90.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Up from 87.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,833	Up 3.0%	\$7,770	\$7,548
Percent of expenditures for instruction**	66.7%	Up from 66.3%	68.3%	68.7%
Percent of expenditures for teacher salaries**	64.7%	Up from 62.7%	64.6%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Westcliffe Elementary is located in the Berea area of Greenville County near Furman University. We serve students in four year old kindergarten through fifth grade. Our staff and faculty are passionate about learning and work hard each day to provide the foundation children need to become life-long learners. Westcliffe Elementary has experienced an exciting school year this year. Our honors this year was receiving our second Safe School Award as well as our second Red Carpet School Award, and making AYP (Adequately Yearly Progress).

At Westcliffe, instruction is data driven. Teachers use grade level benchmarks, checklist, theme test, teacher made test and other forms of assessment to meet the needs of students. This year, we implemented Response to Intervention (RTi) in 5K through fifth grade. First grade and 5K used the results of Aimsweb (RTi) assessments to help guide them with student achievement. Second through fifth grades, used MAP (Measures of Academic Progress) and RTi to help guide them with student achievement for their students. All teachers used technology through out the school to enhance learning in all subject areas.

Throughout the year, parents attended various activities through Title I Parent Involvement or PTA. Title I hosted many activities for parents on topics such as Reading, Homework Habits, Reading Under the Stars, and Math. English was taught again this year to Hispanic parents all year on Tuesday and Thursdays. Our PTA was quite active this year with many fun things for students and parents such as Ice Cream Friday Smoothies, Fall Festival, Supper with Santa and the Westcliffe Talent Show.

Westcliffe teachers and staff are committed and dedicated to giving our students their best each and every day. Our school motto, "Westcliffe Wildcats Are Wild About Learning" helps us stay grounded in the fact that learning is going on every minute of the day. Students are what we are all about and why we are committed to learning and giving our best to continue the fact that "Westcliffe Wildcats Cannot Hide That Westcliffe Pride".

Carolyn Morgan, Principal
Melissa Phillips, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	31	29
Percent satisfied with learning environment	100.0%	96.8%	93.1%
Percent satisfied with social and physical environment	100.0%	96.8%	85.7%
Percent satisfied with school-home relations	92.0%	93.5%	89.7%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 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	
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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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

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	123	100	23.6	36.4	40	90	84.7	83.5	Yes	Yes
Gender										
Male	63	100	28.1	33.3	38.6	89.5	81.3	80.1	N/A	N/A
Female	60	100	18.9	39.6	41.5	90.6	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	52	100	24	30	46	88	90	89.6	Yes	Yes
African American	33	100	36	20	44	88	73.4	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	94.3	92.7	I/S	I/S
Hispanic	38	100	14.3	57.1	28.6	94.3	78.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	89.7	85.1	I/S	I/S
Disability Status										
Disabled	20	100	65	25	10	60	53.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	33	100	12.5	59.4	28.1	93.8	78.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	100	100	27	37.1	36	89.9	76.1	76.9	Yes	Yes

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

All Students	123	100	21.8	56.4	21.8	89.1	82	80.4	Yes	Yes
Gender										
Male	63	100	24.6	50.9	24.6	89.5	80.5	78.4	N/A	N/A
Female	60	100	18.9	62.3	18.9	88.7	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	52	100	18	64	18	92	87.7	87.8	Yes	Yes
African American	33	100	36	52	12	80	68.4	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	94.9	93.5	I/S	I/S
Hispanic	38	100	17.1	48.6	34.3	91.4	78.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	79.5	83.2	I/S	I/S
Disability Status										
Disabled	20	100	N/A	N/A	N/A	70	46.1	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	33	100	15.6	46.9	37.5	90.6	79.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	100	100	24.7	55.1	20.2	87.6	72.9	72.8	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	34.6	60.3	5.1	65.4	70.6	67.3
Gender								
Male	48	100	40.5	52.4	7.1	59.5	70.1	66.9
Female	40	100	27.8	69.4	2.8	72.2	71.1	67.7
Racial/Ethnic Group								
White	37	100	40	57.1	2.9	60	80.2	79.6
African American	27	100	36.4	54.5	9.1	63.6	50.4	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.4	84.4
Hispanic	24	100	23.8	71.4	4.8	76.2	60.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.3	69.5
Disability Status								
Disabled	17	100	N/A	N/A	N/A	23.5	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	19	100	23.5	70.6	5.9	76.5	60.6	58.6
Socio-Economic Status								
Subsidized meals	75	100	36.4	60.6	3	63.6	57.1	55.4

Social Studies								
All Students	84	100	22.1	59.7	18.2	77.9	73.2	70.9
Gender								
Male	38	100	22.2	55.6	22.2	77.8	72.8	70.1
Female	46	100	22	63.4	14.6	78	73.7	71.7
Racial/Ethnic Group								
White	37	100	22.2	63.9	13.9	77.8	79.8	79.2
African American	20	100	20	60	20	80	57.9	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.9	86.8
Hispanic	27	100	23.1	53.8	23.1	76.9	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
Disability Status								
Disabled	14	100	50	42.9	7.1	50	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	25	100	23.1	57.7	19.2	76.9	69	68
Socio-Economic Status								
Subsidized meals	66	100	23.3	56.7	20	76.7	61.6	60.8

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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	124	100	19.6	41.1	39.3	80.4	74	72.1	96.2	96.2
Gender										
Male	63	100	27.6	37.9	34.5	72.4	67.2	65.2	95.9	96.2
Female	61	100	11.1	44.4	44.4	88.9	81.1	79.2	96.6	96.3
Racial/Ethnic Group										
White	53	100	13.7	39.2	47.1	86.3	81.6	80.8	96.4	96.1
African American	33	100	34.6	34.6	30.8	65.4	58.6	59.7	95.8	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.8	87	93.4	97.5
Hispanic	38	100	17.1	48.6	34.3	82.9	63.1	64.6	96.5	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.7	73.4	N/A	94.8
Disability Status										
Disabled	21	100	57.1	33.3	9.5	42.9	29.5	27.7	94.8	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	33	100	15.6	46.9	37.5	84.4	62.9	63.7	96.5	97
Socio-Economic Status										
Subsidized meals	101	100	22	40.7	37.4	78	61.1	61.9	96.1	95.6

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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
2010	3	39	100	21.2	15.2	63.6	78.8
	4	49	100	28.9	37.8	33.3	71.1
	5	35	100	18.8	56.3	25	81.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	39	100	33.3	54.5	12.1	66.7
	4	49	100	15.6	60	24.4	84.4
	5	35	100	18.8	53.1	28.1	81.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	21	100	47.1	47.1	5.9	52.9
	4	49	100	31.1	64.4	4.4	68.9
	5	18	100	31.3	62.5	6.3	68.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
2010	3	18	100	18.8	43.8	37.5	81.3
	4	49	100	17.8	64.4	17.8	82.2
	5	17	100	N/A	N/A	N/A	62.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	39	100	17.6	41.2	41.2	82.4
	4	50	100	26.1	30.4	43.5	73.9
	5	35	100	12.5	56.3	31.3	87.5
	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

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