



## Clifdale Elementary

451 Heritage Hills Drive  
Spartanburg, SC 29307

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	350 Students	
<b>Principal</b>	Janet Scott	864-279-6200
<b>Superintendent</b>	James O. Ray	864-279-6000
<b>Board Chair</b>	Mr. Eddie Dearybury	864-279-6000

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Good	Good
2005	Good	Good

## 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**

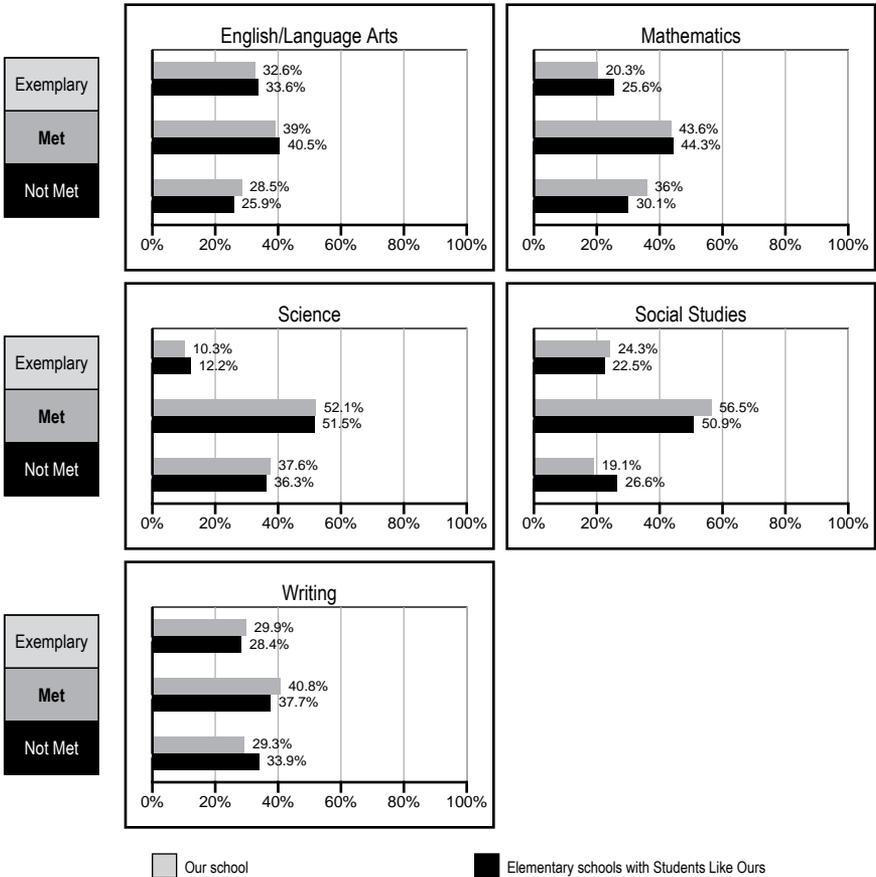
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
1	14	90	10	0

\* 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
<b>Students (n=350)</b>				
First graders who attended full-day kindergarten	97.4%	Down from 100.0%	100.0%	100.0%
Retention rate	1.5%	Down from 2.7%	2.4%	1.9%
Attendance rate	96.0%	Up from 95.9%	96.2%	96.3%
Eligible for gifted and talented	5.3%	Down from 9.3%	8.6%	10.0%
With disabilities other than speech	14.8%	Down from 14.9%	9.2%	7.7%
Older than usual for grade	0.7%	Down from 1.0%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=25)</b>				
Teachers with advanced degrees	76.0%	Down from 81.5%	59.7%	59.4%
Continuing contract teachers	72.0%	Down from 74.1%	82.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.6%	Down from 93.5%	86.5%	85.9%
Teacher attendance rate	96.7%	Up from 95.9%	95.0%	95.1%
Average teacher salary*	\$52,190	Up 2.5%	\$47,322	\$47,149
Professional development days/teacher	14.2 days	Up from 12.0 days	11.6 days	11.1 days
<b>School</b>				
Principal's years at school	2.0	Up from 0.1	4.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 20.6 to 1	18.9 to 1	18.8 to 1
Prime instructional time	91.1%	Up from 90.0%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.5%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$8,295	Down 8.7%	\$7,373	\$7,458
Percent of expenditures for instruction**	63.5%	Up from 60.6%	68.5%	68.8%
Percent of expenditures for teacher salaries**	60.5%	Up from 57.7%	61.7%	63.2%

\* 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

We set the stage for our 2008-09 school year with a theme of "Saddle Up For Success." Our students and teachers enthusiastically celebrated our accomplishments throughout the year with our western theme.

Student Success assemblies, held at the end of the nine weeks for grades three to five, gave us an opportunity to showcase student achievement. In the fall, several of our art students placed in the Spartanburg County Fair Art Show. We inducted five 5th grade students into the National Junior Beta Club and had a number of students also recognized as Duke Tip scholars. Two more of our teachers earned National Board Certification, and several teachers received grants for classroom projects. One of our teachers was selected as the regional winner of the VFW Teacher of the Year recognition program. Our school earned Awards of Excellence from the South Carolina Chapter of the National School Public Relations Association for photography, as well as for our staff newsletter. In May our school was recognized as a South Carolina Healthy School in all eight component areas.

School culture continues to be impacted by our Positive Behavior program that rewards individual students and classes for demonstrating the 4 Tiger Traits (Be Respectful, Be Responsible, Be Ready, and Be Safe). We continued to be a healthier school due to our Zest Quest program, which encourages good nutrition and fitness with students and staff. The involvement of parents in our building was encouraged through many Title I, PAT, and PTO sponsored events. Families came to Clifdale for events such as our Back to School Supper, Muffins for Moms, Donuts for Dads, Grandparents Day, Math & Science Night, Health Fair, and Spooktoberfest, as well as our annual musicals and art show. Every grade level held a special event and invited parents in to share in a learning experience. Our School Improvement Council sponsored a six-week program for parents. Nearly 100% of parents attended conferences held in October and March. Volunteers put in countless hours assisting our teachers, accompanying students on field trips, and working with individuals and small groups on academic needs. Clifdale raised nearly \$11,000 for Relay for Life and continued to support the Salvation Army with our canned food drive.

Clifdale Elementary School cherishes its community heritage, as we focus on our mission to provide student-centered learning experiences in a safe and nurturing environment. We continue to commit to the well-being and achievement of all of our students.

George Gentry  
Jan Scott, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	59	45
Percent satisfied with learning environment	89.3%	79.7%	82.2%
Percent satisfied with social and physical environment	100.0%	84.7%	84.4%
Percent satisfied with school-home relations	85.7%	81.4%	82.2%

\* 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 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

## 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	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	176	100	28.5	39	32.6	80.2	85.4	82.8	Yes	Yes
<b>Gender</b>										
Male	96	100	28	37.6	34.4	79.6	81.4	79.3	N/A	N/A
Female	80	100	29.1	40.5	30.4	81	89.9	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	154	100	26.7	40.7	32.7	82.7	87.6	89.5	Yes	Yes
African American	12	100	41.7	33.3	25	66.7	76.1	73.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	78.6	92.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	78.8	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	31	100	71.4	25	3.6	46.4	56.1	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	33.3	16.7	50	66.7	78	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	120	100	35.3	36.2	28.4	74.1	80.3	75.5	Yes	Yes

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

All Students	176	100	36	43.6	20.3	75.6	80.7	78.9	Yes	Yes
<b>Gender</b>										
Male	96	100	32.3	44.1	23.7	79.6	78.7	77	N/A	N/A
Female	80	100	40.5	43	16.5	70.9	82.9	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	154	100	35.3	44	20.7	78	84.4	87.2	Yes	Yes
African American	12	100	41.7	41.7	16.7	58.3	62	66.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.7	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	76.9	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	31	100	67.9	25	7.1	39.3	47.5	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	58.3	8.3	33.3	66.7	78	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	120	100	44.8	36.2	19	68.1	74.2	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

## 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
<b>Science</b>								
All Students	119	100	37.6	52.1	10.3	62.4	77	67.5
<b>Gender</b>								
Male	66	100	27.7	60	12.3	72.3	76.3	67
Female	53	100	50	42.3	7.7	50	77.7	68
<b>Racial/Ethnic Group</b>								
White	104	100	34.3	54.9	10.8	65.7	80.2	79.5
African American	7	I/S	I/S	I/S	I/S	I/S	60.5	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	72.7	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	70.3	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	19	100	55.6	33.3	11.1	44.4	48	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	68.2	59.6
<b>Socio-Economic Status</b>								
Subsided meals	86	100	45.2	46.4	8.3	54.8	70.3	55.1
<b>Social Studies</b>								
All Students	119	100	19.1	56.5	24.3	80.9	77.3	72.3
<b>Gender</b>								
Male	63	100	15	58.3	26.7	85	76.7	71.5
Female	56	100	23.6	54.5	21.8	76.4	78	73.2
<b>Racial/Ethnic Group</b>								
White	104	100	19	55	26	81	79.1	80.7
African American	8	I/S	I/S	I/S	I/S	I/S	65.9	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	83.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	23	100	35	55	10	65	48.7	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	76.3	67.9
<b>Socio-Economic Status</b>								
Subsided meals	79	100	25.3	57.3	17.3	74.7	71.5	62.1

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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	179	99.4	28.9	41	30.1	71.1	74.8	70.2	96	96.2
<b>Gender</b>										
Male	97	100	31.9	34	34	68.1	67.5	63.2	95.8	96.1
Female	82	98.8	25.3	49.4	25.3	74.7	82.9	77.5	96.3	96.3
<b>Racial/Ethnic Group</b>										
White	156	99.4	27.2	41.7	31.1	72.8	77.8	79.1	96	96
African American	12	100	41.7	41.7	16.7	58.3	61.8	57.6	96.3	96.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	64.3	86.2	98.3	97.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	66.7	62.6	95.5	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	92.8	96.5
<b>Disability Status</b>										
Disabled	35	100	78.1	15.6	6.3	21.9	31.9	26.1	95.4	95.3
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	90.9	27.3	36.4	36.4	72.7	58.9	61.2	98.2	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	123	99.2	35	41	23.9	65	67.8	58.9	95.7	95.5

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	50	100	30.6	32.7	36.7	69.4
	4	62	100	35	33.3	31.7	65
	5	64	100	20.6	49.2	30.2	79.4
	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
<b>Mathematics</b>							
<b>2009</b>	3	50	100	32.7	32.7	34.7	67.3
	4	62	100	31.7	53.3	15	68.3
	5	64	100	42.9	42.9	14.3	57.1
	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
<b>Science</b>							
<b>2009</b>	3	25	100	44	24	32	56
	4	62	100	38.3	58.3	3.3	61.7
	5	32	100	31.3	62.5	6.3	68.8
	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
<b>Social Studies</b>							
<b>2009</b>	3	25	100	12.5	50	37.5	87.5
	4	62	100	18.3	60	21.7	81.7
	5	32	100	25.8	54.8	19.4	74.2
	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
<b>Writing</b>							
<b>2009</b>	3	51	100	38.8	40.8	20.4	61.2
	4	63	98.4	23.3	35	41.7	76.7
	5	65	100	26.6	46.9	26.6	73.4
	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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