



Clifdale Elementary

451 Heritage Hills Drive
Spartanburg, SC 29307

Grades	PK-5 Elementary School	
Enrollment	374 Students	
Principal	Janet Scott	864-279-6200
Superintendent	Dr. James O. Ray	864-279-6000
Board Chair	Mr. Eddie Dearybury	864-279-6000

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Good	Good
2005	Good	Good
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

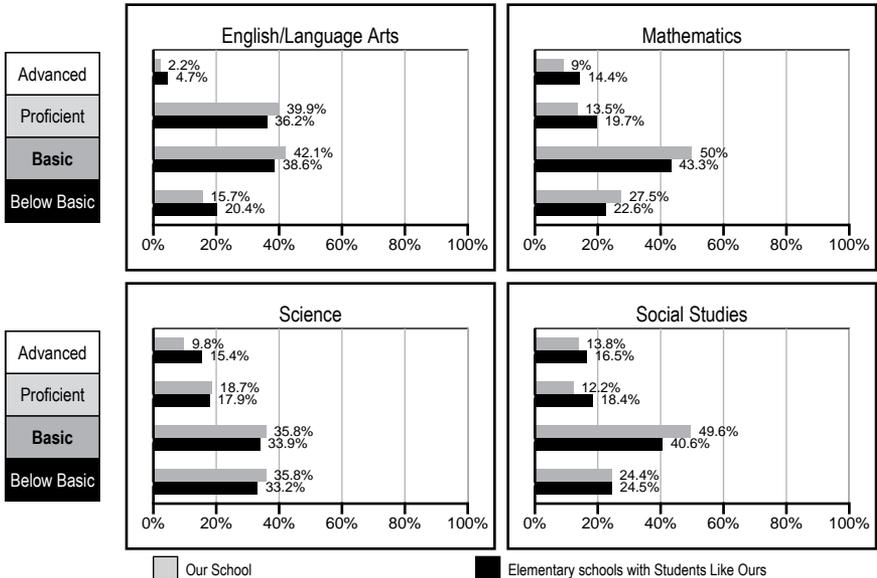
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	7	54	30	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=374)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.7%	Down from 3.7%	2.7%	2.3%
Attendance rate	95.9%	Down from 96.2%	96.1%	96.3%
Eligible for gifted and talented	9.3%	Up from 6.7%	9.2%	10.4%
With disabilities other than speech	14.9%	Up from 12.7%	8.7%	7.5%
Older than usual for grade	1.0%	No Change	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	81.5%	Down from 85.7%	56.5%	56.7%
Continuing contract teachers	74.1%	Up from 71.4%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.5%	Down from 94.8%	87.0%	86.4%
Teacher attendance rate	95.9%	Down from 96.5%	94.8%	94.9%
Average teacher salary	\$50,899	Up 2.5%	\$45,266	\$45,345
Professional development days/teacher	12.0 days	Up from 10.4 days	12.9 days	12.6 days
School				
Principal's years at school	0.1	Down from 18.0	4.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 19.1 to 1	18.5 to 1	18.5 to 1
Prime instructional time	90.0%	Down from 92.3%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.7%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil*	\$9,016	Up 4.0%	\$6,959	\$7,052
Percent of expenditures for instruction*	60.6%	Down from 65.5%	68.7%	69.1%
Percent of expenditures for teacher salaries*	57.7%	Down from 58.3%	64.7%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Clifdale Elementary School's theme, Learning is Oceans of Fun, as well as the song Hit the Beach, contributed much to a spirit of enthusiasm for learning during 2007-08 school year.

Academic achievement was a highlight in several areas. Clifdale made Adequate Yearly Progress (AYP) for the sixth year in a row and earned an Average rating on the school report card based on the 2007 PACT scores. Teachers in grades four and five were recognized by the district for high student achievement on PACT and Measures of Academic Progress (MAP). A fifth grade student was recognized as the district winner for the Lt. Governor's writing award. Art students earned merit also in county-wide competition. Many of our second-fifth grade students qualified as High Fliers in the building for meeting their MAP testing goals. Student Success assemblies, held at the end of the nine weeks for grades three to five, gave us an opportunity to showcase student achievement. Our curriculum development for this year focused on differentiating instruction through small group learning and with Science and Math kits and hands-on learning. The school library media center encouraged all of our students to read throughout the year and earn incentives as well as part of their success. Four of our faculty members have applied for National Board Certification, and Kim Goode, fourth grade teacher, was named Clifdale's teacher of the Year.

School culture was greatly impacted by introduction of a Positive Behavior program that our staff helped develop. Demonstrating the 4 Tiger Traits (Be Respectful, Be Responsible, Be Ready, and Be Safe) impressed on Clifdale staff and students the value of recognizing and rewarding positive behavior. Students earned Paw Points that were redeemed for a variety of incentives. The involvement of parents in our building was encouraged through many Title I, PAT, and PTO sponsored events. Families supported events such as our Back to School Supper, Muffins for Moms, Donuts for Dads, Grandparents Day, Breakfast with Santa, Math & Science Night, Health Fair, and Spring Carnival, as well as our annual musicals and art show. Nearly 100% of parents attended conferences held in October and March. We are a healthier school also, thanks to the addition of a Zest Quest coach who encourages good nutrition and fitness with students and staff. Volunteers put in countless hours assisting our teachers, accompanying students on field trips, and working with individual and small groups on academic needs.

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.

Jan Scott, Principal

Tracie Campbell, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	42	31
Percent satisfied with learning environment	96.4%	83.3%	90.3%
Percent satisfied with social and physical environment	100.0%	69.0%	93.5%
Percent satisfied with school-home relations	92.9%	73.8%	87.1%

* 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

NO

This school met 10 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. Sanction: Implement the restructuring plan.
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	1.8%	
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%	
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	189	100	15.7	42.1	39.9	2.2	53.9	50.5	48.2	Yes	Yes
Gender											
Male	93	100	19.1	38.2	40.4	2.2	53.9	44.3	41.7	N/A	N/A
Female	96	100	12.4	46.1	39.3	2.2	53.9	57.8	55	N/A	N/A
Racial/Ethnic Group											
White	172	100	13.5	41.7	42.3	2.5	56.4	54.3	60	Yes	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	I/S	34.7	31.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	72.7	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	35	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	32	100	54.8	41.9	0	3.2	16.1	17.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	11	100	22.2	55.6	22.2	0	33.3	37	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	117	100	21.5	46.7	31.8	0	43.9	40.1	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	189	100	27.5	50	13.5	9	34.8	41.8	45.8	No	Yes
Gender											
Male	93	100	23.6	52.8	11.2	12.4	38.2	41	45.6	N/A	N/A
Female	96	100	31.5	47.2	15.7	5.6	31.5	42.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	172	100	24.5	50.9	14.7	9.8	37.4	46.3	59	No	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	I/S	22.1	26.9	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	72.7	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	30	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	32	100	64.5	32.3	3.2	0	6.5	15.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	11	100	11.1	66.7	22.2	0	33.3	30.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	117	100	35.5	50.5	9.3	4.7	24.3	30.3	31.4	No	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	130	100	35.8	35.8	18.7	9.8	28.5	39.3	35.7	95.9	96.2
Gender											
Male	64	100	31.7	34.9	20.6	12.7	33.3	40.7	37.4	95.7	96.1
Female	66	100	40	36.7	16.7	6.7	23.3	37.5	33.8	96.2	96.5
Racial/Ethnic Group											
White	118	100	32.1	36.6	20.5	10.7	31.3	43.7	49.2	95.9	96.1
African American	6	I/S	I/S	I/S	I/S	I/S	I/S	19.6	17	97.1	96.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	95.7	97.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	37	24.9	94.3	97.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	92.2	97
Disability Status											
Disabled	25	100	60	28	12	0	12	16.6	14	96.1	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	24	24.4	97.4	97.9
Socio-Economic Status											
Subsidized meals	82	100	44.7	32.9	15.8	6.6	22.4	28.3	21.1	95.6	95.6
Social Studies											
All Students	130	100	24.4	49.6	12.2	13.8	26	32.5	34	95.9	96.2
Gender											
Male	61	100	13.8	53.4	10.3	22.4	32.8	37	36.6	95.7	96.1
Female	69	100	33.8	46.2	13.8	6.2	20	27.6	31.3	96.2	96.5
Racial/Ethnic Group											
White	118	100	19.5	53.1	12.4	15	27.4	35.9	44.5	95.9	96.1
African American	5	I/S	I/S	I/S	I/S	I/S	I/S	13.8	19.1	97.1	96.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	95.7	97.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	38.5	27.5	94.3	97.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	92.2	97
Disability Status											
Disabled	19	100	44.4	50	5.6	0	5.6	13.2	14.4	96.1	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	30.6	27.3	97.4	97.9
Socio-Economic Status											
Subsidized meals	82	100	33.3	44	13.3	9.3	22.7	24.1	21	95.6	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	68	98.5	10.5	43.9	45.6	0	45.6
	4	57	100	10.9	30.9	50.9	7.3	58.2
	5	57	100	28.8	42.3	28.8	0	28.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	65	100	18	47.5	31.1	3.3	34.4
	4	71	100	14.7	42.6	41.2	1.5	42.6
	5	53	100	14.3	34.7	49	2	51
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	68	100	25.9	67.2	3.4	3.4	6.9
	4	57	100	9.1	50.9	20	20	40
	5	57	100	21.2	46.2	25	7.7	32.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	65	100	32.8	50.8	11.5	4.9	16.4
	4	71	100	32.4	57.4	4.4	5.9	10.3
	5	53	100	14.3	38.8	28.6	18.4	46.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	34	100	28.6	42.9	28.6	0	28.6
	4	57	100	21.8	32.7	27.3	18.2	45.5
	5	30	100	28.6	42.9	10.7	17.9	28.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	33	100	41.9	32.3	22.6	3.2	25.8
	4	71	100	33.8	44.1	14.7	7.4	22.1
	5	26	100	33.3	16.7	25	25	50
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	34	100	23.3	56.7	10	10	20
	4	57	100	20	32.7	20	27.3	47.3
	5	27	100	45.8	25	25	4.2	29.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	32	100	13.3	40	20	26.7	46.7
	4	71	100	36.8	48.5	10.3	4.4	14.7
	5	27	100	4	64	8	24	32
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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