



CLIFDALE ELEMENTARY

451 Heritage Hills Drive
Spartanburg, SC 29307

Grades	PK-5 Elementary School	
Enrollment	326 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	Below Average
2006	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 2009-10 whose 2008-09 test scores were located

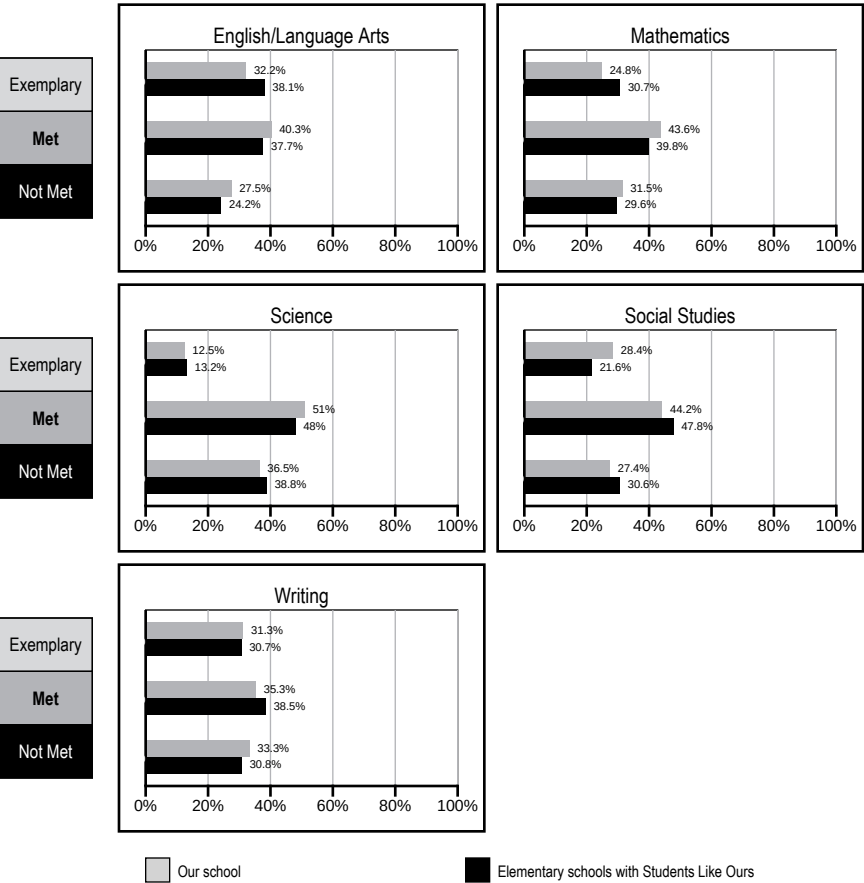
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	21	93	6	0

* 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=326)				
First graders who attended full-day kindergarten	97.8%	Up from 97.4%	100.0%	100.0%
Retention rate	0.0%	Down from 1.5%	1.2%	1.2%
Attendance rate	95.4%	Down from 96.0%	95.8%	96.1%
Eligible for gifted and talented	17.3%	Up from 5.3%	10.6%	11.7%
With disabilities other than speech	16.4%	Up from 14.8%	8.8%	8.0%
Older than usual for grade	0.4%	Down from 0.7%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	75.0%	Down from 76.0%	60.3%	60.5%
Continuing contract teachers	75.0%	Up from 72.0%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.5%	Down from 90.6%	88.2%	87.0%
Teacher attendance rate	94.9%	Down from 96.7%	95.1%	95.4%
Average teacher salary*	\$53,512	Up 2.5%	\$47,146	\$47,288
Professional development days/teacher	15.0 days	Up from 14.2 days	10.3 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 17.3 to 1	19.2 to 1	19.2 to 1
Prime instructional time	88.6%	Down from 91.1%	90.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.5%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,038	Up 9.0%	\$7,524	\$7,548
Percent of expenditures for instruction**	65.4%	Up from 63.5%	68.2%	68.7%
Percent of expenditures for teacher salaries**	61.3%	Up from 60.5%	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

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

We set the stage for 2009-10 with the theme of "Saddle Up For Success" and celebrated our accomplishments throughout the year.

We were excited to earn a professional development partnership with the Spartanburg Writing Project and begin a yearlong collaboration with one of their consultants. One teacher earned recognition as the State ASCD Teacher of the Year, while another distinguished herself as the State VFW Teacher of the Year.

Six 5th grade students were inducted into the National Junior Beta Club and several students were recognized as Duke Tip Scholars. Student Success assemblies gave us an opportunity to showcase student achievement. Art students earned recognition at the Pacolet Indian Summer Festival and placed in the Spartanburg County Fair art show. Students enjoyed many afterschool clubs such as sports camps, Homework Center, Book Club, and Pet Pals.

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).

Parents were involved in Title I, PAT, and PTO sponsored events and attended our Back to School Supper and Chili Cook-off, Muffins for Moms, Donuts for Dads, Grandparents Breakfast, Veterans Breakfast, Family Math & Science Night, Spooktoberfest, Family Literacy Night, as well as annual musicals and a spring art show. Fifth graders had a memorable trip to Barrier Island. Nearly 100% of parents attended conferences. Volunteers put in countless hours assisting teachers, accompanying students on field trips, and working with students on academic needs. Clifdale raised more than \$9,000 for Relay for Life and continued to support other fundraisers including the Children's Assistance Fund, a canned food drive and Hearts for Haiti.

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

Christina Bennett, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	56	52
Percent satisfied with learning environment	95.8%	82.1%	90.2%
Percent satisfied with social and physical environment	100.0%	87.5%	93.9%
Percent satisfied with school-home relations	91.7%	82.1%	84.0%

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

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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	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
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	160	100	27.5	40.3	32.2	87.9	84.5	83.5	Yes	Yes
Gender										
Male	83	100	30.7	36	33.3	86.7	80.7	80.1	N/A	N/A
Female	77	100	24.3	44.6	31.1	89.2	88.4	87	N/A	N/A

Racial/Ethnic Group

White	141	100	24.8	41.4	33.8	89.5	87.2	89.6	Yes	Yes
African American	13	100	63.6	18.2	18.2	72.7	70.2	74.6	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	76.9	92.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	83.3	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S

Disability Status

Disabled	37	100	66.7	27.3	6.1	60.6	49.4	51.7	I/S	I/S
----------	----	-----	------	------	-----	------	------	------	-----	-----

Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
---------	---	-----	-----	-----	-----	-----	-----	------	-----	-----

English Proficiency

Limited English Proficient	11	100	18.2	63.6	18.2	100	83.3	79	I/S	I/S
----------------------------	----	-----	------	------	------	-----	------	----	-----	-----

Socio-Economic Status

Subsidized meals	116	100	32.1	38.7	29.2	86.8	80.3	76.9	Yes	Yes
------------------	-----	-----	------	------	------	------	------	------	-----	-----

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

All Students	160	100	31.5	43.6	24.8	78.5	81.8	80.4	Yes	Yes
Gender										
Male	83	100	30.7	38.7	30.7	78.7	79.9	78.4	N/A	N/A
Female	77	100	32.4	48.6	18.9	78.4	83.9	82.5	N/A	N/A

Racial/Ethnic Group

White	141	100	30.8	42.9	26.3	80.5	84.3	87.8	Yes	Yes
African American	13	100	45.5	45.5	9.1	54.5	68.6	69.3	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.6	93.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	77.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S

Disability Status

Disabled	37	100	66.7	21.2	12.1	45.5	45.4	46.1	I/S	I/S
----------	----	-----	------	------	------	------	------	------	-----	-----

Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
---------	---	-----	-----	-----	-----	-----	-----	------	-----	-----

English Proficiency

Limited English Proficient	11	100	18.2	45.5	36.4	90.9	75.9	78.9	I/S	I/S
----------------------------	----	-----	------	------	------	------	------	------	-----	-----

Socio-Economic Status

Subsidized meals	116	100	38.7	39.6	21.7	72.6	76.8	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	103	100	36.5	51	12.5	63.5	77.1	67.3
Gender								
Male	52	100	30.4	47.8	21.7	69.6	77.4	66.9
Female	51	100	42	54	4	58	76.7	67.7
Racial/Ethnic Group								
White	89	100	31	56	13.1	69	81.1	79.6
African American	12	100	I/S	I/S	I/S	I/S	57.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	71.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	24	100	52.4	42.9	4.8	47.6	44	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	70.3	58.6
Socio-Economic Status								
Subsidized meals	74	100	41.2	47.1	11.8	58.8	69.2	55.4

Social Studies

All Students	102	100	27.4	44.2	28.4	72.6	77.4	70.9
Gender								
Male	57	100	23.1	44.2	32.7	76.9	76.6	70.1
Female	45	100	32.6	44.2	23.3	67.4	78.2	71.7
Racial/Ethnic Group								
White	91	100	27.1	42.4	30.6	72.9	79.1	79.2
African American	6	I/S	I/S	I/S	I/S	I/S	68.9	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	79.3	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	27	100	50	33.3	16.7	50	41.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	75	68
Socio-Economic Status								
Subsidized meals	74	100	31.3	41.8	26.9	68.7	70.2	60.8

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 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	160	100	33.3	35.3	31.3	66.7	74.3	72.1	95.4	95.8
Gender										
Male	83	100	32.9	39.5	27.6	67.1	66.8	65.2	95.7	95.6
Female	77	100	33.8	31.1	35.1	66.2	82.2	79.2	95.1	96.1
Racial/Ethnic Group										
White	140	100	31.6	34.6	33.8	68.4	76.6	80.8	95.2	95.6
African American	14	100	58.3	33.3	8.3	41.7	58.8	59.7	96.6	96.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	69.2	87	98.5	97.7
Hispanic	5	I/S	I/S	I/S	I/S	I/S	85.1	64.6	96.3	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	96.1
Disability Status										
Disabled	36	100	N/AV	N/AV	N/AV	24.2	31.8	27.7	94.5	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	27.3	36.4	36.4	72.7	73.1	63.7	97.6	97.1
Socio-Economic Status										
Subsidized meals	115	100	37.7	34.9	27.4	62.3	67.6	61.9	95	95.3

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	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
2010	3	53	100	21.3	25.5	53.2	78.7
	4	45	100	33.3	42.9	23.8	66.7
	5	62	100	28.3	50	21.7	71.7
	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	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
2010	3	53	100	19.1	38.3	42.6	80.9
	4	45	100	26.2	52.4	21.4	73.8
	5	62	100	45	41.7	13.3	55
	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	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
2010	3	27	100	36	40	24	64
	4	45	100	33.3	57.1	9.5	66.7
	5	31	100	41.4	51.7	6.9	58.6
	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

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
Social Studies							
2009	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
2010	3	26	100	13.6	36.4	50	86.4
	4	45	100	26.2	47.6	26.2	73.8
	5	31	100	38.7	45.2	16.1	61.3
	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
Writing							
2009	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
2010	3	54	100	27.1	39.6	33.3	72.9
	4	44	100	33.3	31	35.7	66.7
	5	62	100	38.3	35	26.7	61.7
	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

Abbreviations for Missing Data

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