



Clinton High

800 N. Adair St.
Clinton, SC 29325

Grades	9-12 High School	
Enrollment	994 Students	
Principal	Robert A. Roach	864-833-0817
Superintendent	Dr. David O'Shields, Interim	864-833-0800
Board Chair	Linda Darby	864-833-5773

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Good
2008	Average	Good
2007	Below Average	Below Average
2006	Average	At-Risk
2005	Good	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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	6	15	5	2

* Ratings are calculated with data available by 03/25/2010.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	75.5	76.7	68.5	74.6	76.5	71.0
Passed 1 subtest (%)	13.3	9.1	15.7	14.9	12.5	15.6
Passed no subtests (%)	11.2	14.2	15.7	11.3	11.1	13.4

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	92.5%	92.8%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	283	220
Number of Diplomas	190	156
Rate	67.1%	72.4%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	67.7	64.3
English 1	59.1	53.5
Physical Science	39.8	42.9
US History and the Constitution	38.2	31.0
All Tests	51.1	47.3

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
Students (n=994)				
Retention rate	10.4%	Up from 6.5%	5.3%	4.8%
Attendance rate	99.7%	Up from 94.3%	94.7%	95.5%
Eligible for gifted and talented	16.7%	Up from 13.5%	8.9%	9.2%
With disabilities other than speech	14.2%	Up from 13.3%	14.2%	12.6%
Older than usual for grade	8.2%	Down from 9.3%	10.5%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.3%	Up from 2.2%	1.6%	1.2%
Enrolled in AP/IB programs	19.1%	Up from 15.6%	7.6%	13.2%
Successful on AP/IB exams	30.4%	Down from 41.7%	42.2%	55.6%
Eligible for LIFE Scholarship	30.5%	Down from 49.3%	29.1%	29.8%
Annual dropout rate	4.1%	Up from 0.9%	3.7%	3.5%
Career/technology students in co-curricular organizations	4.8%	Up from 2.9%	7.4%	3.0%
Enrollment in career/technology courses	572	Down from 601	540	523
Students participating in work-based experiences	9.4%	Up from 0.0%	10.9%	12.9%
Career/technology students attaining technical skills	72.0%	Down from 76.4%	79.4%	79.3%
Career/technology completers placed	94.2%	Up from 91.4%	96.8%	98.8%
Teachers (n=64)				
Teachers with advanced degrees	57.8%	Down from 59.7%	55.2%	58.6%
Continuing contract teachers	87.5%	Up from 77.4%	70.0%	71.6%
Teachers with emergency or provisional certificates	8.3%	Up from 5.4%	8.8%	8.1%
Teachers returning from previous year	85.1%	Down from 88.0%	84.0%	85.0%
Teacher attendance rate	95.2%	Down from 99.4%	95.4%	95.5%
Average teacher salary*	\$49,036	Up 3.9%	\$47,621	\$47,761
Professional development days/teacher	8.5 days	Down from 9.3 days	9.5 days	10.8 days
School				
Principal's years at school	1.0	Up from 0.3	3.0	3.0
Student-teacher ratio in core subjects	27.0 to 1	Up from 26.2 to 1	25.2 to 1	26.1 to 1
Prime instructional time	93.9%	Up from 93.5%	89.4%	89.8%
Dollars spent per pupil**	\$7,547	Up 5.7%	\$8,201	\$7,883
Percent of expenditures for teacher salaries**	54.7%	Down from 56.6%	52.9%	54.1%
Percent of expenditures for instruction**	58.7%	Down from 59.9%	59.4%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	84.1%	Down from 92.5%	92.5%	95.8%
Character development program	Below Average	Down from Excellent	Good	Good
Modern language program assessment	At-Risk	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Good

* 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

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	226	92.5%	872	51.1%	283	67.1%	No
Gender							
Male	114	91.2%	428	51.6%	148	60.8%	N/A
Female	112	93.8%	444	50.7%	135	74.1%	N/A
Racial/Ethnic Group							
White	120	97.5%	445	57.3%	151	69.5%	N/A
African American	100	87.0%	402	45.0%	122	65.6%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	17	41.2%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	26	61.5%	100	18.0%	31	32.3%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	12	25.0%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	132	90.2%	583	41.0%	164	64.6%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Clinton High School is a comprehensive secondary school serving approximately 975 students. Seventy percent of Clinton High students come from homes that experience some type of socioeconomic difficulties. Educators, administrators, and community partners work diligently to support meaningful academic and social growth for all students. Seven CHS teachers have National Board Certification. Fifty-four percent of the CHS faculty have advanced degrees. Presbyterian College and Piedmont Technical College offer dual enrollment courses to a significant number of students that qualify.

High Schools That Work (HSTW) is a National/State endorsed learning initiative designed to promote successful/effective school service. In 2008-2009 HSTW became a fundamental part of Clinton High's academic plan. Two HSTW promising practices, mastery learning and advisor-advisee program, were adopted in 2008-2009.

A special source of strength for Clinton High is the dedicated, hard working teachers, coaches, and support staff who serve our students. Clinton High educators believe that the fundamental purpose of school is learning. Creating and sustaining a Professional Learning Community (PLC) became a major focus for CHS in 2008-2009. Emphasis on learning directs those within our school staff to concentrate their energies and efforts in three critical areas: collegial planning, collaborative assessment (benchmark testing-teacher teams develop common comprehensive tests approximately every four weeks), and comprehensive remediation.

Clinton High identified school needs that will be targeted as goals for improvement in 2009-2010: reduce drop out rate, reduce inappropriate / disruptive student behavior, develop a more accommodating master schedule, continue the Mastery Learning initiative, and improve standardized test scores and End Of Course test pass rate.

Clinton High School is fully accredited by the Southern Association of Colleges and Schools. In 2008, Clinton High was a Palmetto Silver Award winner. This prestigious award is based on student academic improvement. A new CHS facility will be completed in the summer of 2010. State of the art technology in a spacious facility will impact learning in a favorable manner. Clinton High is committed to provide students nurturing educational service in an inviting/encouraging school environment. Clinton High fully accepts responsibility to meet the diverse and challenging needs of its student population in all areas of service: academic, extracurricular, and career development.

Robert A. Roach, Principal
Norman Dover, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	131	5
Percent satisfied with learning environment	68.0%	67.2%	I/S
Percent satisfied with social and physical environment	82.0%	77.9%	I/S
Percent satisfied with school-home relations	60.0%	81.5%	I/S

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress

NO

This school met 9 out of 17 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

N/A

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 Data

	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	0.4%	0.0%	No

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	254	98.4	19.4	34.7	27.3	18.6	56.2	56.1	61.8	No	Yes
Male	110	98.2	24.8	34.3	27.6	13.3	51.4	50.9	57.4	N/A	N/A
Female	144	98.6	15.3	35	27	22.6	59.9	60.1	66.1	N/A	N/A
White	144	100	15.3	25.5	31.4	27.7	67.2	66.9	74.3	No	Yes
African American	108	96.3	24.3	47.6	22.3	5.8	41.7	41.7	44.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	55.4	I/S	I/S
Disabled	35	100	63.9	22.2	8.3	5.6	16.7	16.2	19.4	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	163	97.5	25	41	22.4	11.5	44.9	44.9	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	253	98.8	25.6	30.6	21.5	22.3	55.4	55.3	62.7	No	Yes
Male	109	99.1	27.6	27.6	21	23.8	54.3	53.8	61.8	N/A	N/A
Female	144	98.6	24.1	32.8	21.9	21.2	56.2	56.5	63.6	N/A	N/A
White	144	100	16.8	21.9	26.3	35	74.5	74.1	75.1	Yes	Yes
African American	107	97.2	36.9	42.7	15.5	4.9	30.1	30.1	45.1	No	Yes
Asian/Pacific Islander	1	I/S	83.8	I/S	I/S						
Hispanic	1	I/S	58.5	I/S	I/S						
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	59.2	I/S	I/S
Disabled	35	100	75	22.2	2.8	0	5.6	5.4	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	52.3	I/S	I/S						
Subsized meals	162	98.1	32.7	38.5	20.5	8.3	41	41.1	47.9	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	252	85.3	59.5	11.9	9.5	4.4	13.9	N/A	N/A	N/A	N/A
Male	110	84.5	58.2	11.8	6.4	8.2	14.5	N/A	N/A	N/A	N/A
Female	142	85.9	60.6	12.0	12.0	1.4	13.4	N/A	N/A	N/A	N/A
White	143	88.1	49.7	17.5	13.3	7.7	21.0	N/A	N/A	N/A	N/A
African American	107	81.3	72.9	3.7	4.7	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	33	60.6	60.6	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	161	81.4	68.9	5.6	5.0	1.9	6.8	N/A	N/A	N/A	N/A

* 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

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2008	237	99.2	17.6	29.7	36	16.7	64	63.7	69.7
	2009	254	98.4	19.4	34.7	27.3	18.6	56.2	56.1	61.8

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2008	237	99.2	18.5	31.1	32.9	17.6	62.2	61.9	67.2
	2009	253	98.8	25.6	30.6	21.5	22.3	55.4	55.3	62.7

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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