

## CLINTON ELEMENTARY

110 Clinton School Road  
Lancaster, SC 29720

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	392 Students	
<b>Principal</b>	Rachel Ray	803-285-5395
<b>Superintendent</b>	Richard E. Moore	803-286-6972
<b>Board Chair</b>	Robert Parker	803-286-6972

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Below Average</b>	<b>Average</b>
2010	Below Average	Below Average
2009	At-Risk	Average
2008	At-Risk	At-Risk
2007	Below Average	Excellent

## 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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

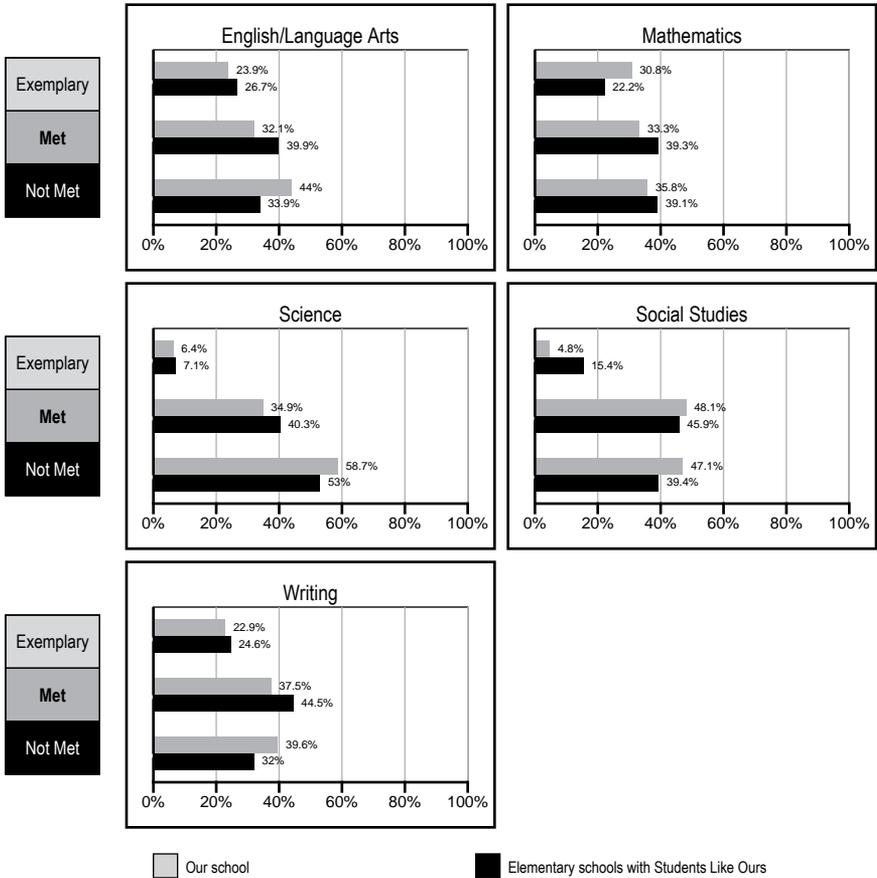
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	8	87	51	23

\* Ratings are calculated with data available by 11/09/2011.

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
<b>Students (n=392)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.8%	Up from 1.6%	1.5%	1.1%
Attendance rate	95.2%	Down from 95.3%	96.2%	96.2%
Served by gifted and talented program	3.3%	Up from 2.0%	5.3%	13.4%
With disabilities other than speech	9.6%	Down from 16.3%	4.2%	4.1%
Older than usual for grade	0.0%	Down from 1.0%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=30)</b>				
Teachers with advanced degrees	63.3%	Up from 62.5%	61.9%	62.5%
Continuing contract teachers	76.7%	Up from 65.6%	82.3%	88.2%
Teachers returning from previous year	83.2%	No Change	84.7%	87.8%
Teacher attendance rate	92.3%	Down from 94.7%	95.2%	95.2%
Average teacher salary*	\$44,002	Up 0.4%	\$45,196	\$46,773
Professional development days/teacher	14.7 days	Down from 21.1 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Up from 13.9 to 1	17.6 to 1	19.9 to 1
Prime instructional time	82.9%	Down from 87.1%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,837	Up 6.6%	\$8,435	\$7,447
Percent of expenditures for instruction**	71.5%	Down from 73.5%	67.8%	68.4%
Percent of expenditures for teacher salaries**	66.6%	Down from 68.8%	64.7%	65.8%

\* 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

Clinton faculty, staff, and parents continue cultivating a team effort to provide students with a strong and challenging academic program. The focal content area for the year is English Language Arts (ELA) with an emphasis on reading comprehension, vocabulary, building background knowledge, and writing. As part of our plan, we provided professional learning opportunities where teachers collaborated with one another to create lessons of explicit instruction. We also selected training topics based on our students' needs, as evidenced by their classwork and assessment results. In addition to providing professional learning opportunities for faculty and staff, Clinton implemented its second year of 100 Book Challenge to increase the number of students reading independently on grade level.

Thanks to the hard work of students, teachers and parents, our students have soared to new heights. When comparing the 2009 and 2010 PASS scores, we saw the following gains:

- (1) Clinton's minority students without IEPs, who qualify for subsidized meals outscored minority students at the district and state levels in writing, ELA and math;
- (2) All minority students gained 14 percentage points in math; nondisabled students gained 13 percentage points and students who qualify for subsidized meals gained 14 percentage points.
- (3) All students with IEPs gained 23 percentage points in the area of ELA.
- (4) Third grade students made gains of 26 percentage points in ELA and 28 percentage points in math.

As we strive to make tremendous gains in all academic areas, we are proud of the honor and recognitions brought to our school. During the past school year, Clinton gained state and national recognition. Clinton's students were featured in the book *The Inside Guide to the Reading-Writing Classroom* by Leslie Blauman. American Reading Company conducted a case study on how Clinton's African American males are being prepared for college. *Classworks* published a story highlighting the academic gains which Clinton's students made. *Principal Magazine* highlighted seven significant changes that led our school on its path toward an increase in student achievement. As a result of the academic gains in student achievement, Clinton was invited to present at regional and national conferences in South Carolina, North Carolina, and Georgia.

With students, staff, and parents working together, great things will continue to happen for students at Clinton Elementary.

Rachel Ray, Principal  
Calita Dawkins, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	44	34
Percent satisfied with learning environment	93.3%	100.0%	87.1%
Percent satisfied with social and physical environment	93.5%	100.0%	87.5%
Percent satisfied with school-home relations	87.1%	95.5%	91.2%

\* 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

NO

This school met 10 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

RP

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	5.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.4%	0.0%	No
Student attendance rate	95.2%	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
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	179	100	44	32.1	23.9	69.2	81.8	82.4	No	Yes
<b>Gender</b>										
Male	108	100	55.2	25	19.8	59.4	77.9	78.7	N/A	N/A
Female	71	100	27	42.9	30.2	84.1	86	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	37	100	48.3	24.1	27.6	58.6	86.3	88.9	I/S	I/S
African American	133	100	41.8	34.4	23.8	71.3	71.9	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	79.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	95	83	I/S	I/S
<b>Disability Status</b>										
Disabled	50	100	93.2	4.5	2.3	25	48	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	78.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	161	100	45.8	32.6	21.5	68.1	74.5	75.4	No	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	179	100	35.8	33.3	30.8	71.1	83.1	81.9	No	Yes
<b>Gender</b>										
Male	108	100	45.8	26	28.1	61.5	80.2	79.9	N/A	N/A
Female	71	100	20.6	44.4	34.9	85.7	86.2	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	37	100	41.4	31	27.6	58.6	88	88.9	I/S	I/S
African American	133	100	33.6	33.6	32.8	74.6	72.3	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.7	94.6	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	81.5	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	50	100	N/AV	N/AV	N/AV	27.3	45.5	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	81.7	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	161	100	37.5	33.3	29.2	70.1	76.2	74.9	No	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
<b>Science</b>								
All Students	125	100	58.7	34.9	6.4	41.3	64.4	68.6
<b>Gender</b>								
Male	78	100	58.2	35.8	6	41.8	65	68.3
Female	47	100	59.5	33.3	7.1	40.5	63.7	68.9
<b>Racial/Ethnic Group</b>								
White	25	100	52.6	36.8	10.5	47.4	72.5	80.7
African American	93	100	58.3	35.7	6	41.7	47.7	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70	85.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	59	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	70.8
<b>Disability Status</b>								
Disabled	33	100	N/AV	N/AV	N/AV	21.4	30.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	57.5	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	110	100	61.9	32	6.2	38.1	52	57.3
<b>Social Studies</b>								
All Students	119	100	47.1	48.1	4.8	52.9	68.8	72.5
<b>Gender</b>								
Male	67	100	55.2	39.7	5.2	44.8	68.4	72
Female	52	100	37	58.7	4.3	63	69.2	73.1
<b>Racial/Ethnic Group</b>								
White	24	100	47.4	47.4	5.3	52.6	73.1	81
African American	91	100	45.1	50	4.9	54.9	59.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	80	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	67	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	73.5
<b>Disability Status</b>								
Disabled	36	100	80.6	16.1	3.2	19.4	36.4	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	67.8	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	107	100	49.5	46.2	4.3	50.5	59.4	62.9

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	54	100	39.6	37.5	22.9	60.4	71.7	73.2	95.2	96
<b>Gender</b>										
Male	32	100	53.3	30	16.7	46.7	64.4	67.2	95.2	95.8
Female	22	100	16.7	50	33.3	83.3	79	79.4	95.2	96.2
<b>Racial/Ethnic Group</b>										
White	10	I/S	I/S	I/S	I/S	I/S	77.9	81.5	93.8	95.8
African American	40	100	44.4	38.9	16.7	55.6	57.1	61.3	95.5	96.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	87	86.7	97.2
Hispanic	4	I/S	I/S	I/S	I/S	I/S	70.1	66.7	96	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	96.7
<b>Disability Status</b>										
Disabled	13	100	N/AV	N/AV	N/AV	16.7	24.5	26	93.6	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	68.9	65.7	95.6	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	45	100	39.5	39.5	20.9	60.5	61	63.2	95.1	95.4

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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>2010</b>	3	68	100	32.3	30.8	36.9	67.7
	4	56	100	42.9	49	8.2	57.1
	5	62	100	61.8	29.1	9.1	38.2
	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
<b>2011</b>	3	60	100	49.1	24.6	26.3	50.9
	4	65	100	35.2	31.5	33.3	64.8
	5	54	100	47.9	41.7	10.4	52.1
	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>Mathematics</b>							
<b>2010</b>	3	68	100	40	21.5	38.5	60
	4	56	100	36.7	42.9	20.4	63.3
	5	62	100	47.3	29.1	23.6	52.7
	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
<b>2011</b>	3	60	100	54.4	24.6	21.1	45.6
	4	65	100	24.1	27.8	48.1	75.9
	5	54	100	27.1	50	22.9	72.9
	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>2010</b>	3	33	100	74.2	22.6	3.2	25.8
	4	56	100	N/A	N/A	N/A	36.7
	5	31	100	N/A	N/A	N/A	21.4
	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
<b>2011</b>	3	30	100	71.4	25	3.6	28.6
	4	65	100	40.7	48.1	11.1	59.3
	5	30	100	N/AV	N/AV	N/AV	18.5
	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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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	35	100	N/A	N/A	N/A	47.1
	4	56	100	N/A	N/A	N/A	36.7
	5	31	100	N/A	N/A	N/A	11.1
	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
<b>2011</b>	3	30	100	N/AV	N/AV	N/AV	41.4
	4	65	100	33.3	57.4	9.3	66.7
	5	24	100	N/AV	N/AV	N/AV	33.3
	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>2010</b>	3	69	100	42.4	31.8	25.8	57.6
	4	58	100	46.9	34.7	18.4	53.1
	5	63	100	55.4	33.9	10.7	44.6
	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
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	54	100	39.6	37.5	22.9	60.4
	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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