



CLINTON HIGH

18132 Hwy 72 East
Clinton, SC 29325

Grades	9-12 High School	
Enrollment	899 Students	
Principal	Robert A. Roach	864-938-1843
Superintendent	David C. O'Shields	864-833-0800
Board Chair	Jim Barton	864-833-4877

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Below Average
2010	Average	At-Risk
2009	Average	Good
2008	Average	Good
2007	Below Average	Below 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 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>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
4	4	23	0	2

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

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

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	68.5%	70.9%	72.6%	71.0%	74.0%	69.6%
Passed 1 subtest (%)	15.7%	13.7%	11.9%	15.6%	14.2%	18.3%
Passed no subtests (%)	15.7%	15.4%	15.5%	13.4%	12.8%	12.1%

HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	85.4%	89.3%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	250	287	218	221
Number of Graduates in Cohort	165	187	149	146
Rate	66.0%	65.2%	71.0%	69.3%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	250	N/A	215
Number of Graduates in Cohort	N/A	170	N/A	151
Rate	N/A	68.0%	N/A	70.7%

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	71.1%	72.0%
English 1	67.0%	56.4%
Biology 1/Applied Biology 2	64.9%	57.9%
Physical Science	47.0%	48.7%
US History and the Constitution	40.3%	36.9%
All Tests	55.8%	53.0%

* 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=899)				
Retention rate	7.5%	Down from 7.6%	3.7%	3.4%
Attendance rate	93.3%	Down from 95.2%	95.0%	95.0%
Served by gifted and talented program	17.6%	Up from 14.8%	12.4%	12.4%
With disabilities other than speech	11.2%	Down from 16.2%	9.8%	9.9%
Older than usual for grade	7.3%	Down from 8.6%	8.9%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	6.6%	Up from 2.5%	0.4%	0.9%
Enrolled in AP/IB programs	19.0%	Down from 35.0%	6.9%	13.0%
Successful on AP/IB exams	18.4%	Up from 13.3%	43.8%	51.7%
Eligible for LIFE Scholarship	33.7%	Down from 52.1%	29.1%	30.1%
Annual dropout rate	2.9%	Down from 3.7%	2.9%	2.5%
Career/technology students in co-curricular organizations	6.5%	Down from 12.0%	4.5%	2.9%
Enrollment in career/technology courses	510	Up from 484	283	419
Students participating in work-based experiences	12.9%	Up from 12.7%	13.1%	7.2%
Career/technology students attaining technical skills	75.1%	Up from 70.8%	83.0%	83.0%
Career/technology completers placed	98.4%	Down from 99.2%	97.3%	98.4%
Teachers (n=54)				
Teachers with advanced degrees	61.1%	Down from 63.2%	60.9%	61.1%
Continuing contract teachers	96.3%	Up from 86.0%	80.4%	80.6%
Teachers returning from previous year	86.1%	Down from 87.5%	85.9%	86.5%
Teacher attendance rate	96.0%	Up from 95.1%	95.7%	95.5%
Average teacher salary*	\$47,593	Down 1.9%	\$46,628	\$46,884
Professional development days/teacher	5.1 days	Down from 6.2 days	10.3 days	10.0 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	27.7 to 1	Up from 26.5 to 1	25.3 to 1	26.5 to 1
Prime instructional time	89.1%	Up from 88.9%	89.6%	89.3%
Dollars spent per pupil**	\$8,322	Up 3.4%	\$7,953	\$7,804
Percent of expenditures for teacher salaries**	55.3%	Up from 55.0%	58.2%	58.0%
Percent of expenditures for instruction**	59.9%	Up from 58.5%	61.5%	60.6%
Opportunities in the arts	Good	Down from Excellent	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	67.6%	Down from 78.3%	97.3%	97.3%
Character development program	Average	Up from Below Average	Good	Good
Modern language program assessment	N/A	N/A	Good	Good
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 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		Met AYP Objective
	n	%	t	%	n	%	
All Students	226	85.4%	1073	55.8%	250	66.0%	No
Gender							
Male	102	87.3%	537	56.1%	139	64.7%	N/A
Female	123	83.7%	525	55.4%	111	67.6%	N/A
Racial/Ethnic Group							
White	133	90.2%	556	63.8%	144	66.0%	N/A
African American	91	79.1%	471	46.7%	95	67.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	35	48.6%	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	30	30.0%	91	24.2%	22	31.8%	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	27	40.7%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	139	79.9%	761	50.2%	149	66.4%	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 900 students in grades 9-12. Seventy percent of Clinton High students come from homes that experience some type of socio-economic difficulties. Educators, administrators, and community partners work diligently to support meaningful academic and social growth for all students. Eight CHS teachers have National Board Certification and over fifty percent of the teachers have advanced degrees. Presbyterian College, Piedmont Technical College, and USC Upstate are post-secondary partners with Clinton High. High Schools That Work (HSTW) is a National/State endorsed learning initiative designed to promote effective high school reform.

Several goals within the Clinton High School Academic plan are directly related to HSTW promising practices. These goals included the development of inter-disciplinary professional learning teams, a focus on mastery learning as we provide relevant and challenging instruction, the monitoring, evaluating and adjusting of the advisory program and master schedule, and the use of technology as a lever for change. Strategies related to the pursuit of these goals include "Tech Thursdays," the "Senior Experience," the 9th Grade Learning Center and "SMART." Tech Thursdays refers to imbedded professional development for teachers focused on using the available technology in the new high school facility. The Senior Experience is a culminating senior research and presentation project. The 9th Grade learning center is a focused effort of improving the transition into high school for first time ninth graders. There are many specific strategies such as individual academic enrichment provided to ensure the success of students during this critical first year of high school. SMART is an after school enrichment opportunity for students.

The strength of Clinton High School is the dedicated, hard working teachers, support staff, and coaches who serve our students. Clinton High School continues to focus on reducing the drop out rate, reducing inappropriate student behaviors, developing a more accommodating master schedule, and improving standardized test scores. The Clinton High School Science Olympiad team won a third straight state championship. The students and staff of Clinton High School entered a new facility in August 2010. The staff collaborated with the district staff and executed an efficient move into a state of the art facility that promises to be a true source of pride for the school district and community as a whole. Clinton High School is committed to continuing to meet the diverse and challenging needs of the students in all areas of service: academic, extracurricular, and career development.

Robert A. Roach, Principal
Jeff Burns, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	150	26
Percent satisfied with learning environment	74.2%	65.3%	80.8%
Percent satisfied with social and physical environment	90.3%	71.7%	76.9%
Percent satisfied with school-home relations	50.0%	84.9%	68.0%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was 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 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	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

Abbreviations for Missing Data

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	221	99.5	17.6	33.3	22.9	26.2	59.5	59.2	68.0	No	Yes
Male	109	100.0	19.6	43.1	14.7	22.5	49.0	48.5	63.1	N/A	N/A
Female	112	99.1	15.7	24.1	30.6	29.6	69.4	69.4	73.1	N/A	N/A
White	116	99.1	10.1	25.7	27.5	36.7	75.2	75.2	79.4	Yes	Yes
African American	95	100.0	26.4	42.9	16.5	14.3	39.6	39.1	51.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	66.4	I/S	I/S
Disabled	38	100.0	55.6	38.9	2.8	2.8	11.1	10.8	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	45.1	I/S	I/S
Subsidized meals	149	100.0	22.9	39.6	22.2	15.3	50.7	50.3	54.7	No	Yes

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

All Students	221	99.5	24.8	28.1	27.6	19.5	58.1	57.8	62.3	No	Yes
Male	109	100.0	30.4	24.5	25.5	19.6	53.9	53.4	61.4	N/A	N/A
Female	112	99.1	19.4	31.5	29.6	19.4	62.0	62.0	63.2	N/A	N/A
White	116	99.1	15.6	18.3	37.6	28.4	72.5	72.5	75.3	Yes	Yes
African American	95	100.0	36.3	41.8	13.2	8.8	38.5	38.0	42.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	84.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64.1	I/S	I/S
Disabled	38	100.0	75.0	11.1	13.9	N/A	16.7	16.2	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.1	I/S	I/S
Subsidized meals	149	100.0	29.9	33.3	25.0	11.8	49.3	49.0	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	221	97.7	65.3	13.4	8.8	12.5	21.3	N/A	N/A	N/A	N/A
Male	109	95.4	68.3	8.7	5.8	17.3	23.1	N/A	N/A	N/A	N/A
Female	112	100.0	62.5	17.9	11.6	8.0	19.6	N/A	N/A	N/A	N/A
White	116	99.1	54.8	13.0	12.2	20.0	32.2	N/A	N/A	N/A	N/A
African American	95	95.8	79.1	13.2	5.5	2.2	7.7	N/A	N/A	N/A	N/A
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	38	92.1	97.1	2.9	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	149	96.6	77.1	13.2	4.9	4.9	9.7	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2010	227	100.0	19.8	35.5	27.2	17.5	54.4	54.1	65.9
	2011	221	99.5	17.6	33.3	22.9	26.2	59.5	59.2	68.0
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2010	227	100.0	26.7	28.1	27.6	17.5	56.2	55.5	62.3
	2011	221	99.5	24.8	28.1	27.6	19.5	58.1	57.8	62.3

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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