



Clemson Elementary

581 Berkeley Dr
Clemson, SC 29631

Grades	PK-5 Elementary School	
Enrollment	760 Students	
Principal	Dr. Ken Weichel	864-654-2341
Superintendent	Dr. Henry Hunt	864-855-8150
Board Chair	Jim Shelton	864-836-8465

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Excellent	Excellent
2006	Excellent	Good
2005	Excellent	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

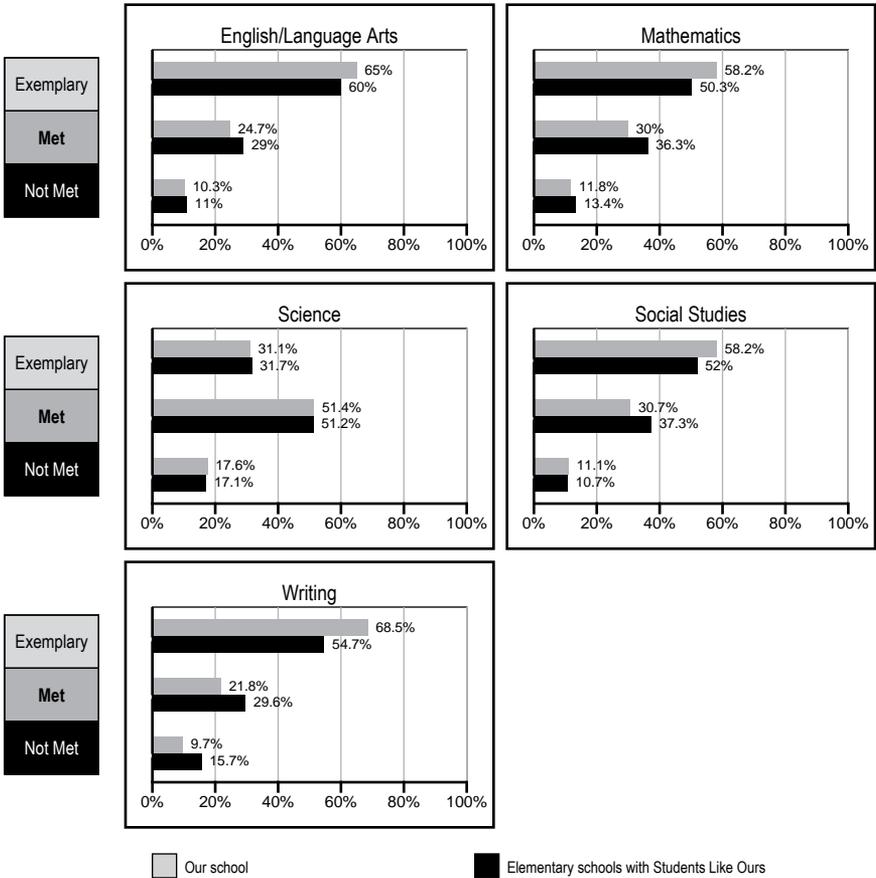
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 93.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
19	0	2	0	0

* Ratings are calculated with data available by 06/01/2010.

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=760)				
First graders who attended full-day kindergarten	86.2%	Up from 70.8%	100.0%	100.0%
Retention rate	2.6%	Up from 2.3%	1.0%	1.9%
Attendance rate	97.4%	Up from 97.3%	96.8%	96.3%
Eligible for gifted and talented	40.4%	Down from 42.9%	27.3%	10.0%
With disabilities other than speech	6.9%	Up from 5.2%	6.5%	7.7%
Older than usual for grade	0.5%	Up from 0.3%	0.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	69.4%	Up from 59.2%	63.4%	59.4%
Continuing contract teachers	91.8%	Up from 89.8%	82.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.7%	Down from 91.9%	87.5%	85.9%
Teacher attendance rate	95.9%	Up from 95.7%	94.8%	95.1%
Average teacher salary*	\$48,221	Up 3.0%	\$48,221	\$47,149
Professional development days/teacher	6.3 days	Down from 14.3 days	10.4 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Down from 20.8 to 1	20.5 to 1	18.8 to 1
Prime instructional time	92.3%	Up from 91.3%	90.5%	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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,559	Up 8.5%	\$7,059	\$7,458
Percent of expenditures for instruction**	62.6%	Up from 62.2%	74.1%	68.8%
Percent of expenditures for teacher salaries**	56.9%	Down from 57.8%	68.7%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Clemson Elementary School is a student-centered, high-achieving school serving approximately 760 students from 4K through grade five. We moved to our new campus in the fall of 2001. Our building is a beautiful, state-of-the-art facility designed to promote maximum student learning in a safe, caring environment. The school grounds include athletic fields, playgrounds, theme gardens, wall murals, nature trail, a barn, and outdoor classrooms. Our school has an award-winning and outstanding staff dedicated to helping all students grow and succeed. Our school enjoys continual support from our parents and community. The PTA and School Improvement Council are instrumental in our planning and improvement process.

Sustained, high student achievement remains a trademark of our school. Our standardized test scores traditionally rank among the highest in South Carolina. We are proud to have earned an "Excellent" in both Absolute and Improvement ratings on our two most recent state Report Cards. These rankings resulted in us being one of only 31 schools across the state to earn a prestigious Palmetto Gold Award each of the eight years the state offered the award. Clemson Elementary is a Red Carpet School for being family friendly. We were a finalist for the Carolina First Palmetto's Finest Award three times over the past seven years. We continue to stress academic achievement through the use of Write from the Beginning, MAP testing and Classworks, America Reads, Olympics of the Mind, Reading Recovery, Math Super Stars, Cruisers Safety Program, and other on-going instructional efforts. Implementing two multi-age classes is an innovation linking instruction with student learning styles and presenting parents with alternatives.

We believe service learning and service to our community are important aspects of our offerings to students. These are vehicles for our students to learn good citizenship and compassion for others. Among our student and staff efforts are gathering canned goods for a local food bank, collecting toys for Country Santa, Jump Rope for Heart, Special Olympics, Buck-a-Book, and Relay for Life.

We believe learning is a commitment extending beyond routine school hours and days. To this end, we offer students many opportunities to extend their learning. Jump Rope team, chorus, Chess Club, and the Mileage Club meet either before or after school. The media center sponsors the Story Telling and the Reading Patch Clubs. Over 250 students are served daily in our after-school-care programs. PTA sponsors the International Festival, a fall carnival, an ice cream social, and family dinner nights. Teachers extend classroom learning with events such as Something Special, field trips, musical productions, guest speakers, artists in residence, volunteer tutoring, and Special Olympics. A partnership with the City of Clemson makes our facilities available after hours and during the summer to benefit our community's children on a year-round basis.

The future challenges us to maintain our high academic standards, yet still meet the demands of serving a diverse student population. We continue reaching out to fulfill community needs while welcoming help from others to meet our students' needs. We seek to create a culture of excellence in teaching and learning even as we strive to embody our motto, "Clemson Elementary, where every day is a great day to learn."

Dr. Kenneth H. Weichel, Principal

Dr. Windsor Sherrill, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	104	54
Percent satisfied with learning environment	97.9%	86.4%	94.3%
Percent satisfied with social and physical environment	100.0%	87.4%	94.4%
Percent satisfied with school-home relations	100.0%	86.4%	90.6%

* 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

YES

This school met 17 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

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	0.7%	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	0.0%	0.0%	Yes
Student attendance rate	97.4%	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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	356	99.7	9.9	25.4	64.6	94.2	87.9	82.8	Yes	Yes
Gender										
Male	188	99.5	11	27.1	61.9	93.4	85.3	79.3	N/A	N/A
Female	168	100	8.7	23.6	67.7	95	90.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	256	99.6	5.2	20.8	74	96.4	89.1	89.5	Yes	Yes
African American	64	100	32.2	40.7	27.1	83.1	78.6	73.7	Yes	Yes
Asian/Pacific Islander	26	100	8.7	26.1	65.2	95.7	95.6	92.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	82.3	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87.5	82.5	I/S	I/S
Disability Status										
Disabled	31	96.8	57.1	39.3	3.6	53.6	60.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	32	100	3.4	31	65.5	96.6	82.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	90	98.9	28	41.5	30.5	81.7	81.2	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	356	100	11.7	30.3	58	91.8	83.8	78.9	Yes	Yes
Gender										
Male	188	100	11.5	28	60.4	92.3	82.3	77	N/A	N/A
Female	168	100	11.8	32.9	55.3	91.3	85.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	256	100	5.2	27.9	66.9	96.4	85.6	87.2	Yes	Yes
African American	64	100	39	44.1	16.9	74.6	67.7	66.7	Yes	Yes
Asian/Pacific Islander	26	100	8.7	21.7	69.6	91.3	91.1	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	80.2	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87.5	79.5	I/S	I/S
Disability Status										
Disabled	31	100	55.2	37.9	6.9	51.7	52.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	32	100	6.9	24.1	69	93.1	82.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	90	100	34.9	43.4	21.7	75.9	75.9	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	233	100	17.6	52	30.4	82.4	76.8	67.5
Gender								
Male	119	100	13.7	53	33.3	86.3	76.3	67
Female	114	100	21.8	50.9	27.3	78.2	77.4	68
Racial/Ethnic Group								
White	163	100	9.4	53.5	37.1	90.6	79.2	79.5
African American	44	100	50	45.2	4.8	50	58.3	50.3
Asian/Pacific Islander	19	100	15.8	52.6	31.6	84.2	88.1	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	66.7	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	22	100	N/AV	N/AV	N/AV	40	45	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	21	100	9.5	52.4	38.1	90.5	69.8	59.6
Socio-Economic Status								
Subsided meals	60	100	44.8	50	5.2	55.2	67.4	55.1
Social Studies								
All Students	233	100	11	31.3	57.7	89	78.8	72.3
Gender								
Male	126	100	10.7	31.1	58.2	89.3	78.5	71.5
Female	107	100	11.4	31.4	57.1	88.6	79.2	73.2
Racial/Ethnic Group								
White	169	100	5.4	28.1	66.5	94.6	80	80.7
African American	40	100	35.1	45.9	18.9	64.9	68.4	60
Asian/Pacific Islander	15	100	7.1	28.6	64.3	92.9	90	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	76.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.7	72.2
Disability Status								
Disabled	21	100	47.6	42.9	9.5	52.4	49.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	19	100	11.1	44.4	44.4	88.9	77.8	67.9
Socio-Economic Status								
Subsided meals	58	100	35.2	44.4	20.4	64.8	69.8	62.1

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
Writing										
All Students	356	98.9	9.4	21.8	68.7	90.6	78.9	70.2	97.4	96.5
Gender										
Male	188	97.9	11.2	26.4	62.4	88.8	72.2	63.2	97.4	96.4
Female	168	100	7.5	16.8	75.8	92.5	86.1	77.5	97.3	96.5
Racial/Ethnic Group										
White	256	99.2	5.6	18.1	76.3	94.4	80.6	79.1	97.2	96.4
African American	64	98.4	29.3	36.2	34.5	70.7	65.8	57.6	97.4	96.8
Asian/Pacific Islander	26	96.2	N/AV	N/AV	N/AV	100	93.2	86.2	98.1	98
Hispanic	7	I/S	I/S	I/S	I/S	I/S	69.2	62.6	96.7	97
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.4	68.7	98.9	96.2
Disability Status										
Disabled	36	91.7	56.7	26.7	16.7	43.3	33.3	26.1	96.4	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	96.1	95.5
English Proficiency										
Limited English Proficient	32	96.9	3.6	21.4	75	96.4	73.4	61.2	97.9	97.7
Socio-Economic Status										
Subsided meals	85	97.7	30.8	37.2	32.1	69.2	67.9	58.9	96.9	95.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	115	99.1	8.5	24.5	67	91.5
	4	109	100	10.2	30.6	59.3	89.8
	5	132	100	10.9	21.9	67.2	89.1
	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
Mathematics							
2009	3	115	100	10.3	27.1	62.6	89.7
	4	109	100	12	38	50	88
	5	132	100	12.5	26.6	60.9	87.5
	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
Science							
2009	3	57	100	18.2	49.1	32.7	81.8
	4	109	100	19.4	55.6	25	80.6
	5	67	100	14.1	48.4	37.5	85.9
	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
Social Studies							
2009	3	59	100	14.8	40.7	44.4	85.2
	4	108	100	7.5	29	63.6	92.5
	5	66	100	13.6	27.3	59.1	86.4
	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
Writing							
2009	3	116	99.1	4.7	17.9	77.4	95.3
	4	109	98.2	12.3	18.9	68.9	87.7
	5	131	99.2	11	27.6	61.4	89
	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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