



## CLINTON HIGH

800 N. Adair St.  
Clinton, SC 29325

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	934 Students	
<b>Principal</b>	Robert A. Roach	864-833-0817
<b>Superintendent</b>	Dr. David C. O'Shields	864-833-0800
<b>Board Chair</b>	Linda Darby	864-833-5773

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>At-Risk</b>
2009	Average	Good
2008	Average	Good
2007	Below Average	Below Average
2006	Average	At-Risk

## 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
0	4	20	3	0

\* Ratings are calculated with data available by 03/24/2011.

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

Percent	Our High School			High Schools with Students Like Ours		
	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	76.7%	68.5%	70.9%	76.5%	71.0%	74.0%
Passed 1 subtest (%)	9.1%	15.7%	13.7%	12.5%	15.6%	14.2%
Passed no subtests (%)	14.2%	15.7%	15.4%	11.1%	13.4%	12.8%

## HSAP Passage Rate by Spring 2010

Percent	Our High School	High Schools with Students Like Ours
	86.8%	88.5%

## Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	283	250	220	218
Number of Graduates in Cohort	190	165	156	149
Rate	67.1%	66.0%	72.4%	71.0%

\*Used to calculate current AYP.

## 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	70.0%	68.6%
English 1	66.0%	58.7%
Physical Science	52.8%	46.8%
US History and the Constitution	38.3%	34.3%
All Tests	57.3%	50.8%

\* 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
<b>Students (n=934)</b>				
Retention rate	7.6%	Down from 10.4%	4.3%	3.7%
Attendance rate	95.2%	Down from 99.7%	95.2%	95.4%
Eligible for gifted and talented	14.8%	Down from 16.7%	9.6%	12.4%
With disabilities other than speech	16.2%	Up from 14.2%	14.0%	12.8%
Older than usual for grade	8.6%	Up from 8.2%	10.6%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.5%	Down from 3.3%	1.7%	1.1%
Enrolled in AP/IB programs	35.0%	Up from 19.1%	10.0%	13.1%
Successful on AP/IB exams	13.3%	Down from 30.4%	40.3%	50.4%
Eligible for LIFE Scholarship	52.1%	Up from 30.5%	31.4%	30.4%
Annual dropout rate	3.7%	Down from 4.1%	3.5%	3.1%
Career/technology students in co-curricular organizations	12.0%	Up from 4.8%	6.2%	2.2%
Enrollment in career/technology courses	484	Down from 572	341	424
Students participating in work-based experiences	12.7%	Up from 9.4%	16.9%	11.7%
Career/technology students attaining technical skills	70.8%	Down from 72.0%	79.3%	78.7%
Career/technology completers placed	99.2%	Up from 94.2%	97.0%	98.5%
<b>Teachers (n=57)</b>				
Teachers with advanced degrees	63.2%	Up from 57.8%	59.9%	60.4%
Continuing contract teachers	86.0%	Down from 87.5%	73.5%	76.6%
Teachers with emergency or provisional certificates	5.9%	Down from 8.3%	10.0%	6.5%
Teachers returning from previous year	87.5%	Up from 85.1%	82.9%	86.8%
Teacher attendance rate	95.1%	Down from 95.2%	95.2%	95.8%
Average teacher salary*	\$48,518	Down 1.1%	\$46,758	\$47,390
Professional development days/teacher	6.2 days	Down from 8.5 days	10.1 days	10.0 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	26.5 to 1	Down from 27.0 to 1	25.6 to 1	25.8 to 1
Prime instructional time	88.9%	Down from 93.9%	89.2%	90.1%
Dollars spent per pupil**	\$8,051	Up 6.7%	\$8,394	\$7,974
Percent of expenditures for teacher salaries**	55.0%	Up from 54.7%	54.9%	55.4%
Percent of expenditures for instruction**	58.5%	Down from 58.7%	60.7%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	78.3%	Down from 84.1%	95.1%	96.0%
Character development program	Below Average	No Change	Excellent	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Average

\* 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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	205	86.8%	864	57.3%	250	66.0%	No
<b>Gender</b>							
Male	116	87.1%	412	54.6%	139	64.7%	N/A
Female	89	86.5%	452	59.7%	111	67.6%	N/A
<b>Racial/Ethnic Group</b>							
White	116	89.7%	448	65.8%	144	66.0%	N/A
African American	81	84.0%	388	46.1%	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	23	69.6%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	17	47.1%	84	23.8%	22	31.8%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	14	64.3%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	120	89.2%	604	49.8%	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 and Piedmont Technical College 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 as well as the district's accreditation process, AdvancEd.. These goals include 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," and "SMART." Tech Thursdays refers to imbedded professional development for teachers. The Senior Experience is a culminating senior research and presentation project. SMART is a before and 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 dropout rate, reducing inappropriate student behaviors, developing a more accommodating master schedule, and improving standardized test scores. Clinton High School is fully accredited by the Southern Association of Colleges and Schools.

In 2009, Clinton High was a Palmetto Silver Award winner. This prestigious award is based on student academic improvement. The Clinton High School Science Olympiad team won a second straight state championship. The athletic department also enjoyed success as the football team won the school's eighth AAA state championship in 2009. A new facility for Clinton High will be completed in the summer of 2010. The staff has collaborated with the district staff to plan an efficient move into this 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 Thomason, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	146	44
Percent satisfied with learning environment	74.4%	60.3%	69.8%
Percent satisfied with social and physical environment	100.0%	58.2%	68.2%
Percent satisfied with school-home relations	61.5%	82.2%	60.5%

\* 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 8 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.9%
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	1.2%	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
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>											
All Students	227	100	19.8	35.5	27.2	17.5	54.4	54.1	65.9	No	Yes
Male	109	100	23.8	37.1	24.8	14.3	48.6	47.7	60.8	N/A	N/A
Female	118	100	16.1	33.9	29.5	20.5	59.8	60.2	71	N/A	N/A
White	113	100	14.3	30.5	33.3	21.9	61.9	60.7	77.5	No	Yes
African American	108	100	25.5	39.6	22.6	12.3	46.2	46.7	49.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.9	I/S	I/S
Disabled	35	100	68.6	22.9	8.6	0	8.6	8.3	21.3	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	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	160	100	24	40.9	26	9.1	44.8	44.5	51.5	No	Yes

<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>											
All Students	227	100	26.7	28.1	27.6	17.5	56.2	55.5	62.3	No	Yes
Male	109	100	29.5	28.6	25.7	16.2	51.4	50.5	61.7	N/A	N/A
Female	118	100	24.1	27.7	29.5	18.8	60.7	60.2	63	N/A	N/A
White	113	100	20	25.7	31.4	22.9	65.7	64.5	75	No	Yes
African American	108	100	34	31.1	24.5	10.4	46.2	45.8	44	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	62.5	I/S	I/S
Disabled	35	100	74.3	17.1	8.6	0	11.4	11.1	22.1	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	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	160	100	31.8	31.2	28.6	8.4	48.1	47.7	48.1	No	Yes

<b>Physical Science (End-of-Course Test performance by Group)</b>											
All Students	227	83.7	65.3	22.1	7.9	4.7	12.6	N/A	N/A	N/A	N/A
Male	109	78.9	59.3	25.6	9.3	5.8	15.1	N/A	N/A	N/A	N/A
Female	118	88.1	70.2	19.2	6.7	3.8	10.6	N/A	N/A	N/A	N/A
White	113	82.3	53.8	30.1	8.6	7.5	16.1	N/A	N/A	N/A	N/A
African American	108	84.3	76.9	14.3	6.6	2.2	8.8	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	5	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	35	57.1	90.0	10.0	0.0	0.0	0.0	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	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	160	81.3	73.8	20.0	5.4	0.8	6.2	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	2009	254	98.4	19.4	34.7	27.3	18.6	56.2	56.1	61.8
	2010	227	100	19.8	35.5	27.2	17.5	54.4	54.1	65.9

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

All Students	2009	253	98.8	25.6	30.6	21.5	22.3	55.4	55.3	62.7
	2010	227	100	26.7	28.1	27.6	17.5	56.2	55.5	62.3

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data