



Clay Hill Elementary

387 S Railroad Ave
Ridgeville, SC 29472

Grades	PK-5 Elementary School	
Enrollment	154 Students	
Principal	Dr. Morris Ravenell	843 851-7386
Superintendent	Jerry G. Montjoy	(843) 563-4535
Board Chair	Dr. Kenneth Jenkins	(843) 563-3228

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Good	Excellent
2012	N/A	N/A
2011	N/A	N/A
2010	N/A	N/A
2009	N/A	N/A

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://www.eoc.sc.gov>

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

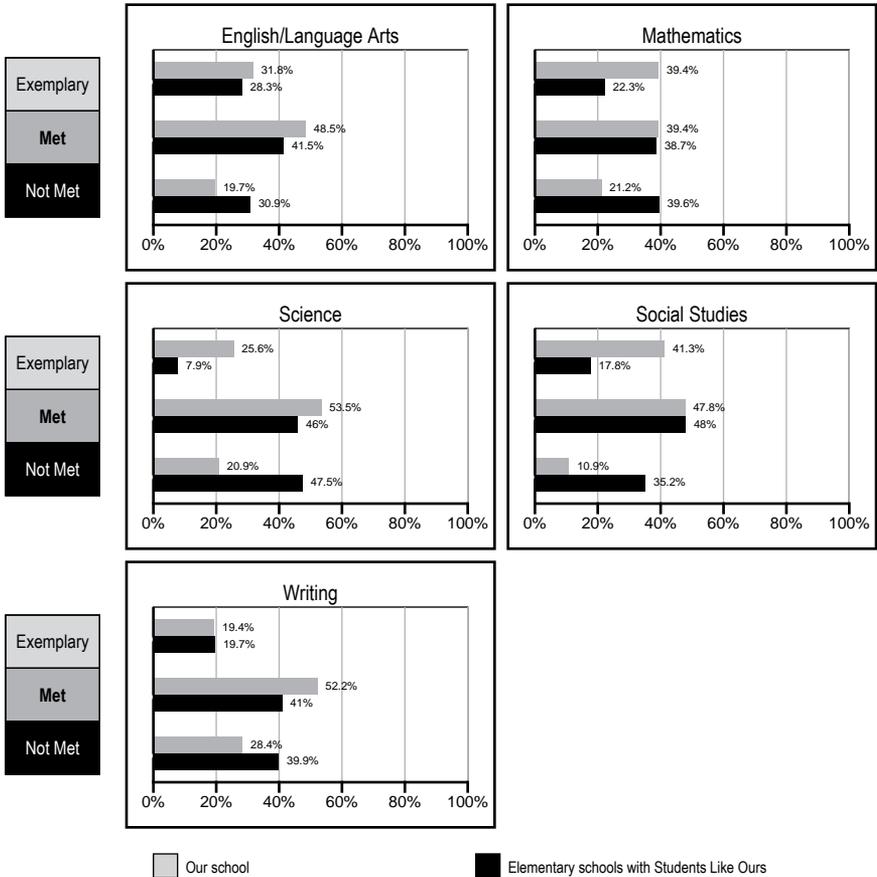
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	13	102	47	15

* Ratings are calculated with data available by 12/14/2013.

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=154)				
First graders who attended full-day kindergarten	100.0%	N/R	100.0%	100.0%
Retention rate	0.0%	N/A	1.1%	0.9%
Attendance rate	95.8%	N/A	95.9%	96.3%
Served by gifted and talented program	2.3%	N/A	2.7%	7.2%
With disabilities	8.5%	N/A	13.6%	12.4%
Older than usual for grade	2.8%	N/A	3.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=13)				
Teachers with advanced degrees	76.9%	N/A	60.0%	62.5%
Continuing contract teachers	92.3%	N/A	76.5%	83.3%
Teachers returning from previous year	N/A	N/A	84.8%	88.3%
Teacher attendance rate	92.3%	N/R	94.9%	95.0%
Average teacher salary*	\$55,414	I/S	\$46,154	\$48,193
Professional development days/teacher	8.2 days	N/R	10.5 days	11.0 days
School				
Principal's years at school	1.0	N/R	3.8	4.0
Student-teacher ratio in core subjects	15.1 to 1	N/R	18.2 to 1	20.1 to 1
Prime instructional time	86.9%	N/R	89.5%	90.0%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	100.0%	100.0%
Character development program	Average	N/R	Good	Excellent
Dollars spent per pupil**	N/A	N/A	\$8,254	\$7,364
Percent of expenditures for instruction**	N/A	N/A	67.0%	68.0%
Percent of expenditures for teacher salaries**	N/A	N/A	64.0%	66.0%

* 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

The faculty and staff at Clay Hill Elementary, along with the School Improvement Council, have worked diligently to address the needs of our student population. Through continuous analyses of data, initiatives and programs are evaluated and developed to keep our academics focused on key areas of concern.

MAP assessments are administered three times each year. Data gathered from the results are used to guide our instructional approach as the school year develops. In conjunction, our after school program and small group instruction are developed from the results of these assessments.

At Clay Hill Elementary, we also use results from the Study Island computer program to identify and address academic needs of our students. Results are analyzed weekly to gauge students' progress on specific standards in core area subjects. Students are given instructional assistance based on their performances on the standards identified within the program.

The services of consultants in the areas of math and writing have been utilized throughout the 2012-2013 school year. To transition to the Common Core curriculum, these consultants have worked with teachers and students to address specific adaptations and adjustments needed to be successful with the new curriculum. Along with addressing the academic needs, the socio-emotional needs of students are addressed through various programs and initiatives. Some programs instituted at the school include: Character Student of the Month, Exemplary Eagles, Junior Robotics, Recycling Troopers, Junior Beta Club, Cheerleading, and Intramural Basketball. Children are encouraged to participate in these programs to become more well-rounded students. As a school, we are continuously seeking ways to improve education for our students. Parents, stakeholders and community members are encouraged to be a part of the educational process. Their involvement is crucial to our success here at Clay Hill Elementary School.

Morris Ravenell, Ed.D, Principal
Ruthie Bryant, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	27	22
Percent satisfied with learning environment	93.3%	77.7%	90.9%
Percent satisfied with social and physical environment	100%	51.8%	90.5%
Percent satisfied with school-home relations	80%	81.5%	90.9%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	97.5
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Clay Hill Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	649.3	656.8	636.0	655.8	100.0	100.0
Male	646.9	657.0	635.0	654.4	100.0	100.0
Female	N/A	N/A	N/A	N/A	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	647.8	647.9	630.1	655.6	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	644.0	649.7	630.5	650.8	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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							
2012	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
2013	8	N/A	N/A	N/A	N/A	N/A	N/A
	3	27	100	23.5	47.1	29.4	76.5
	4	25	100	21.7	39.1	39.1	78.3
	5	29	100	15.4	57.7	26.9	84.6
	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	
Mathematics							
2012	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
2013	8	N/A	N/A	N/A	N/A	N/A	N/A
	3	27	100	41.2	41.2	17.6	58.8
	4	25	100	21.7	34.8	43.5	78.3
	5	29	100	7.7	42.3	50	92.3
	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	
Science							
2012	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
2013	8	N/A	N/A	N/A	N/A	N/A	N/A
	3	14	85.7	I/S	I/S	I/S	I/S
	4	25	100	26.1	39.1	34.8	73.9
	5	14	100	8.3	83.3	8.3	91.7
	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
Social Studies							
2012	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2013	3	13	84.6	I/S	I/S	I/S	I/S
	4	25	100	N/AV	N/AV	N/AV	100
	5	15	100	7.1	50	42.9	92.9
	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
Writing							
2012	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2013	3	24	100	52.9	35.3	11.8	47.1
	4	24	100	25	54.2	20.8	75
	5	28	100	15.4	61.5	23.1	84.6
	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

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