



Clearwater Elementary

P.O. Box 397
Clearwater, SC 29822

Grades	PK-5 Elementary School	
Enrollment	409 Students	
Principal	Susan Malcom	803-593-7240
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Sanders	803-663-1703

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Good*
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Average	At-Risk
2004	Average	At-Risk

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

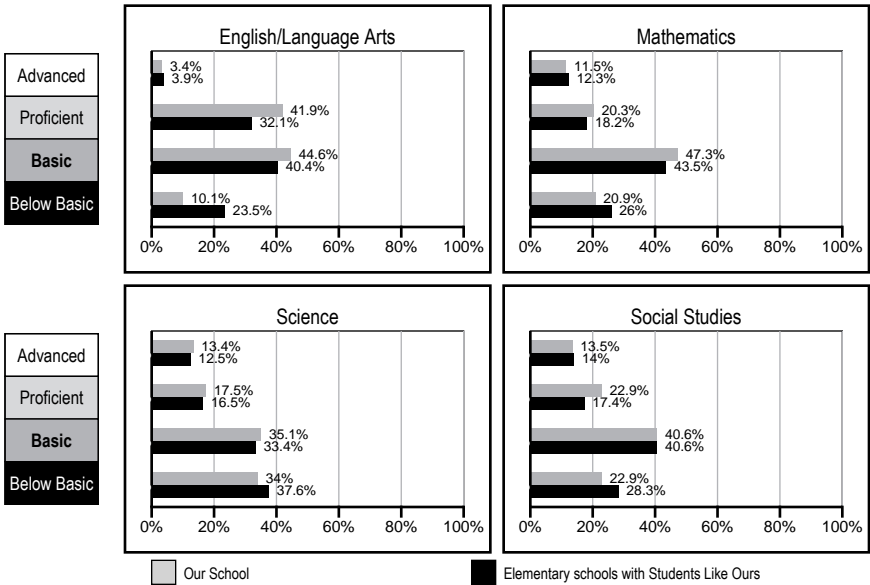
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 93.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	34	48	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=409)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.0%	Up from 3.2%	2.9%	2.3%
Attendance rate	96.1%	Up from 96.0%	96.1%	96.3%
Eligible for gifted and talented	6.3%	Down from 7.9%	9.0%	10.4%
With disabilities other than speech	8.5%	Up from 5.4%	9.0%	7.5%
Older than usual for grade	2.3%	Up from 1.5%	0.9%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	48.3%	Down from 53.1%	56.5%	56.7%
Continuing contract teachers	79.3%	Down from 84.4%	80.0%	77.3%
Teachers with emergency or provisional certificates	3.8%	Down from 6.9%	0.0%	0.0%
Teachers returning from previous year	90.3%	Down from 91.9%	87.0%	86.4%
Teacher attendance rate	95.0%	Up from 92.6%	94.8%	94.9%
Average teacher salary	\$46,549	Up 1.5%	\$45,395	\$45,345
Professional development days/teacher	9.6 days	Up from 9.3 days	12.8 days	12.6 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	18.7 to 1	Up from 18.0 to 1	18.4 to 1	18.5 to 1
Prime instructional time	88.9%	Up from 86.8%	89.4%	89.8%
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	Below Average	Down from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,733	Up 4.8%	\$7,184	\$7,052
Percent of expenditures for instruction*	75.5%	Up from 74.5%	68.4%	69.1%
Percent of expenditures for teacher salaries*	73.0%	Up from 71.0%	63.6%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Clearwater Elementary works in collaboration with students, parents and the community to implement the best practices in daily instruction which provide opportunities for students to become productive members of society. This year, the school offered the following programs to improve student achievement: an After School Program for grades 3-5, a summer school program for grades K-5, an ESL tutor, a half-time curriculum coordinator, a Literacy Teacher for grades 1-2, paraprofessionals in grades K-5, Math tutoring for third grade students two mornings a week, and a Gifted and Talented Program for grades 3-5.

We feel that the following new initiatives led to the greatest improvements in student achievement: MAP testing for grades 1-5 pinpointed students' specific academic strengths and weaknesses; RIT group instruction with small groups and flexible groups of students met students' academic strengths and weaknesses that were identified by MAP tests; and a Leadership Team was appointed to help the school move toward achieving higher academic standards.

Parent and community involvement continues to grow. This year, students showed community involvement by participating in the following: a Veteran's Day program, toy donations to MCG Children's Hospital, pop-tabs for the Ronald McDonald House, and collecting food for the Golden Harvest Food Bank. We have community partnerships with several businesses that support our students' academic and character achievements.

Parent involvement activities included: a seasonal program presented by each grade level, orientation, Family Reading Night, Santa's Secret Shop and Photos with Santa, Valentine King and Queen Court, Talent Show, two ESL Literacy Nights, Green Jackets' Baseball Reading program, Art Show, Dominos' Pizza Reading program, and an awards program each quarter.

Other noteworthy programs students participated in that included a focus on character education included: Operation Get Smart, quarterly Good Conduct Breakfast, monthly Best Effort Awards, daily Caught Being Good announcements, monthly clubs for good behavior and effort, and Treasure Chest prizes for no tardies.

We also had students receiving honors in outside activities such as character awards, donating their hair to Locks of Love, completing and sinking both 5 and 10 foot putts in the Drive, Chip & Putt Competition, as well as four students competing at the sectional in the Pitch, Hit & Run Contest in which one student finished in fourth place.

Clearwater Elementary encourages and acknowledges academic effort and good citizenship. We feel this helps produce productive members of society.

Susan Malcom, Principal
 Stacey Boatwright, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	49	35
Percent satisfied with learning environment	100.0%	83.7%	73.5%
Percent satisfied with social and physical environment	93.3%	81.6%	76.5%
Percent satisfied with school-home relations	90.0%	85.7%	81.8%

* 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 15 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

Newly Identified

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. Sanction: Implement the restructuring plan.
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	0.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%	Yes

* Or greater than last year

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I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	169	100	9.9	43.7	42.4	4	60.9	49.8	48.2	Yes	Yes
Gender											
Male	95	100	14	43	40.7	2.3	54.7	43.8	41.7	N/A	N/A
Female	74	100	4.6	44.6	44.6	6.2	69.2	56.3	55	N/A	N/A
Racial/Ethnic Group											
White	103	100	7.7	40.7	46.2	5.5	65.9	59.8	60	Yes	Yes
African American	46	100	13.6	47.7	36.4	2.3	52.3	33.8	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	19	100	13.3	53.3	33.3	0	53.3	39.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	47	I/S	I/S
Disability Status											
Disabled	19	100	22.2	55.6	16.7	5.6	27.8	15.2	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	20	100	12.5	50	37.5	0	56.3	43	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	116	100	14	47	35	4	54	35.8	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	169	100	20.5	47	21.2	11.3	44.4	46.9	45.8	Yes	Yes
Gender											
Male	95	100	18.6	48.8	19.8	12.8	44.2	47.9	45.6	N/A	N/A
Female	74	100	23.1	44.6	23.1	9.2	44.6	45.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	103	100	9.9	42.9	31.9	15.4	58.2	57.2	59	Yes	Yes
African American	46	100	34.1	59.1	4.5	2.3	20.5	29.7	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	78.3	71.3	I/S	I/S
Hispanic	19	100	46.7	33.3	6.7	13.3	33.3	40.1	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	62.5	46.2	I/S	I/S
Disability Status											
Disabled	19	100	38.9	27.8	33.3	0	44.4	15.8	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	20	100	37.5	43.8	6.3	12.5	31.3	42.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	116	100	28	52	15	5	30	32.8	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	111	100	33.3	34.3	18.2	14.1	32.3	34.1	35.7	96.1	95.9
Gender											
Male	65	100	31	32.8	17.2	19	36.2	36.6	37.4	96.2	95.8
Female	46	100	36.6	36.6	19.5	7.3	26.8	31.3	33.8	96	96.1
Racial/Ethnic Group											
White	70	100	23	32.8	24.6	19.7	44.3	45.2	49.2	95.8	95.9
African American	28	100	48.1	33.3	11.1	7.4	18.5	16.4	17	96.4	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.9	58	99.4	97.6
Hispanic	13	100	54.5	45.5	0	0	0	24	24.9	96.8	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.8	37.4	N/A	95.8
Disability Status											
Disabled	16	100	46.7	33.3	13.3	6.7	20	12.8	14	94.6	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.5
English Proficiency											
Limited English Proficient	12	100	50	50	0	0	0	28	24.4	96.9	96.5
Socio-Economic Status											
Subsided meals	75	100	44.6	29.2	16.9	9.2	26.2	20.4	21.1	95.7	95.2
Social Studies											
All Students	108	100	22.4	41.8	22.4	13.3	35.7	30.3	34	96.1	95.9
Gender											
Male	60	100	25	39.3	17.9	17.9	35.7	33.8	36.6	96.2	95.8
Female	48	100	19	45.2	28.6	7.1	35.7	26.5	31.3	96	96.1
Racial/Ethnic Group											
White	62	100	17.5	40.4	22.8	19.3	42.1	38.6	44.5	95.8	95.9
African American	33	100	32.3	48.4	12.9	6.5	19.4	17	19.1	96.4	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	56.1	58.9	99.4	97.6
Hispanic	12	100	22.2	22.2	55.6	0	55.6	20.3	27.5	96.8	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.3	32.7	N/A	95.8
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	10.7	14.4	94.6	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.5
English Proficiency											
Limited English Proficient	13	100	20	30	50	0	50	23.9	27.3	96.9	96.5
Socio-Economic Status											
Subsided meals	77	100	26.9	47.8	16.4	9	25.4	18.6	21	95.7	95.2

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	53	100	15.7	27.5	56.9	0	56.9
	4	60	100	14.5	50.9	30.9	3.6	34.5
	5	59	100	22.6	58.5	18.9	0	18.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	66	100	5.1	33.9	55.9	5.1	61
	4	50	100	6.5	43.5	45.7	4.3	50
	5	53	100	19.6	56.5	21.7	2.2	23.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	53	100	23.5	51	19.6	5.9	25.5
	4	60	100	20	54.5	21.8	3.6	25.5
	5	59	100	39.6	49.1	7.5	3.8	11.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	66	100	15.3	52.5	16.9	15.3	32.2
	4	50	100	23.9	43.5	19.6	13	32.6
	5	53	100	23.9	43.5	28.3	4.3	32.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	25	100	39.1	34.8	26.1	0	26.1
	4	60	100	53.8	30.8	13.5	1.9	15.4
	5	31	100	53.8	34.6	3.8	7.7	11.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	35	100	41.9	45.2	6.5	6.5	12.9
	4	50	100	21.7	28.3	32.6	17.4	50
	5	26	100	45.5	31.8	4.5	18.2	22.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	28	100	29.6	51.9	18.5	0	18.5
	4	60	100	30.8	50	13.5	5.8	19.2
	5	28	100	57.7	26.9	7.7	7.7	15.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	31	100	10.7	57.1	28.6	3.6	32.1
	4	50	100	15.2	43.5	21.7	19.6	41.3
	5	27	100	50	20.8	16.7	12.5	29.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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