



Clinton Elementary

800 Chestnut Street
Clinton, South Carolina

Grades	PK-5 Elementary School	
Enrollment	596 Students	
Principal	Brenda Romines	864-833-0812
Superintendent	Dr. Wayne Brazell	864-833-0800
Board Chair	Linda Darby	864-833-5773

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

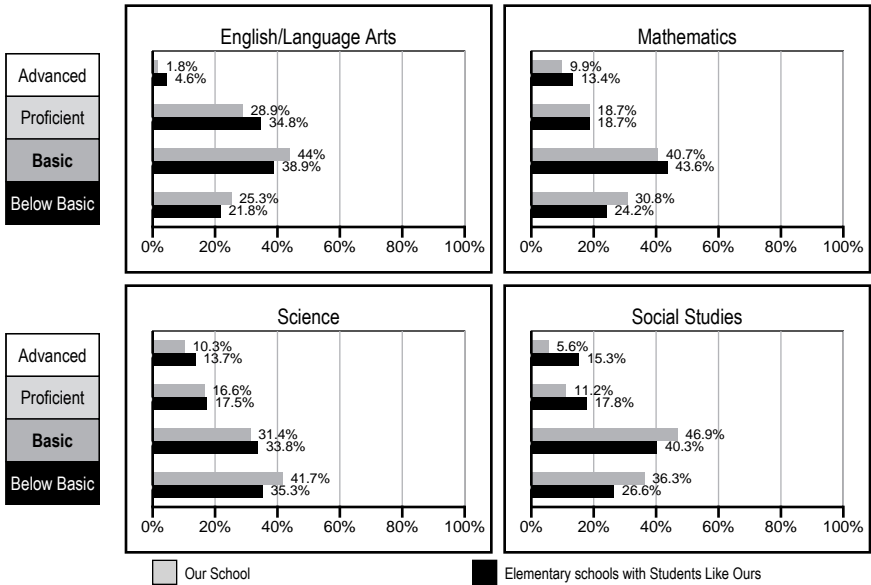
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 88.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	49	35	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=596)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.7%	Down from 2.8%	2.9%	2.3%
Attendance rate	96.1%	Down from 96.4%	96.2%	96.3%
Eligible for gifted and talented	3.7%	Down from 5.7%	9.5%	10.4%
With disabilities other than speech	5.5%	Up from 4.5%	8.7%	7.5%
Older than usual for grade	1.0%	Down from 1.1%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	57.9%	Up from 57.6%	58.1%	56.7%
Continuing contract teachers	78.9%	Down from 81.8%	81.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.9%	Down from 86.6%	87.5%	86.4%
Teacher attendance rate	95.3%	Up from 94.7%	94.8%	94.9%
Average teacher salary	\$45,126	Up 1.6%	\$45,509	\$45,345
Professional development days/teacher	11.8 days	Down from 14.4 days	12.9 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 20.4 to 1	18.5 to 1	18.5 to 1
Prime instructional time	87.8%	Down from 88.6%	89.4%	89.8%
Opportunities in the arts	Excellent	Up from Good	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	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,373	Up 7.6%	\$6,918	\$7,052
Percent of expenditures for instruction*	61.9%	Down from 67.1%	68.9%	69.1%
Percent of expenditures for teacher salaries*	56.1%	Down from 59.7%	65.6%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Clinton Elementary School continues to provide a positive and safe environment for students, which promotes high academic standards and expectations for all students. This past year our school earned the Palmetto Silver Award in recognition of the academic achievement of our students and the high standards held by our staff.

Students at M.S. Bailey Elementary and Thornwell Elementary joined Clinton Elementary in the fall of 2007. Now serving over 600 students, Clinton Elementary is committed to putting children first and seeing that all students achieve. Our goal is to make a positive difference in the lives of each student entrusted to us.

CES continues to benefit from several successful programs. South Carolina Reading First, South Carolina Reading Initiative, Math and Science Coaching Initiative, and the Teacher Advancement Program provide various professional development opportunities for our teachers. Teachers have continued to move forward in their professional growth by attending workshops, participating in study groups and clusters, and meeting regularly to discuss effective methods for promoting learning and achievement for all students.

Our Parent and Teacher Organization (PTO) supported school initiatives again this year. PTO sponsored family events, purchased classroom materials, and created opportunities for our community to connect with our school. The School Improvement Council (SIC) provides vision and direction to develop, implement, and reflect on the school's plan of action. Many classrooms are equipped with Smartboards, LCD projectors, laptop computers, and Dukane projectors. Teachers and students are expanding their technology skills. Students in grades 3-5 were able to participate in afterschool tutoring. The members of these two committees are vital to our success.

We are blessed to have the opportunity to shape the future and provide a quality education for our students at Clinton Elementary School. We strive to reflect and improve as we continue to push students towards achievement. It is with the commitment and support of students, teachers, staff, parents, and community members that we can excel and make a difference.

Brenda Romines, Principal
Mark Peoples, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	93	55
Percent satisfied with learning environment	97.4%	95.7%	81.1%
Percent satisfied with social and physical environment	92.3%	98.9%	85.5%
Percent satisfied with school-home relations	82.1%	94.4%	88.9%

* 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 14 out of 21 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. 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	N/A	1.8%	
Classes in high poverty schools not taught by highly qualified teachers	N/A	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

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	288	100	25.2	44.2	28.8	1.8	43.8	40.9	48.2	Yes	Yes
Gender											
Male	131	100	28.2	40.3	31.5	0	46	36.7	41.7	N/A	N/A
Female	157	100	22.7	47.3	26.7	3.3	42	45.1	55	N/A	N/A
Racial/Ethnic Group											
White	146	100	12.1	47.9	36.4	3.6	58.6	50.6	60	Yes	Yes
African American	126	100	37.8	42	20.2	0	27.7	27.9	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	14	100	50	21.4	28.6	0	35.7	34.2	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	43	100	35	55	10	0	22.5	12.2	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	15	100	46.7	26.7	26.7	0	33.3	25	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	194	100	34.4	42.8	22.2	0.6	31.7	30.9	34	No	Yes

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

All Students	288	100	30.7	40.9	18.6	9.9	35.4	40.9	45.8	No	Yes
Gender											
Male	131	100	27.4	37.9	22.6	12.1	41.1	42.1	45.6	N/A	N/A
Female	157	100	33.3	43.3	15.3	8	30.7	39.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	146	100	20.7	36.4	29.3	13.6	50.7	52.3	59	Yes	Yes
African American	126	100	39.5	48.7	6.7	5	18.5	24.5	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	14	100	50	21.4	14.3	14.3	28.6	50	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	43	100	60	27.5	10	2.5	12.5	11	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	15	100	53.3	20	13.3	13.3	26.7	43.8	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	194	100	37.2	43.9	12.2	6.7	24.4	30.6	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	184	100	42	31.3	16.5	10.2	26.7	27.5	35.7	96.1	95.6	
Gender												
Male	86	100	31.7	36.6	19.5	12.2	31.7	30.1	37.4	95.7	95.3	
Female	98	100	51.1	26.6	13.8	8.5	22.3	24.8	33.8	96.5	95.8	
Racial/Ethnic Group												
White	93	100	28.9	34.4	21.1	15.6	36.7	35.9	49.2	95.6	95.3	
African American	82	100	59	28.2	9	3.8	12.8	14.1	17	96.5	95.9	
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	94.6	95	
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	42.3	24.9	97.6	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	96.1	
Disability Status												
Disabled	27	100	65.4	23.1	11.5	0	11.5	8.6	14	95.9	94.7	
Migrant Status												
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A	
English Proficiency												
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	42.9	24.4	97.2	97.6	
Socio-Economic Status												
Subsidized meals	123	100	52.2	28.7	14.8	4.3	19.1	18.9	21.1	95.8	95.1	
Social Studies												
All Students	186	100	36.1	47.2	11.1	5.6	16.7	22	34	96.1	95.6	
Gender												
Male	86	100	32.5	44.6	15.7	7.2	22.9	25.7	36.6	95.7	95.3	
Female	100	100	39.2	49.5	7.2	4.1	11.3	18.4	31.3	96.5	95.8	
Racial/Ethnic Group												
White	91	100	26.1	48.9	19.3	5.7	25	28.5	44.5	95.6	95.3	
African American	85	100	47.6	43.9	3.7	4.9	8.5	12.9	19.1	96.5	95.9	
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	94.6	95	
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	26.9	27.5	97.6	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	96.1	
Disability Status												
Disabled	31	100	48.3	41.4	10.3	0	10.3	9.4	14.4	95.9	94.7	
Migrant Status												
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A	
English Proficiency												
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	22.7	27.3	97.2	97.6	
Socio-Economic Status												
Subsidized meals	127	100	44.6	46.3	5	4.1	9.1	14.4	21	95.8	95.1	

* Adj - 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

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	71	100	17.9	40.3	32.8	9	41.8
	4	78	97.4	20	41.4	35.7	2.9	38.6
	5	57	100	29.1	54.5	16.4	0	16.4
	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	110	100	22	43	34	1	35
	4	82	100	30.5	36.6	32.9	0	32.9
	5	96	100	23.9	52.2	19.6	4.3	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	71	100	28.4	41.8	19.4	10.4	29.9
	4	78	100	18.1	36.1	19.4	26.4	45.8
	5	57	100	18.2	67.3	9.1	5.5	14.5
	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	110	100	37	47	13	3	16
	4	82	100	35.4	30.5	20.7	13.4	34.1
	5	96	100	19.6	43.5	22.8	14.1	37
	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	36	100	44.4	16.7	25	13.9	38.9
	4	78	97.4	35.7	34.3	17.1	12.9	30
	5	27	100	53.8	34.6	7.7	3.8	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	54	100	39.6	39.6	18.8	2.1	20.8
	4	82	100	42.7	29.3	18.3	9.8	28
	5	48	100	43.5	26.1	10.9	19.6	30.4
	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	35	100	22.6	54.8	16.1	6.5	22.6
	4	78	97.4	20	47.1	17.1	15.7	32.9
	5	30	100	44.8	51.7	0	3.4	3.4
	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	56	100	28.8	59.6	7.7	3.8	11.5
	4	82	100	34.1	42.7	14.6	8.5	23.2
	5	48	100	47.8	41.3	8.7	2.2	10.9
	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

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