

Clinton Elementary

110 Clinton School Road
Lancaster, SC 29720

Grades	PK-5 Elementary School	
Enrollment	419 Students	
Principal	Rachel Ray	803-285-5395
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Charlene McGriff	803-286-6972

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	Average
2008	At-Risk	At-Risk
2007	Below Average	Excellent
2006	Below Average	At-Risk
2005	Average	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

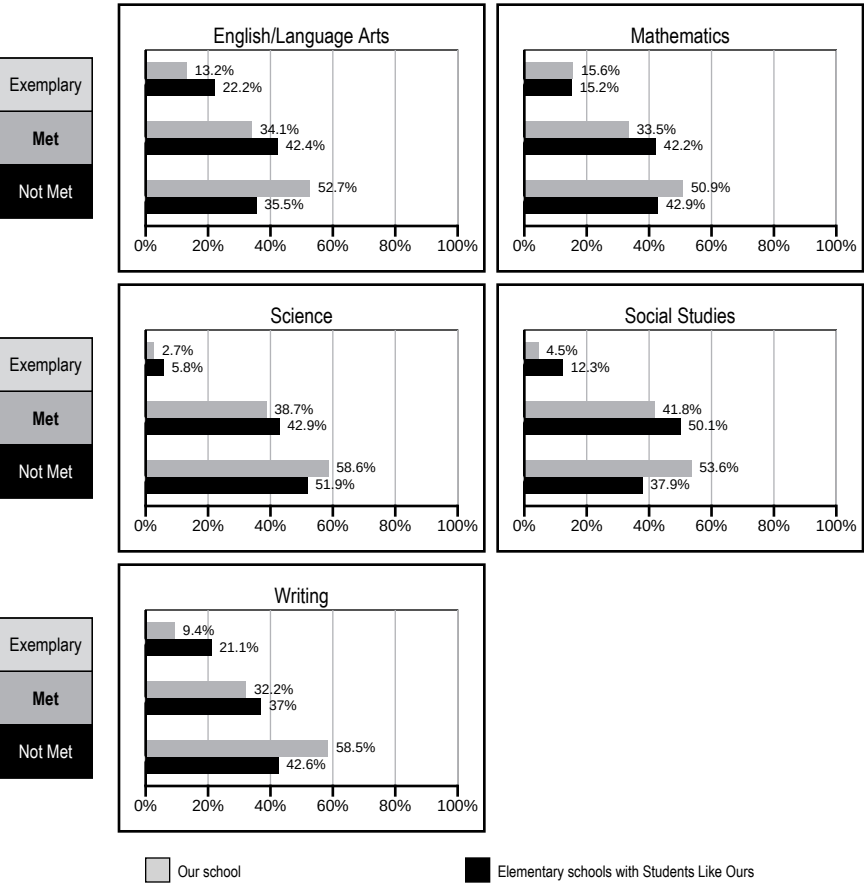
98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	71	64	32

* 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=419)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.0%	Down from 3.2%	2.5%	1.9%
Attendance rate	95.4%	Down from 96.0%	96.0%	96.3%
Eligible for gifted and talented	1.5%	Down from 2.5%	3.3%	10.0%
With disabilities other than speech	18.5%	Down from 18.9%	7.5%	7.7%
Older than usual for grade	0.9%	Up from 0.6%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	60.0%	Up from 47.1%	57.1%	59.4%
Continuing contract teachers	48.6%	Down from 55.9%	71.2%	80.0%
Teachers with emergency or provisional certificates	3.1%	Down from 4.2%	0.0%	0.0%
Teachers returning from previous year	84.0%	Down from 84.6%	82.1%	85.9%
Teacher attendance rate	94.9%	Down from 95.8%	95.2%	95.1%
Average teacher salary*	\$45,011	Up 2.6%	\$45,790	\$47,149
Professional development days/teacher	16.6 days	Down from 17.7 days	10.7 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	15.8 to 1	Up from 15.0 to 1	16.7 to 1	18.8 to 1
Prime instructional time	86.9%	Down from 88.3%	90.1%	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	Excellent	No Change	Good	Excellent
Dollars spent per pupil**	\$8,732	Up 9.1%	\$8,646	\$7,458
Percent of expenditures for instruction**	73.9%	Up from 73.0%	68.2%	68.8%
Percent of expenditures for teacher salaries**	68.8%	Down from 70.5%	62.0%	63.2%

* 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

Report of Principal and School Improvement Council

The school-wide theme this year was “Many Voices, but One Message.” The theme resonated throughout the year and was supported through a shared vision. Our initiative for the 2008-2009 school year was to increase student success and achievement while working together as a community. This was evident as every staff member conducted home visits throughout the school year. Today’s world, characterized by consistent change, has created a society that necessitates individuals to be able to process information and develop competent decision making skills. It is essential that educators equip students with learning tools that will enable them to cope successfully at an ever accelerating and demanding rate of change. The staff at Clinton Elementary provides a comprehensive curriculum to meet the academic needs of all students, supplemented by activities, assemblies, and classes to meet the emotional, social, and cultural needs of our students. We equip our students with essential skills for communication, problem solving and decision making which are necessary to become effective life long learners and productive adults in an ever-changing society. To address these challenges, the teachers incorporated 6+1 Trait Writing framework into all aspects of their curriculum. The 6+1 Trait model is a powerful way to learn and use a common language to refer to characteristics of writing as well as create a common vision of what “good” writing looks like. Clinton Elementary is a great place to work and a wonderful place for children to learn. There are approximately 50 certified and classified staff members who work collaboratively to design interventions to help all children succeed. At Clinton, children are surrounded by adults who not only love and care for their social and emotional needs but who set high standards for academic achievement and behavior. Efforts are made to provide a learning environment that is safe, warm, and supportive. Clinton Elementary students have all the benefits of a highly qualified, caring staff, with the latest in teaching strategies and methodology, and ample and abundant state of the art resources for learning. We strive to create close bonds with our children so that every child can indeed believe in him/herself and achieve his/her highest potential. Rachel Ray, Principal; Margie Glover, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	39	38
Percent satisfied with learning environment	66.7%	76.9%	78.9%
Percent satisfied with social and physical environment	80.0%	71.8%	73.0%
Percent satisfied with school-home relations	63.3%	87.2%	89.5%

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

Abbreviations for Missing Data

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 14 out of 19 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	CSI
---------------------------	-----

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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%*	Yes

* Or greater than last year

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	187	100	52.7	34.1	13.2	61.1	80.8	82.8	Yes	Yes
Gender										
Male	109	100	62.5	27.1	10.4	47.9	75.9	79.3	N/A	N/A
Female	78	100	39.4	43.7	16.9	78.9	86.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	40	100	48.5	36.4	15.2	57.6	85	89.5	I/S	Yes
African American	141	100	53.5	34.9	11.6	62	71.6	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	89.7	92.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	78.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.3	82.5	I/S	I/S
Disability Status										
Disabled	51	100	N/AV	N/AV	N/AV	6.8	39.4	52	No	Yes
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	5	I/S	I/S	I/S	I/S	I/S	74.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	171	100	55.3	34.9	9.9	59.2	72.6	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	187	100	50.9	33.5	15.6	56.9	79.8	78.9	No	Yes
Gender										
Male	109	100	59.4	22.9	17.7	45.8	76.6	77	N/A	N/A
Female	78	100	39.4	47.9	12.7	71.8	83.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	40	100	48.5	24.2	27.3	57.6	85.6	87.2	I/S	Yes
African American	141	100	51.2	36.4	12.4	57.4	66.7	66.7	No	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	94.9	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	76.8	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	79.5	I/S	I/S
Disability Status										
Disabled	51	100	N/AV	N/AV	N/AV	4.5	44	45.5	No	Yes
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	5	I/S	I/S	I/S	I/S	I/S	74.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	171	100	53.9	33.6	12.5	54.6	71.2	70.2	No	Yes

* 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

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	123	100	58.6	38.7	2.7	41.4	64.3	67.5
Gender								
Male	74	100	57.6	39.4	3	42.4	64.5	67
Female	49	100	60	37.8	2.2	40	64.2	68
Racial/Ethnic Group								
White	26	100	43.5	52.2	4.3	56.5	71.1	79.5
African American	92	100	61.9	35.7	2.4	38.1	48.8	50.3
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	79.2	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	64.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	27	100	N/AV	N/AV	N/AV	N/AV	32.3	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	4	I/S	I/S	I/S	I/S	I/S	60	59.6
Socio-Economic Status								
Subsided meals	111	100	63	36	1	37	51.5	55.1

Social Studies								
All Students	124	100	53.6	41.8	4.5	46.4	68.8	72.3
Gender								
Male	73	100	53.8	40	6.2	46.2	67.2	71.5
Female	51	100	53.3	44.4	2.2	46.7	70.5	73.2
Racial/Ethnic Group								
White	28	100	45.8	37.5	16.7	54.2	73.7	80.7
African American	92	100	54.2	44.6	1.2	45.8	58.3	60
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	80.8	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	72.2
Disability Status								
Disabled	43	100	N/AV	N/AV	N/AV	18.4	34	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	4	I/S	I/S	I/S	I/S	I/S	59.5	67.9
Socio-Economic Status								
Subsided meals	112	100	57.6	40.4	2	42.4	59.6	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	187	100	58.5	32.2	9.4	41.5	67.7	70.2	95.4	96
Gender										
Male	106	100	67.7	22.9	9.4	32.3	59.6	63.2	95.1	95.8
Female	81	100	46.7	44	9.3	53.3	76.4	77.5	95.9	96.1
Racial/Ethnic Group										
White	40	100	55.9	32.4	11.8	44.1	73.2	79.1	94.2	95.7
African American	142	100	58.3	33.3	8.3	41.7	55.2	57.6	95.8	96.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	86.2	97.5	97.7
Hispanic	5	I/S	I/S	I/S	I/S	I/S	63.8	62.6	94.2	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70.6	68.7	N/A	95.3
Disability Status										
Disabled	53	100	N/AV	N/AV	N/AV	2.1	21.7	26.1	94.2	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	55.9	61.2	94.9	96.5
Socio-Economic Status										
Subsidized meals	169	100	61.3	31.6	7.1	38.7	56.9	58.9	95.1	95.3

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	67	100	58.6	29.3	12.1	41.4
	4	60	100	61.1	29.6	9.3	38.9
	5	60	100	38.2	43.6	18.2	61.8
	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	67	100	65.5	32.8	1.7	34.5
	4	60	100	37	31.5	31.5	63
	5	60	100	49.1	36.4	14.5	50.9
	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
Science							
2009	3	34	100	N/AV	N/AV	N/AV	30
	4	60	100	57.4	38.9	3.7	42.6
	5	29	100	48.1	48.1	3.7	51.9
	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	33	100	N/AV	N/AV	N/AV	32.1
	4	60	100	37	57.4	5.6	63
	5	31	100	71.4	21.4	7.1	28.6
	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
Writing							
2009	3	64	100	67.2	24.1	8.6	32.8
	4	61	100	53.6	37.5	8.9	46.4
	5	62	100	54.4	35.1	10.5	45.6
	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

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample