



Clinton Elementary

800 Chestnut Street
Clinton, South Carolina

Grades	PK-5 Elementary School	
Enrollment	628 Students	
Principal	Brenda Romines	864-833-0812
Superintendent	Dr. David O'Shields, Interim	864-833-0800
Board Chair	Linda Darby	864-833-5773

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

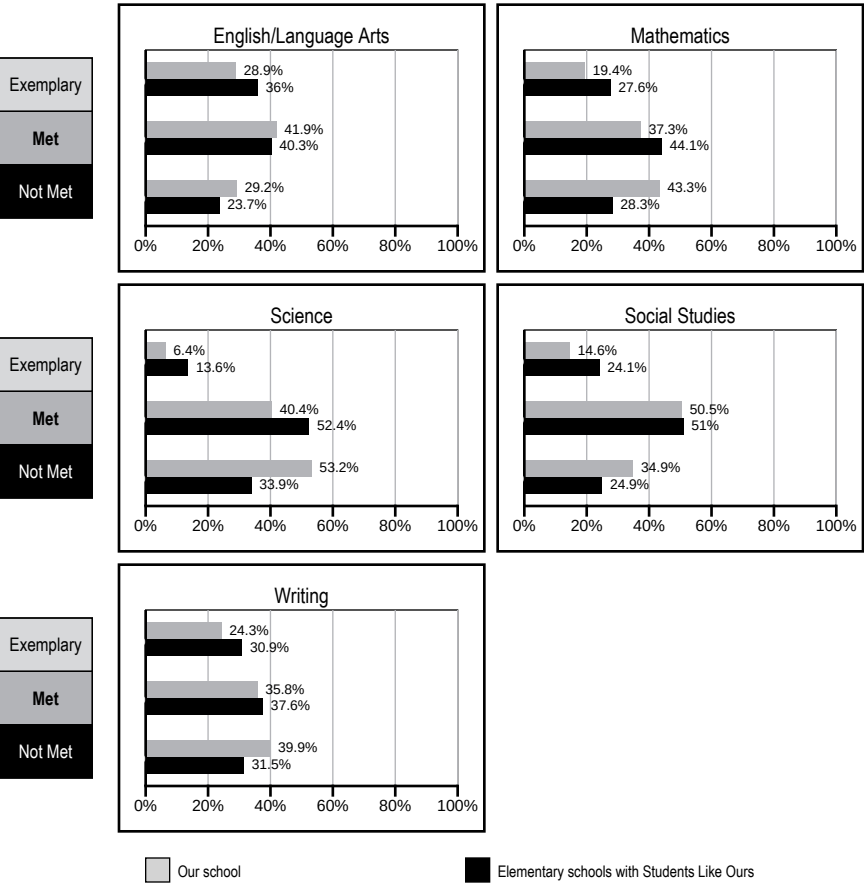
97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	22	81	6	0

* 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=628)				
First graders who attended full-day kindergarten	96.4%	Down from 100.0%	100.0%	100.0%
Retention rate	0.8%	Down from 2.7%	2.1%	1.9%
Attendance rate	95.5%	Down from 96.1%	96.2%	96.3%
Eligible for gifted and talented	2.7%	Down from 3.7%	9.5%	10.0%
With disabilities other than speech	7.4%	Up from 5.5%	9.3%	7.7%
Older than usual for grade	0.8%	Down from 1.0%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	53.8%	Down from 57.9%	60.2%	59.4%
Continuing contract teachers	84.6%	Up from 78.9%	83.2%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.0%	Up from 84.9%	87.8%	85.9%
Teacher attendance rate	95.7%	Up from 95.3%	95.1%	95.1%
Average teacher salary*	\$48,623	Up 7.7%	\$47,447	\$47,149
Professional development days/teacher	2.9 days	Down from 11.8 days	11.6 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	21.5 to 1	Down from 21.6 to 1	19.0 to 1	18.8 to 1
Prime instructional time	90.4%	Up from 87.8%	90.3%	90.4%
Opportunities in the arts	Good	Down from Excellent	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**	\$8,158	Up 10.6%	\$7,353	\$7,458
Percent of expenditures for instruction**	64.8%	Up from 61.9%	68.0%	68.8%
Percent of expenditures for teacher salaries**	54.4%	Down from 56.1%	61.5%	63.2%

* 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

Clinton Elementary School continues to provide a positive and safe environment for students, which promotes high academic standards and expectations for all students. 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. The School Improvement Council began One-to-One mentoring program for identified students. This program brought community members to our school to mentor 4th and 5th grade students. 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

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	79	40
Percent satisfied with learning environment	100.0%	79.7%	94.7%
Percent satisfied with social and physical environment	100.0%	79.5%	89.2%
Percent satisfied with school-home relations	90.0%	79.5%	91.9%

* 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	YES
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This school met 21 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	
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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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.8%	0.0%	No
Student attendance rate	95.5%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	297	100	29.1	42.1	28.8	80.4	80.2	82.8	Yes	Yes
Gender										
Male	157	100	35.3	38	26.7	74.7	74.5	79.3	N/A	N/A
Female	140	100	22.2	46.7	31.1	86.7	86	86.5	N/A	N/A
Racial/Ethnic Group										
White	142	100	13.6	45	41.4	92.9	87.5	89.5	Yes	Yes
African American	133	100	45.6	39.2	15.2	67.2	69.6	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	19	100	41.2	35.3	23.5	70.6	73.9	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	52	100	32	42	26	76	52.1	52	Yes	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	19	100	35.3	41.2	23.5	76.5	73.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	205	100	36.9	46.2	16.9	74.4	74.7	75.5	Yes	Yes

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

All Students	297	100	43.5	37.2	19.3	70.5	77.2	78.9	Yes	Yes
Gender										
Male	157	100	43.3	38.7	18	68.7	73.6	77	N/A	N/A
Female	140	100	43.7	35.6	20.7	72.6	80.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	142	100	31.4	37.9	30.7	80	84.9	87.2	Yes	Yes
African American	133	100	57.6	36.8	5.6	58.4	65.5	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	19	100	47.1	35.3	17.6	76.5	76.1	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	52	100	60	26	14	64	45.8	45.5	Yes	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	19	100	47.1	47.1	5.9	70.6	73.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	205	100	51.8	38.5	9.7	64.1	71.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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	197	99.5	53.2	40.4	6.4	46.8	62.5	67.5
Gender								
Male	107	100	55.4	39.6	5	44.6	60.7	67
Female	90	98.9	50.6	41.4	8	49.4	64.5	68
Racial/Ethnic Group								
White	97	100	35.8	53.7	10.5	64.2	74.1	79.5
African American	84	98.8	78.5	19	2.5	21.5	43.5	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	14	100	N/AV	N/AV	N/AV	66.7	75.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	38	100	66.7	27.8	5.6	33.3	27.6	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	13	100	N/AV	N/AV	N/AV	72.7	81	59.6
Socio-Economic Status								
Subsided meals	131	99.2	62.1	36.3	1.6	37.9	53.5	55.1

Social Studies

All Students	201	100	34.7	50.8	14.5	65.3	63.7	72.3
Gender								
Male	107	100	29.4	50	20.6	70.6	62.5	71.5
Female	94	100	40.7	51.6	7.7	59.3	65	73.2
Racial/Ethnic Group								
White	95	100	21.3	58.5	20.2	78.7	72.4	80.7
African American	93	100	50.6	42.5	6.9	49.4	51.2	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	53.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	34	100	34.4	53.1	12.5	65.6	38.5	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	12	100	27.3	63.6	9.1	72.7	60.7	67.9
Socio-Economic Status								
Subsided meals	144	100	40.9	51.1	8	59.1	55.3	62.1

Abbreviations for Missing Data

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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	298	99.3	39.7	35.9	24.4	60.3	65.8	70.2	95.5	95.3
Gender										
Male	155	99.4	45	38.4	16.6	55	59.4	63.2	94.9	95
Female	143	99.3	33.8	33.1	33.1	66.2	72.4	77.5	96.1	95.6
Racial/Ethnic Group										
White	143	99.3	28.8	38.8	32.4	71.2	73.6	79.1	94.8	94.9
African American	135	99.3	53.9	31.3	14.8	46.1	53.7	57.6	96	95.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	86.2	97.6	97.9
Hispanic	17	100	23.5	47.1	29.4	76.5	71.1	62.6	97.1	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	N/A
Disability Status										
Disabled	52	98.1	57.1	28.6	14.3	42.9	23.4	26.1	95.4	94.5
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	17	100	29.4	41.2	29.4	70.6	65.8	61.2	97.1	96.7
Socio-Economic Status										
Subsidized meals	205	99	48.5	35.2	16.3	51.5	57.8	58.9	95.2	94.9

Abbreviations for Missing Data

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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							
2009	3	110	100	28.7	35.2	36.1	71.3
	4	101	100	29.2	45.8	25	70.8
	5	86	100	29.6	46.9	23.5	70.4
	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	110	100	50	28.7	21.3	50
	4	101	100	35.4	42.7	21.9	64.6
	5	86	100	44.4	42	13.6	55.6
	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
Science							
2009	3	54	98.2	49.1	34	17	50.9
	4	101	100	50	47.9	2.1	50
	5	42	100	66.7	30.8	2.6	33.3
	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
Social Studies							
2009	3	56	100	45.5	40	14.5	54.5
	4	101	100	21.9	62.5	15.6	78.1
	5	44	100	50	38.1	11.9	50
	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	110	100	42.6	25	32.4	57.4
	4	101	99	39.2	42.3	18.6	60.8
	5	87	98.9	36.6	42.7	20.7	63.4
	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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