

CLEMSON ELEMENTARY

581 Berkeley Dr
Clemson, SC 29631

Grades	PK-5 Elementary School	
Enrollment	771 Students	
Principal	Dr. Ken Weichel	864-654-2341
Superintendent	Dr. Henry Hunt	864-397-1000
Board Chair	Jim Shelton	864-836-8465

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent*
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Excellent	Excellent
2006	Excellent	Good

* The School's 2010 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 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 2009-10 whose 2008-09 test scores were located

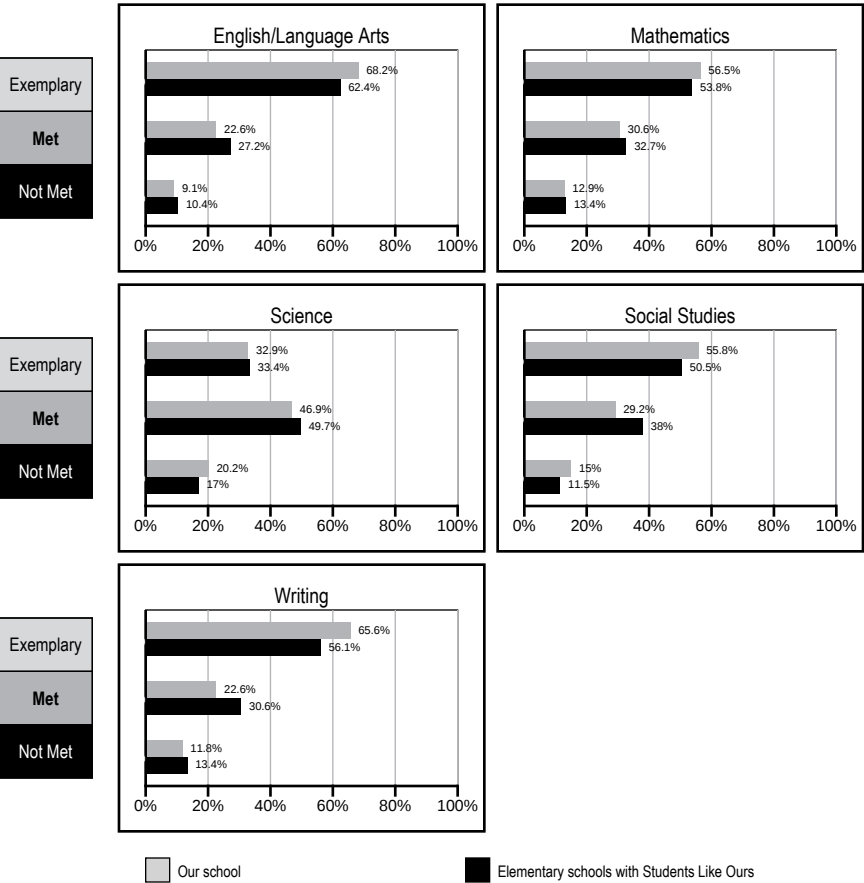
95%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
21	1	0	0	0

* Ratings are calculated with data available by 03/09/2011.

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=771)				
First graders who attended full-day kindergarten	93.4%	Up from 86.2%	99.6%	100.0%
Retention rate	1.1%	Down from 2.6%	0.5%	1.2%
Attendance rate	97.1%	Down from 97.4%	96.8%	96.1%
Eligible for gifted and talented	38.0%	Down from 40.4%	29.9%	11.7%
With disabilities other than speech	6.6%	Down from 6.9%	7.1%	8.0%
Older than usual for grade	0.3%	Down from 0.5%	0.0%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	70.8%	Up from 69.4%	67.1%	60.5%
Continuing contract teachers	100.0%	Up from 91.8%	89.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.8%	Down from 91.7%	89.9%	87.0%
Teacher attendance rate	94.2%	Down from 95.9%	95.1%	95.4%
Average teacher salary*	\$49,311	Up 2.3%	\$49,381	\$47,288
Professional development days/teacher	12.1 days	Up from 6.3 days	10.2 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	5.3	4.0
Student-teacher ratio in core subjects	22.8 to 1	Up from 20.7 to 1	20.7 to 1	19.2 to 1
Prime instructional time	90.4%	Down from 92.3%	91.9%	90.8%
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	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,440	Down 1.6%	\$6,864	\$7,548
Percent of expenditures for instruction**	61.7%	Down from 62.6%	70.8%	68.7%
Percent of expenditures for teacher salaries**	58.6%	Up from 56.9%	68.1%	65.1%

* 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

Clemson Elementary School is a student-centered, high-achieving school serving approximately 775 students from 4K through grade five. We moved to our new campus in the fall of 2001. Our building is a beautiful, state-of-the-art facility designed to promote maximum student learning in a safe, caring environment. The school grounds include athletic fields, playgrounds, theme gardens, wall murals, nature trail, a barn, and outdoor classrooms. Our school has an award-winning and outstanding staff dedicated to helping all students grow and succeed. Our school enjoys continual support from our parents and community. The PTA and School Improvement Council are instrumental in our planning and improvement process.

Sustained, high student achievement remains a trademark of our school. Our standardized test scores traditionally rank among the highest in South Carolina. We are proud to have earned an “Excellent” in both Absolute and Improvement ratings on our three most recent state Report Cards. These rankings resulted in us being one of only 31 schools across the state to earn a prestigious Palmetto Gold Award each of the eight years the state offered the award. Clemson Elementary is a Red Carpet School for being family friendly. We were a finalist for the Carolina First Palmetto’s Finest Award three times over the past eight years. We continue to stress academic achievement through the use of Write from the Beginning, MAP testing and Classworks, America Reads, Odyssey of the Mind, Reading Recovery, Math Super Stars, Cruisers Safety Program, and other on-going instructional efforts. Implementing two multi-age classes is an innovation linking instruction with student learning styles while presenting parents with alternatives.

We believe service learning and service to our community are important aspects of our offerings to students. These are vehicles for our students to learn good citizenship and compassion for others. Among our student and staff efforts are gathering canned goods for a local food bank, collecting toys for Country Santa, Jump Rope for Heart, Special Olympics, Buck-a-Book, Beading Tiger Cubs, and Relay for Life.

We believe learning is a commitment extending beyond routine school hours and days. To this end, we offer students many opportunities to extend their learning. Jump Rope team, chorus, Chess Club, Future Engineers, and the Mileage Club meet either before or after school. The media center sponsors the Story Telling and the Reading Patch Clubs. Over 275 students are served daily in our after-school-care programs. PTA sponsors the International Festival, an ice cream social, and family dinner nights. The PTA Go Green team stresses environmental awareness with recycling and Walk to School Days. Teachers extend classroom learning with events, such as Something Special, field trips, musical productions, guest speakers, artists in residence, volunteer tutoring, and Special Olympics. A partnership with the City of Clemson opens our facility after hours and during the summer to benefit our children.

The future challenges us to maintain our high academic standards, yet still meet the demands of serving a diverse student population. We continue reaching out to fulfill community needs while welcoming help from others to meet our students’ needs. We seek to create a culture of excellence in teaching and learning even as we strive to embody our motto, “Clemson Elementary, where every day is a great day to learn.”

Dr. Kenneth H. Weichel, Principal

Dr. Rusty Brock, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	102	51
Percent satisfied with learning environment	100.0%	89.2%	91.7%
Percent satisfied with social and physical environment	100.0%	90.2%	94.0%
Percent satisfied with school-home relations	100.0%	93.1%	89.8%

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

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 19 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	
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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	0.3%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	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	357	100	9	23	68	94.8	87.2	83.5	Yes	Yes
Gender										
Male	189	100	12.2	24.3	63.5	92.8	84	80.1	N/A	N/A
Female	168	100	5.5	21.5	73	96.9	90.7	87	N/A	N/A
Racial/Ethnic Group										
White	249	100	5.3	18	76.6	96.7	88.7	89.6	Yes	Yes
African American	60	100	21.1	43.9	35.1	87.7	75.4	74.6	Yes	Yes
Asian/Pacific Islander	40	100	8.6	22.9	68.6	94.3	93.1	92.7	I/S	Yes
Hispanic	5	I/S	I/S	I/S	I/S	I/S	82.5	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.1	85.1	I/S	I/S
Disability Status										
Disabled	38	100	40	34.3	25.7	74.3	57.1	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	37	100	19.4	22.2	58.3	86.1	81.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	93	100	29.4	38.8	31.8	82.4	81.6	76.9	Yes	Yes

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

All Students	357	100	12.8	31.4	55.8	91.3	83.8	80.4	Yes	Yes
Gender										
Male	189	100	13.8	30.9	55.2	90.1	81.7	78.4	N/A	N/A
Female	168	100	11.7	31.9	56.4	92.6	86.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	249	100	6.6	27.9	65.6	95.5	85.6	87.8	Yes	Yes
African American	60	100	42.1	38.6	19.3	73.7	71.2	69.3	Yes	Yes
Asian/Pacific Islander	40	100	2.9	37.1	60	97.1	92.2	93.5	I/S	Yes
Hispanic	5	I/S	I/S	I/S	I/S	I/S	72.5	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.8	83.2	I/S	I/S
Disability Status										
Disabled	38	100	57.1	31.4	11.4	51.4	51.2	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	37	100	13.9	36.1	50	86.1	78.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	93	100	32.9	42.4	24.7	74.1	76.6	72.8	Yes	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	237	100	20.4	46.5	33	79.6	76.1	67.3
Gender								
Male	124	100	18.3	48.3	33.3	81.7	76.1	66.9
Female	113	100	22.7	44.5	32.7	77.3	76.2	67.7
Racial/Ethnic Group								
White	170	100	13	49.1	37.9	87	78.5	79.6
African American	41	100	53.8	38.5	7.7	46.2	57.3	49.7
Asian/Pacific Islander	23	100	10.5	42.1	47.4	89.5	92.8	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	66.5	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	65	69.5
Disability Status								
Disabled	23	100	60.9	34.8	4.3	39.1	43.7	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	22	100	30	30	40	70	68.5	58.6
Socio-Economic Status								
Subsidized meals	57	100	57.4	31.5	11.1	42.6	65.7	55.4

Social Studies

All Students	238	99.2	14.9	29.8	55.3	85.1	77	70.9
Gender								
Male	129	98.5	15.6	27.9	56.6	84.4	76	70.1
Female	109	100	14.2	32.1	53.8	85.8	78	71.7
Racial/Ethnic Group								
White	163	98.8	8.3	23.7	67.9	91.7	78.5	79.2
African American	43	100	31.7	51.2	17.1	68.3	64.5	58.4
Asian/Pacific Islander	26	100	20	28	52	80	83.5	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	73.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	70.6	71.2
Disability Status								
Disabled	27	92.6	45.5	36.4	18.2	54.5	41.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	23	100	28	28	44	72	76.2	68
Socio-Economic Status								
Subsidized meals	65	96.9	36.8	43.9	19.3	63.2	67.4	60.8

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	357	98.6	11.5	22.7	65.8	88.5	79.4	72.1	97.1	96.2
Gender										
Male	189	97.4	18.2	25	56.8	81.8	72.7	65.2	97.2	96.2
Female	168	100	4.3	20.2	75.5	95.7	86.5	79.2	97	96.2
Racial/Ethnic Group										
White	249	98.4	7.1	19.2	73.8	92.9	81.3	80.8	97	96.1
African American	59	98.3	23.2	41.1	35.7	76.8	65.4	59.7	97	96.6
Asian/Pacific Islander	41	100	20	14.3	65.7	80	88	87	97.8	97.7
Hispanic	5	I/S	I/S	I/S	I/S	I/S	69.4	64.6	97.2	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	62.1	73.4	99.1	95.1
Disability Status										
Disabled	39	87.2	58.1	25.8	16.1	41.9	34.8	27.7	96.2	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	93.1
English Proficiency										
Limited English Proficient	38	100	25	22.2	52.8	75	72.5	63.7	97.9	97.4
Socio-Economic Status										
Subsidized meals	92	95.7	30.9	33.3	35.8	69.1	69.8	61.9	96.6	95.5

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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	115	99.1	8.5	24.5	67	91.5
	4	109	100	10.2	30.6	59.3	89.8
	5	132	100	10.9	21.9	67.2	89.1
	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
2010	3	127	100	8.1	12.2	79.7	91.9
	4	117	100	6.1	31.3	62.6	93.9
	5	113	100	13.2	26.4	60.4	86.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	115	100	10.3	27.1	62.6	89.7
	4	109	100	12	38	50	88
	5	132	100	12.5	26.6	60.9	87.5
	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
2010	3	127	100	13	25.2	61.8	87
	4	117	100	11.3	28.7	60	88.7
	5	113	100	14.2	41.5	44.3	85.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	57	100	18.2	49.1	32.7	81.8
	4	109	100	19.4	55.6	25	80.6
	5	67	100	14.1	48.4	37.5	85.9
	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
2010	3	64	100	19.4	33.9	46.8	80.6
	4	116	100	15.8	53.5	30.7	84.2
	5	57	100	31.5	46.3	22.2	68.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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							
2009	3	59	100	14.8	40.7	44.4	85.2
	4	108	100	7.5	29	63.6	92.5
	5	66	100	13.6	27.3	59.1	86.4
	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
2010	3	64	98.4	11.5	44.3	44.3	88.5
	4	117	99.2	11.4	23.7	64.9	88.6
	5	57	100	26.4	26.4	47.2	73.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	116	99.1	4.7	17.9	77.4	95.3
	4	109	98.2	12.3	18.9	68.9	87.7
	5	131	99.2	11	27.6	61.4	89
	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
2010	3	127	97.6	10	20	70	90
	4	117	99.2	13.2	25.4	61.4	86.8
	5	113	99.1	11.4	22.9	65.7	88.6
	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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