

CLINTON ELEMENTARY

110 Clinton School Road
Lancaster, SC 29720

Grades	PK-5 Elementary School	
Enrollment	388 Students	
Principal	Rachel Ray	803-285-5395
Superintendent	Dr. Gene Moore	803-286-6972
Board Chair	Bobby Parker	803-286-6972

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Below Average
2009	At-Risk	Average
2008	At-Risk	At-Risk
2007	Below Average	Excellent
2006	Below Average	At-Risk

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

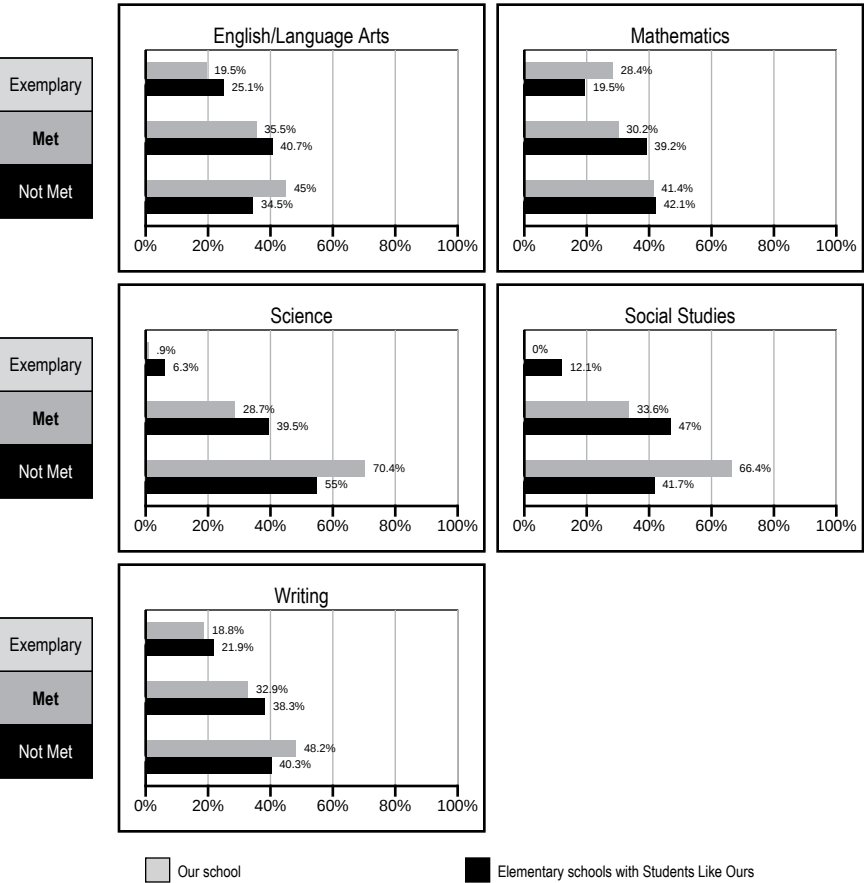
98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	86	58	23

* 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=388)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Down from 2.0%	1.5%	1.2%
Attendance rate	95.3%	Down from 95.4%	95.9%	96.1%
Eligible for gifted and talented	2.0%	Up from 1.5%	4.6%	11.7%
With disabilities other than speech	16.3%	Down from 18.5%	8.4%	8.0%
Older than usual for grade	1.0%	Up from 0.9%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	62.5%	Up from 60.0%	60.0%	60.5%
Continuing contract teachers	65.6%	Up from 48.6%	79.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 3.1%	0.0%	0.0%
Teachers returning from previous year	83.2%	Down from 84.0%	83.5%	87.0%
Teacher attendance rate	94.7%	Down from 94.9%	95.4%	95.4%
Average teacher salary*	\$43,814	Down 2.7%	\$45,509	\$47,288
Professional development days/teacher	21.1 days	Up from 16.6 days	10.6 days	10.5 days
School				
Principal's years at school	5.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	13.9 to 1	Down from 15.8 to 1	17.2 to 1	19.2 to 1
Prime instructional time	87.1%	Up from 86.9%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,293	Down 5.0%	\$8,670	\$7,548
Percent of expenditures for instruction**	73.5%	Down from 73.9%	68.1%	68.7%
Percent of expenditures for teacher salaries**	68.8%	No Change	62.4%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The students, faculty, staff, and parents of Clinton Elementary have experienced a wonderful year as the school theme was taken to heart "Success Begins with Me: Constructing Young Minds." The theme resonated throughout the year and was supported through a shared vision.

Our initiative for the 2009-2010 school year was to increase the amount of independent reading. Our success was evident as our students read more than 500,000 minutes. Because of our initiative, our students love to read. They read during lunch, recess, and some have been caught reading during sporting events. Parents are asking, "What have you done to my son? All he wants to do is read. He carries a book everywhere he goes." Another parent shared, "My son has increased his vocabulary tremendously because of the wonderful books that he has been reading."

As we strive to make tremendous gains in all academic areas, we are proud of the honor and recognitions brought to our school. During this past school year, Clinton gained state and national recognition. Two national publications highlighted Clinton's students for their academic gains in reading.

Through further analysis of PASS data, the following academic gains must be noted among general education students:

- 91% of fourth grade students "Met Standard" in Mathematics;
- 65% of fifth grade students "Met Standard" in Mathematics;
- 88% of fourth grade students "Met Standard" in Social Studies;
- 68% of fourth grade students "Met Standard" in Writing;
- 78% of fifth grade students "Met Standard" in English Language Arts.

With students, staff and parents working together, great things will continue to happen for students at Clinton Elementary.

Rachel Ray, Principal
Calita Dawkins, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	41	51
Percent satisfied with learning environment	91.2%	100.0%	89.8%
Percent satisfied with social and physical environment	91.2%	100.0%	89.8%
Percent satisfied with school-home relations	90.9%	97.6%	84.0%

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

School Adequate Yearly Progress

NO

This school met 16 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

CA

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	4.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	10.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	16.9%	0.0%	No
Student attendance rate	95.3%	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	186	100	45	35.5	19.5	68.6	83	83.5	Yes	Yes
Gender										
Male	108	100	50.5	30.3	19.2	63.6	79.1	80.1	N/A	N/A
Female	78	100	37.1	42.9	20	75.7	87.3	87	N/A	N/A
Racial/Ethnic Group										
White	30	100	53.8	26.9	19.2	61.5	86.8	89.6	I/S	I/S
African American	151	100	42.8	37	20.3	71	74	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.1	92.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	85.6	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.8	85.1	I/S	I/S
Disability Status										
Disabled	45	100	N/A	N/A	N/A	23.3	47.1	51.7	Yes	Yes
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	4	I/S	I/S	I/S	I/S	I/S	82.4	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	170	100	45.5	36.4	18.2	68.2	76.4	76.9	Yes	Yes

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

All Students	186	100	41.4	30.2	28.4	68	81.5	80.4	Yes	Yes
Gender										
Male	108	100	45.5	25.3	29.3	61.6	78.3	78.4	N/A	N/A
Female	78	100	35.7	37.1	27.1	77.1	84.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	30	100	50	15.4	34.6	50	86.1	87.8	I/S	I/S
African American	151	100	40.6	31.9	27.5	71	71.2	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	91.7	93.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	80.9	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	87.5	83.2	I/S	I/S
Disability Status										
Disabled	45	100	N/A	N/A	N/A	7	44.2	46.1	No	Yes
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	4	I/S	I/S	I/S	I/S	I/S	79	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	170	100	42.2	31.2	26.6	68.2	74.8	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

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	120	100	70.4	28.7	0.9	29.6	62.7	67.3
Gender								
Male	70	100	72.6	25.8	1.6	27.4	62.4	66.9
Female	50	100	N/A	N/A	N/A	32.6	63.1	67.7
Racial/Ethnic Group								
White	12	100	I/S	I/S	I/S	I/S	70.5	79.6
African American	105	100	N/A	N/A	N/A	26.3	45.6	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	72	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	59.3	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	81.8	69.5
Disability Status								
Disabled	27	100	N/A	N/A	N/A	N/A	27	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	2	I/S	I/S	I/S	I/S	I/S	57	58.6
Socio-Economic Status								
Subsidized meals	111	100	70	29	1	30	51.4	55.4

Social Studies

All Students	122	100	N/A	N/A	N/A	33.6	65.4	70.9
Gender								
Male	72	100	N/A	N/A	N/A	31.8	64.3	70.1
Female	50	100	N/A	N/A	N/A	36.4	66.6	71.7
Racial/Ethnic Group								
White	25	100	N/A	N/A	N/A	36.4	69.8	79.2
African American	93	100	N/A	N/A	N/A	33.3	54.9	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	82.6	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	67.4	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	30	100	N/A	N/A	N/A	10.7	32.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	67.1	68
Socio-Economic Status								
Subsidized meals	111	100	N/A	N/A	N/A	32.3	54.8	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	190	100	48	33.3	18.7	52	72	72.1	95.3	95.7
Gender										
Male	109	100	56.6	30.3	13.1	43.4	64.5	65.2	95.3	95.5
Female	81	100	36.1	37.5	26.4	63.9	79.9	79.2	95.2	96
Racial/Ethnic Group										
White	33	100	63	22.2	14.8	37	77.8	80.8	94	95.5
African American	151	100	45.7	34.8	19.6	54.3	59.2	59.7	95.5	96.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	75	87	99.9	97.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	72	64.6	95.5	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	68.8	73.4	N/A	96
Disability Status										
Disabled	43	100	N/AV	N/AV	N/AV	2.4	22.3	27.7	94.2	93.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	68.4	63.7	95.8	96.1
Socio-Economic Status										
Subsidized meals	168	100	49.7	32.9	17.4	50.3	61.6	61.9	95.1	95.2

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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	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
2010	3	68	100	32.3	30.8	36.9	67.7
	4	56	100	42.9	49	8.2	57.1
	5	62	100	61.8	29.1	9.1	38.2
	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	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
2010	3	68	100	40	21.5	38.5	60
	4	56	100	36.7	42.9	20.4	63.3
	5	62	100	47.3	29.1	23.6	52.7
	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	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
2010	3	33	100	74.2	22.6	3.2	25.8
	4	56	100	N/A	N/A	N/A	36.7
	5	31	100	N/A	N/A	N/A	21.4
	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	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
2010	3	35	100	N/A	N/A	N/A	47.1
	4	56	100	N/A	N/A	N/A	36.7
	5	31	100	N/A	N/A	N/A	11.1
	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	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
2010	3	69	100	42.4	31.8	25.8	57.6
	4	58	100	46.9	34.7	18.4	53.1
	5	63	100	55.4	33.9	10.7	44.6
	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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