



## CLEMSON ELEMENTARY

581 Berkeley Dr  
Clemson, SC 29631

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	768 Students	
<b>Principal</b>	Dr. Ken Weichel	864-397-1500
<b>Superintendent</b>	Henry H. Hunt, Ph.D.	864-397-1000
<b>Board Chair</b>	Alex Saitta	864-397-1029

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Excellent	Excellent

## 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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

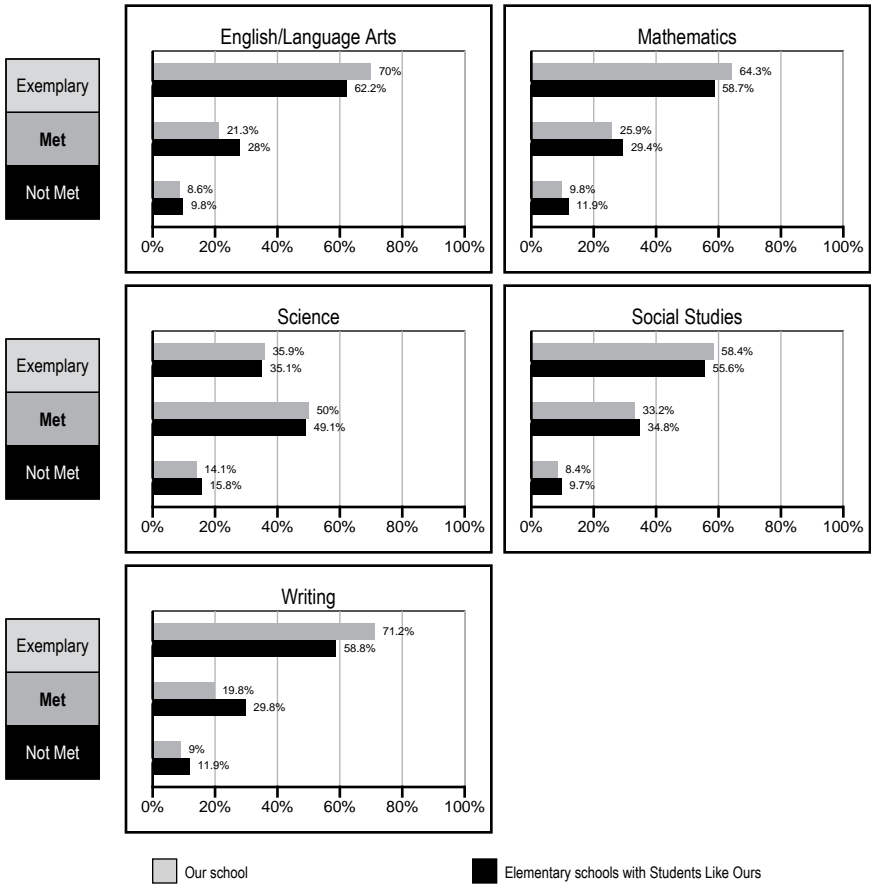
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
22	1	0	0	0

\* Ratings are calculated with data available by 11/09/2011.

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
<b>Students (n=768)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 93.4%	100.0%	100.0%
Retention rate	1.3%	Up from 1.1%	0.9%	1.1%
Attendance rate	97.1%	No Change	96.8%	96.2%
Served by gifted and talented program	42.1%	Up from 38.0%	31.2%	13.4%
With disabilities other than speech	4.4%	Down from 6.6%	3.0%	4.1%
Older than usual for grade	0.3%	No Change	0.0%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=49)</b>				
Teachers with advanced degrees	73.5%	Up from 70.8%	68.4%	62.5%
Continuing contract teachers	91.8%	Down from 100.0%	94.4%	88.2%
Teachers returning from previous year	89.3%	Down from 90.8%	90.3%	87.8%
Teacher attendance rate	93.6%	Down from 94.2%	94.8%	95.2%
Average teacher salary*	\$46,931	Down 4.8%	\$48,638	\$46,773
Professional development days/teacher	12.6 days	Up from 12.1 days	10.8 days	10.5 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Down from 22.8 to 1	21.3 to 1	19.9 to 1
Prime instructional time	89.6%	Down from 90.4%	91.1%	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	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,610	Up 2.3%	\$6,550	\$7,447
Percent of expenditures for instruction**	64.8%	Up from 61.7%	70.2%	68.4%
Percent of expenditures for teacher salaries**	63.1%	Up from 58.6%	69.2%	65.8%

\* 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

Clemson Elementary School is a student-centered, high-achieving school serving approximately 775 students from 4K through grade five. Our ten year old 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, 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 four 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 nine years. We continue to stress academic achievement through the use of Write from the Beginning, MAP testing, Classworks, America Reads, Odyssey of the Mind, Reading Interventionist, Math Super Stars, Accelerated Reader, E-Cruisers Safety Program, and other on-going instructional efforts. Implementing 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 school hours and days. To this end, we offer students many opportunities to extend their learning. Jump Rope team, chorus, Chess Club, Step and Stomp, Future Engineers, and the Mileage Club meet either before or after school. 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 an increasingly diverse student population. We continue reaching out to fulfill community needs while welcoming others' help to meet our students' needs. We seek to create a culture of excellence in teaching and learning as we strive to embody our motto, "Clemson Elementary, where every day is a great day to learn."

Dr. Kenneth H. Weichel, Principal

Mrs. Christy Medeiros, School Improvement Council Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	105	69
Percent satisfied with learning environment	100.0%	95.2%	93.9%
Percent satisfied with social and physical environment	100.0%	92.3%	92.8%
Percent satisfied with school-home relations	100.0%	95.2%	86.6%

\* 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

NO

This school met 17 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

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	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

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*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	377	100	9.4	21	69.6	95.2	86.5	82.4	Yes	Yes
<b>Gender</b>										
Male	204	100	12.4	21.2	66.3	93.3	83.5	78.7	N/A	N/A
Female	173	100	5.7	20.8	73.6	97.5	89.8	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	277	100	6.1	17.6	76.2	97.3	88.1	88.9	Yes	Yes
African American	55	100	29.4	37.3	33.3	82.4	74.2	72.9	Yes	Yes
Asian/Pacific Islander	39	100	2.9	20.6	76.5	100	96.9	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	79.6	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	78.8	83	I/S	I/S
<b>Disability Status</b>										
Disabled	42	100	55.3	23.7	21.1	71.1	56.2	48.1	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	37	100	11.8	35.3	52.9	94.1	80.4	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	89	100	30.3	39.5	30.3	82.9	80.4	75.4	Yes	Yes

## Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	377	100	10.5	25.9	63.6	92.3	83.8	81.9	Yes	Yes
<b>Gender</b>										
Male	204	100	11.9	22.8	65.3	90.7	82	79.9	N/A	N/A
Female	173	100	8.8	29.6	61.6	94.3	85.7	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	277	100	5.7	24.9	69.3	96.6	85.6	88.9	Yes	Yes
African American	55	100	39.2	37.3	23.5	68.6	68.5	71.4	No	Yes
Asian/Pacific Islander	39	100	2.9	17.6	79.4	97.1	91.4	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	78.2	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	93.9	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	42	100	57.9	28.9	13.2	55.3	52	47.3	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	37	100	8.8	23.5	67.6	97.1	80.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	89	100	36.8	30.3	32.9	72.4	77	74.9	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
<b>Science</b>								
All Students	250	100	14.7	49.2	36.1	85.3	75.8	68.6
<b>Gender</b>								
Male	135	100	15	45.1	39.8	85	75.4	68.3
Female	115	100	14.3	54.3	31.4	85.7	76.3	68.9
<b>Racial/Ethnic Group</b>								
White	188	100	10	52.2	37.8	90	78.7	80.7
African American	31	100	50	36.7	13.3	50	53.2	51.4
Asian/Pacific Islander	27	100	4.2	37.5	58.3	95.8	86.8	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	65	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	68.2	70.8
<b>Disability Status</b>								
Disabled	27	100	48	32	20	52	43	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	25	100	16.7	45.8	37.5	83.3	66.3	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	55	100	38.8	46.9	14.3	61.2	66.1	57.3
<b>Social Studies</b>								
All Students	248	100	9.2	33.2	57.6	90.8	77.5	72.5
<b>Gender</b>								
Male	132	100	9.8	32.8	57.4	90.2	77.4	72
Female	116	100	8.4	33.6	57.9	91.6	77.6	73.1
<b>Racial/Ethnic Group</b>								
White	176	100	5.5	31.1	63.4	94.5	79	81
African American	37	100	27.3	51.5	21.2	72.7	64.4	60
Asian/Pacific Islander	31	100	7.1	21.4	71.4	92.9	91.6	89
Hispanic	3	I/S	I/S	I/S	I/S	I/S	73.4	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	63.6	73.5
<b>Disability Status</b>								
Disabled	26	100	34.8	52.2	13	65.2	46.3	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	30	100	17.9	28.6	53.6	82.1	78	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	66	100	30.4	44.6	25	69.6	68.9	62.9

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
<b>Writing</b>										
All Students	120	98.3	8.2	20	71.8	91.8	79.6	73.2	97.1	96
<b>Gender</b>										
Male	64	96.9	13.8	19	67.2	86.2	73.1	67.2	97.1	96
Female	56	100	1.9	21.2	76.9	98.1	86.1	79.4	97.2	96
<b>Racial/Ethnic Group</b>										
White	89	97.8	3.7	13.4	82.9	96.3	81.6	81.5	97	95.9
African American	21	100	25	45	30	75	66.5	61.3	97.1	96.5
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	82.4	87	98.2	97.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	67.5	66.7	96.6	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	98.9	95.7
<b>Disability Status</b>										
Disabled	15	86.7	66.7	16.7	16.7	33.3	34	26	97.1	95.1
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	99
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	72.2	65.7	98.2	97.4
<b>Socio-Economic Status</b>										
Subsidized meals	28	96.4	22.7	36.4	40.9	77.3	70.9	63.2	96.6	95.4

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
<b>English/Language Arts</b>							
<b>2010</b>	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
<b>2011</b>	3	134	100	9.6	10.4	80	90.4
	4	123	100	7.8	22.6	69.6	92.2
	5	120	100	10.7	31.3	58	89.3
	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
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	3	134	100	14.4	16.8	68.8	85.6
	4	123	100	6.1	37.4	56.5	93.9
	5	120	100	10.7	24.1	65.2	89.3
	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
<b>Science</b>							
<b>2010</b>	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
<b>2011</b>	3	66	100	11.3	30.6	58.1	88.7
	4	123	100	11.2	56.9	31.9	88.8
	5	61	100	25	53.3	21.7	75
	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

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	3	67	100	14.5	33.9	51.6	85.5
	4	122	100	6.1	34.8	59.1	93.9
	5	59	100	9.6	28.8	61.5	90.4
	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
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	120	98.3	8.2	20	71.8	91.8
	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

Abbreviations for Missing Data

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