



SC Annual School Report Card Summary

Clay Hill Elementary
DORCHESTER 4

Grades: PK-5

Enrollment: 163

Principal: Dr. Morris Ravenell

Superintendent: Dr. Morris Ravenell

Board Chair: Dr. Kenneth Jenkins

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Good	Excellent	TBD	TBD	A	N/A
2013	Good	Excellent	GOLD	SILVER	A	N/A
2012	N/A	N/A	N/A	N/A	N/A	N/A

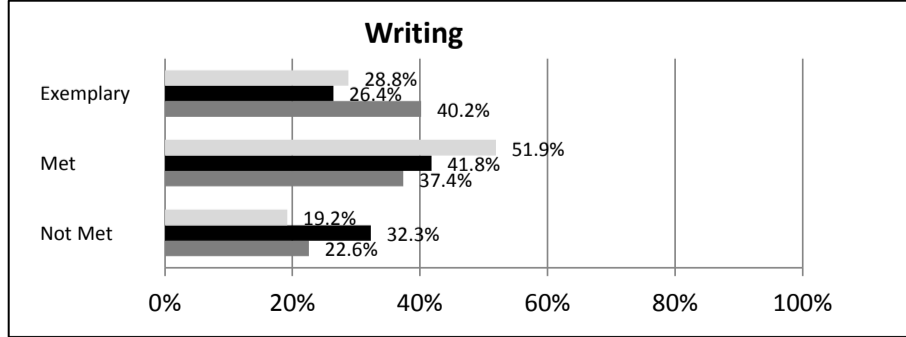
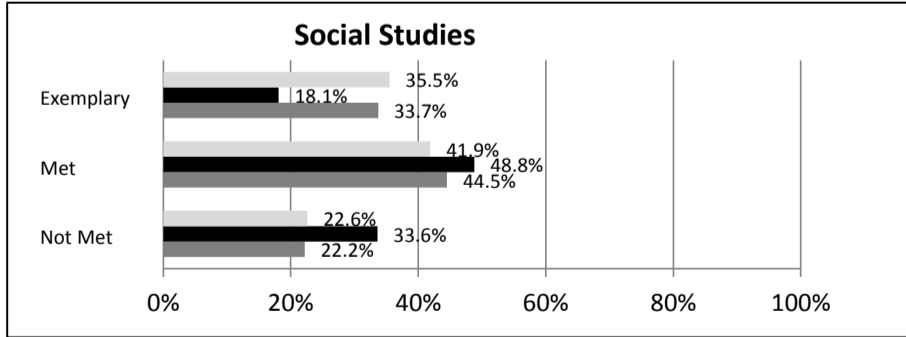
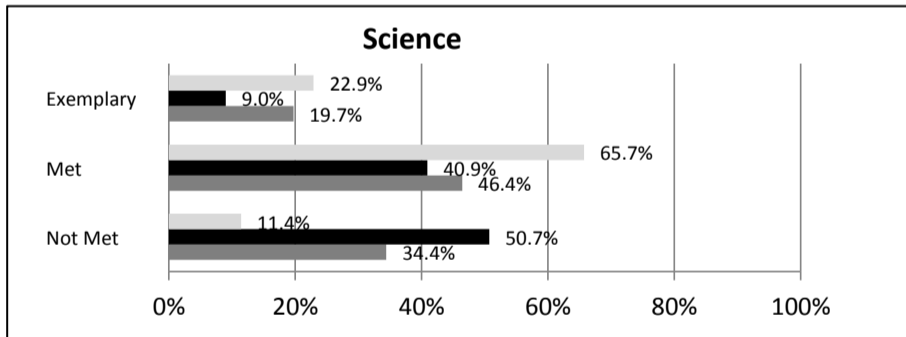
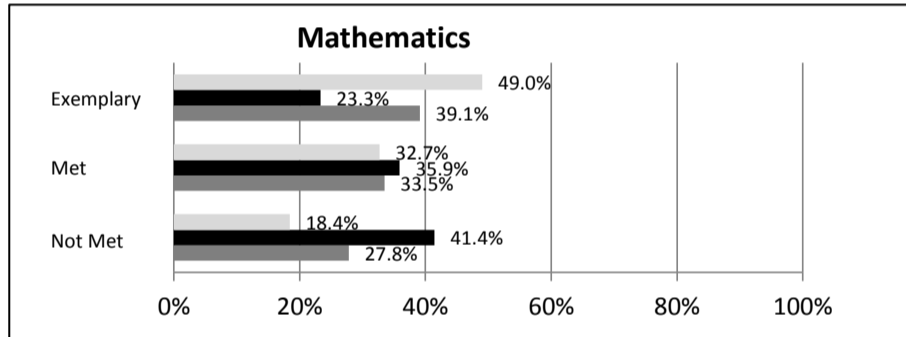
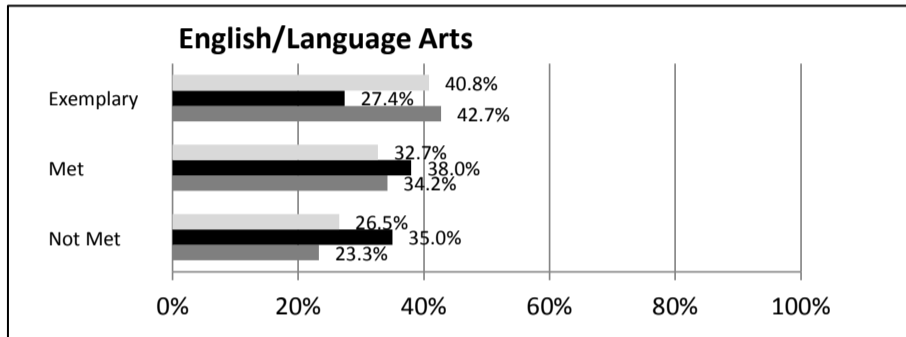
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
3	10	126	48	16

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

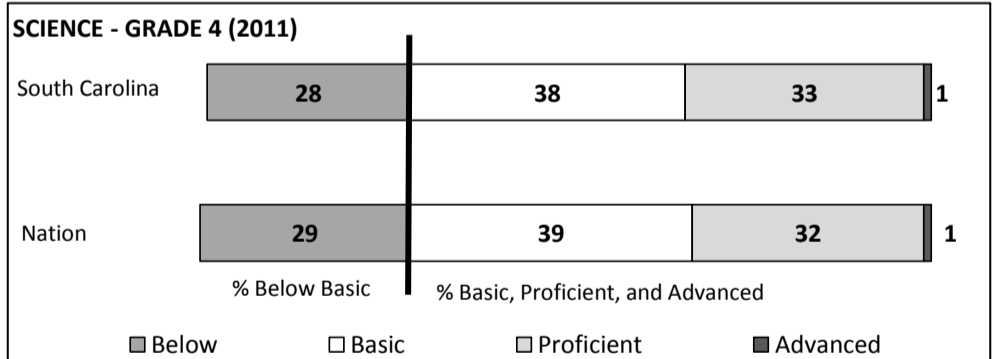
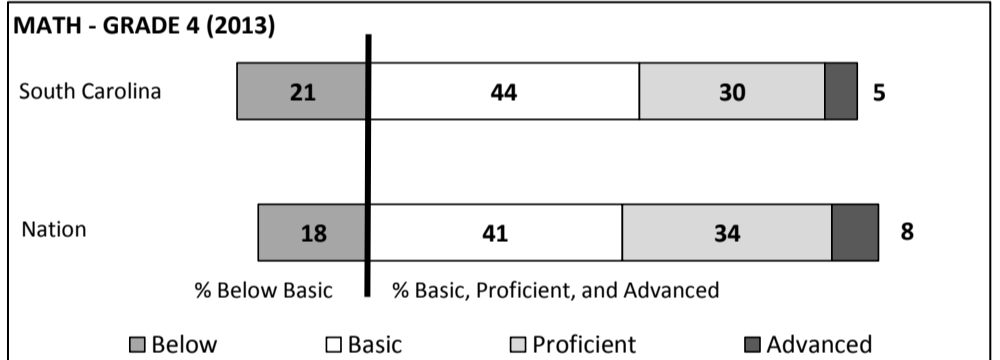
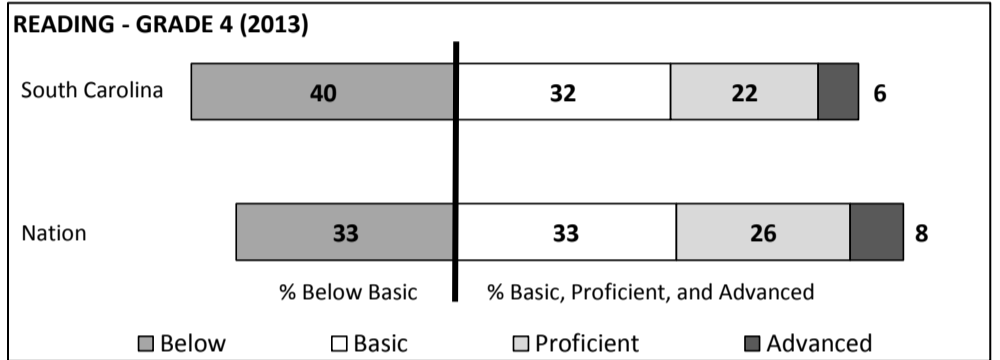
SC PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elem Schools Statewide



NAEP*

*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

TBD-To Be Determined

**Clay Hill Elementary
DORCHESTER 4**

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 163)				
Retention rate	0.0%	No change	1.6%	1.0%
Attendance rate	96.5%	Up from 95.8%	96.0%	96.5%
Served by gifted and talented program	1.8%	Down from 2.3%	3.1%	7.3%
With disabilities	11.8%	Up from 8.5%	13.8%	12.5%
Older than usual for grade	1.8%	Down from 2.8%	2.8%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n = 14)				
Teachers with advanced degrees	85.7%	Up from 76.9%	59.5%	62.3%
Continuing contract teachers	92.9%	Up from 92.3%	74.8%	81.2%
Teachers returning from previous year	N/A	N/A	84.1%	88.4%
Teacher attendance rate	94.9%	Up from 92.3%	95.3%	95.3%
Average teacher salary*	\$53,701	Down 3.1%	\$46,198	\$47,902
Classes not taught by highly qualified teachers	0.0%	No change	0.0%	0.0%
Professional development days/teacher	8.7 days	Up from 8.2 days	10.4 days	10.9 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	12.4 to 1	Down from 15.1 to 1	18.6 to 1	19.9 to 1
Prime instructional time	90.0%	Up from 86.9%	90.4%	90.7%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	98.7%	Down from 100.0%	100.0%	100.0%
Character development program	Average	No change	Excellent	Excellent
Dollars spent per pupil**	\$13,575	N/A	\$8,339	\$7,680
Percent of expenditures for instruction**	47.5%	N/A	65.7%	66.8%
Percent of expenditures for teacher salaries**	46.8%	N/A	64.8%	66.0%
ESEA composite index score	95.5	Down from 97.5	71.1	85.7

* Length of contract = 185+ days.

**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	14	18	14
Percent satisfied with learning environment	100.0%	100.0%	78.5%
Percent satisfied with social and physical environment	92.8%	94.7%	85.7%
Percent satisfied with school-home relations	78.6%	94.7%	57.1%

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

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The faculty and staff at Clay Hill Elementary, along with the School Improvement Council, have worked diligently to address the needs of our student population. Through continuous analyses of data, initiatives and programs are evaluated and developed to keep our academics focused on key areas of concern.

MAP assessments are administered three times each year. Data gathered from the results are used to guide our instructional approach as the school year develops. In conjunction, our after school program and small group instruction are developed from the results of these assessments.

At Clay Hill Elementary, we also use results from the Study Island computer program to identify and address academic needs of our students. Results are analyzed weekly to gauge students' progress on specific standards in core area subjects. Students are given instructional assistance based on their performances on the standards identified within the program.

The services of consultants in the areas of math and writing have been utilized throughout the 2013-2014 school year. To transition to the new state standards, these consultants have worked with teachers and students to address specific adaptations and adjustments needed to be successful with the new curriculum.

Along with addressing the academic needs, the socio-emotional needs of students are addressed through various programs and initiatives. Some programs instituted at the school include: Character Student of the Month, Exemplary Eagles, Junior Robotics, Recycling Troopers, Junior Beta Club, Cheerleading, softball, and Intramural Basketball. Children are encouraged to participate in these programs to become more well-rounded students.

As a school, we are continuously seeking ways to improve education for our students. Parents, stakeholders and community members are encouraged to be a part of the educational process. Their involvement is crucial to our success here at Clay Hill Elementary School.

Morris Ravenell, Ed.D, Principal

Ruthie Bryant, SIC Chairperson

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