



## CLINTON ELEMENTARY

800 Chestnut Street  
Clinton, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	632 Students	
<b>Principal</b>	Brenda Romines	864-833-0812
<b>Superintendent</b>	Dr. David C. O'Shields	864-833-0800
<b>Board Chair</b>	Linda Darby	864-833-5773

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	Good
2006	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

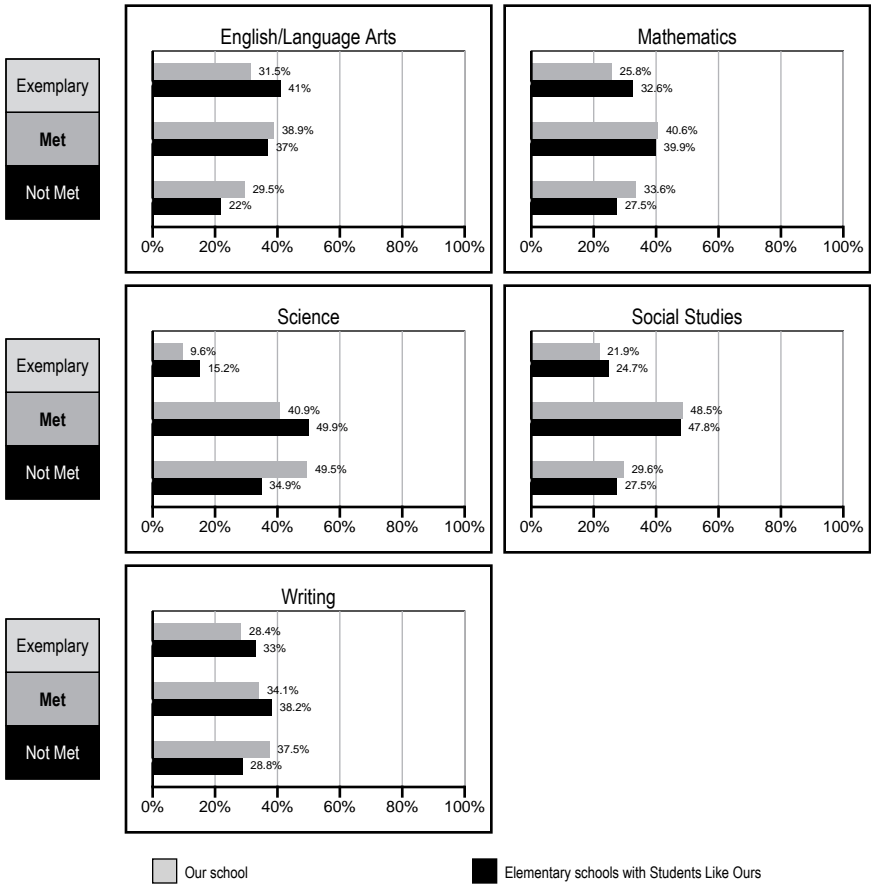
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
7	30	79	2	0

\* Ratings are calculated with data available by 11/10/2010.

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
<b>Students (n=632)</b>				
First graders who attended full-day kindergarten	98.2%	Up from 96.4%	100.0%	100.0%
Retention rate	0.6%	Down from 0.8%	1.2%	1.2%
Attendance rate	95.9%	Up from 95.5%	96.0%	96.1%
Eligible for gifted and talented	4.6%	Up from 2.7%	12.0%	11.7%
With disabilities other than speech	8.0%	Up from 7.4%	8.5%	8.0%
Older than usual for grade	0.6%	Down from 0.8%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=38)</b>				
Teachers with advanced degrees	52.6%	Down from 53.8%	59.8%	60.5%
Continuing contract teachers	92.1%	Up from 84.6%	86.5%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.8%	Up from 85.0%	88.7%	87.0%
Teacher attendance rate	96.2%	Up from 95.7%	95.3%	95.4%
Average teacher salary*	\$46,865	Down 3.8%	\$47,075	\$47,288
Professional development days/teacher	5.9 days	Up from 2.9 days	10.0 days	10.5 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	Up from 21.5 to 1	19.4 to 1	19.2 to 1
Prime instructional time	91.4%	Up from 90.4%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.2%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Up from Below Average	Excellent	Excellent
Dollars spent per pupil**	\$8,033	Down 1.6%	\$7,327	\$7,548
Percent of expenditures for instruction**	65.8%	Up from 64.8%	67.9%	68.7%
Percent of expenditures for teacher salaries**	56.2%	Up from 54.4%	64.5%	65.1%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## Report of Principal and School Improvement Council

Throughout the 2009-2010 school year, Clinton Elementary School has remained steadfast in its data driven approach that fosters academic growth for all students. The utilization of Measures of Academic Performance (MAP) data provided teachers with the necessary information to meet the individual learning needs of all students in grades 1-5. Along with substantial gains in Dominie Reading levels, the Clinton Elementary family was thrilled to see that year-end MAP data revealed substantial gains in many areas. These growth trends were enhanced through the SC Teacher Advancement Program (TAP) and the South Carolina Reading First Initiative. Reading First and the TAP program provide ongoing-data driven staff development through weekly professional development meetings. The in-depth focus on scientific-based strategies has enhanced our daily instructional delivery in the classroom.

Clinton Elementary provides many opportunities for learning in both the academics and the arts. We are pleased to offer our students with a variety of extracurricular activities such as the Art Club, Drums Corps, and Honors Choir. We have offered single-gender classrooms to our upper elementary students. To best meet the needs of all learners, we will continue to strengthen teaching and learning across all content areas through individualized, differentiated instruction.

Technology continues to enhance our instructional program. Most classes are equipped with Interactive Whiteboards, LCD projectors, document cameras, and computers. At Clinton Elementary, we are dedicated to preparing our students for the ever-changing digital age world.

Character development remains a priority at Clinton Elementary School as students, faculty, staff, and school family members participated in a variety of service learning activities. We supported the Leukemia Society with Pennies For Patients, the March of Dimes, Relay for Life, the United Way, and the American Red Cross with House for Haiti. To promote good citizenship in all of our students, weekly students were recognized for "Being Their Best" and participated in celebrations each grading period.

Clinton Elementary School strives to encourage parents and members of our community to become involved in the education of our students. We are pleased that our PTO supports our various Family Nights and members within our community volunteer as mentors to our students.

Brenda Romines, Principal  
Susan Tallman, SIC chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	94	50
Percent satisfied with learning environment	100.0%	89.4%	84.4%
Percent satisfied with social and physical environment	100.0%	84.0%	82.6%
Percent satisfied with school-home relations	97.1%	90.4%	86.7%

\* 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 20 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

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/AV	N/AV
Classes in high poverty schools not taught by highly qualified teachers	N/AV	N/AV

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	N/AV	0.0%	N/AV
Student attendance rate	95.9%	94.0%*	Yes

\* Or greater than last year

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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
<b>English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)</b>										
All Students	314	99.7	29.1	39.5	31.4	81.6	79.9	83.5	Yes	Yes
<b>Gender</b>										
Male	167	99.4	35.1	34.4	30.5	77.3	75.4	80.1	N/A	N/A
Female	147	100	22.8	44.8	32.4	86.2	84.5	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	160	99.4	16.9	39.6	43.5	90.9	85.9	89.6	Yes	Yes
African American	128	100	45	40.8	14.2	69.2	70.3	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	23	100	27.3	36.4	36.4	86.4	85.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	59	100	48.2	39.3	12.5	69.6	50.9	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	24	100	39.1	34.8	26.1	82.6	83.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	215	100	35.3	42.6	22.1	76	75.6	76.9	Yes	Yes
<b>Mathematics - State Performance Objective = 57.8% (Met or Exemplary)</b>										
All Students	314	99.7	33.1	41.1	25.8	76.9	78.3	80.4	Yes	Yes
<b>Gender</b>										
Male	167	99.4	31.8	43.5	24.7	74.7	75.5	78.4	N/A	N/A
Female	147	100	34.5	38.6	26.9	79.3	81.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	160	99.4	22.7	42.2	35.1	86.4	85.2	87.8	Yes	Yes
African American	128	100	49.2	37.5	13.3	64.2	68.3	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	23	100	22.7	50	27.3	77.3	68.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	59	100	55.4	30.4	14.3	51.8	43.4	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	24	100	21.7	56.5	21.7	78.3	69.8	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	215	100	41.7	41.2	17.2	71.1	73.8	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
<b>Science</b>								
All Students	210	100	49	41	10	51	60	67.3
<b>Gender</b>								
Male	114	100	51.4	38.1	10.5	48.6	58.3	66.9
Female	96	100	46.3	44.2	9.5	53.7	61.8	67.7
<b>Racial/Ethnic Group</b>								
White	106	100	31.1	52.4	16.5	68.9	69.8	79.6
African American	86	100	N/A	N/A	N/A	29.1	46.1	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	15	100	60	20	20	40	45.5	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
<b>Disability Status</b>								
Disabled	42	100	53.8	35.9	10.3	46.2	32.5	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	16	100	62.5	25	12.5	37.5	44.8	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	145	100	59.1	36.5	4.4	40.9	52	55.4
<b>Social Studies</b>								
All Students	207	100	28.9	49.2	21.8	71.1	66.2	70.9
<b>Gender</b>								
Male	106	100	29.6	53.1	17.3	70.4	68.3	70.1
Female	101	100	28.3	45.5	26.3	71.7	64.2	71.7
<b>Racial/Ethnic Group</b>								
White	103	100	23	46	31	77	72.1	79.2
African American	87	100	41.3	51.3	7.5	58.8	56.8	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	15	100	6.7	66.7	26.7	93.3	68.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	40	100	40.5	51.4	8.1	59.5	39	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	16	100	12.5	68.8	18.8	87.5	67.7	68
<b>Socio-Economic Status</b>								
Subsidized meals	143	100	35.1	53	11.9	64.9	59.7	60.8

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	313	99	37.2	34.2	28.5	62.8	68.2	72.1	95.9	96.7
<b>Gender</b>										
Male	165	99.4	41.6	35.7	22.7	58.4	59.9	65.2	95.5	96.5
Female	148	98.7	32.6	32.6	34.7	67.4	76.5	79.2	96.4	96.8
<b>Racial/Ethnic Group</b>										
White	161	98.8	25.3	37.7	37	74.7	74.8	80.8	95.7	96.5
African American	126	99.2	53.8	28.6	17.6	46.2	57.2	59.7	96.1	96.9
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	87	97.4	97.5
Hispanic	23	100	36.4	40.9	22.7	63.6	70.8	64.6	95.9	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	N/A
<b>Disability Status</b>										
Disabled	60	96.7	60	32.7	7.3	40	26.6	27.7	95.6	96.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	24	100	34.8	43.5	21.7	65.2	69.8	63.7	96.7	97.5
<b>Socio-Economic Status</b>										
Subsidized meals	212	98.6	48	34	18	52	61.2	61.9	95.5	96.3

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>2009</b>	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
<b>2010</b>	3	109	100	18.9	31.1	50	81.1
	4	104	99	40.6	36.5	22.9	59.4
	5	101	100	28.9	51.5	19.6	71.1
	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
<b>Mathematics</b>							
<b>2009</b>	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
<b>2010</b>	3	109	100	38.7	34.9	26.4	61.3
	4	104	99	31.3	40.6	28.1	68.8
	5	101	100	28.9	48.5	22.7	71.1
	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
<b>Science</b>							
<b>2009</b>	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
<b>2010</b>	3	56	100	58.2	25.5	16.4	41.8
	4	103	100	42.7	49	8.3	57.3
	5	51	100	51	42.9	6.1	49
	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>Social Studies</b>							
<b>2009</b>	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
<b>2010</b>	3	54	100	23.1	44.2	32.7	76.9
	4	103	100	31.3	46.9	21.9	68.8
	5	50	100	30.6	59.2	10.2	69.4
	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

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>Writing</b>							
<b>2009</b>	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
<b>2010</b>	3	109	98.2	38.5	28.8	32.7	61.5
	4	103	99	37.1	38.1	24.7	62.9
	5	101	100	36.1	36.1	27.8	63.9
	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

Abbreviations for Missing Data

N/A–Not Applicable	N/AV–Not Available	N/C–Not Collected	N/R–Not Reported	I/S–Insufficient Sample
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