



Clio Elementary Middle School

2635 Highway #9E

Clio, SC 29525

Grades	PK-8 Middle School	
Enrollment	187 Students	
Principal	Mr. Jack Swann	843-586-9391
Superintendent	Dr. Helena Tillar	843-479-4016
Board Chair	Lucy Parsons	843-230-8825

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Below Average	Average
2011	At-Risk	Below Average
2010	At-Risk	At-Risk
2009	At-Risk	Below Average
2008	At-Risk	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 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://www.eoc.sc.gov>

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

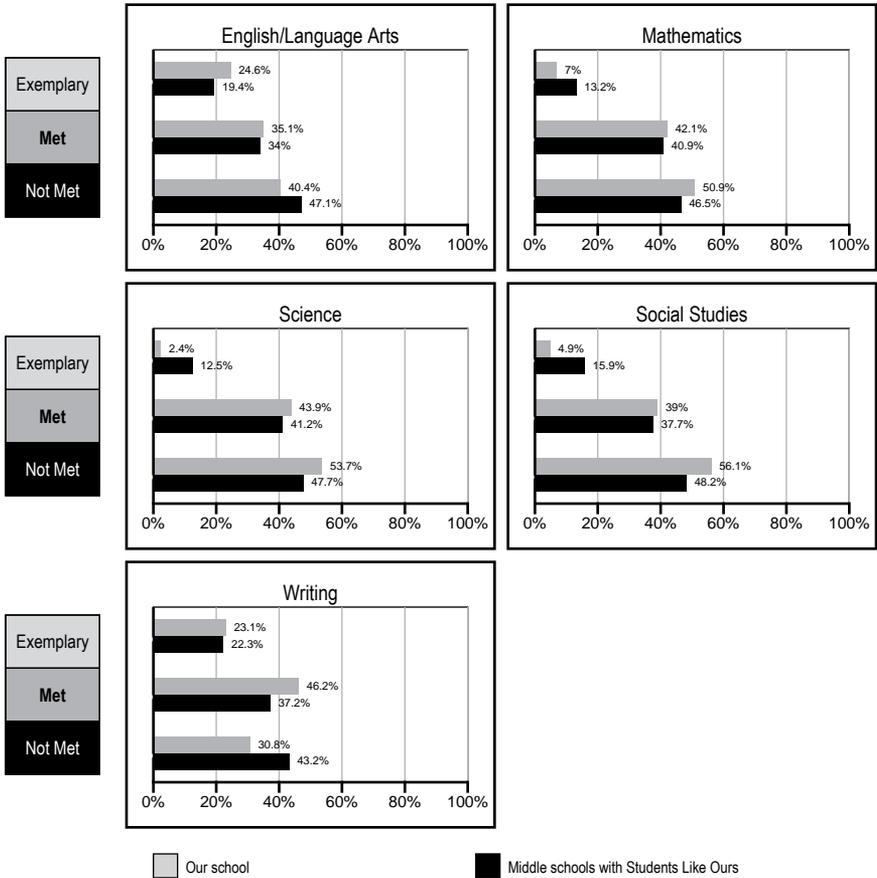
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 100%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	30	25	21

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	88.7%
English 1	N/A	78.4%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	N/A	86.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=187)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	14.9%	22.9%
Retention rate	2.8%	Down from 6.1%	1.0%	0.8%
Attendance rate	95.3%	Up from 94.5%	95.7%	96.2%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	13.4%	Up from 0.0%	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=19)				
Teachers with advanced degrees	57.9%	Down from 66.7%	60.4%	61.3%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	77.5%	Up from 67.1%	80.3%	86.7%
Teacher attendance rate	93.2%	Down from 96.2%	95.1%	95.2%
Average teacher salary*	\$40,883	Up 4.5%	\$44,122	\$46,422
Professional development days/teacher	6.2 days	Up from 5.9 days	9.2 days	10.0 days
School				
Principal's years at school	4.0	Up from 3.0	2.0	4.0
Student-teacher ratio in core subjects	12.7 to 1	Down from 21.3 to 1	19.0 to 1	22.0 to 1
Prime instructional time	88.0%	Down from 90.0%	89.6%	90.1%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.9%	98.1%	98.8%
Character development program	Average	Up from Below Average	Good	Good
Dollars spent per pupil**	\$10,054	Down 10.0%	\$9,367	\$7,245
Percent of expenditures for instruction**	55.1%	Down from 57.2%	59.8%	63.1%
Percent of expenditures for teacher salaries**	52.5%	Up from 51.9%	54.7%	60.9%

* 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

Clio Elementary Middle School is under construction. Our school strives to provide “opportunities for academic and extra curricular excellence that meet the needs and interests of every child in a safe, stimulating and conducive learning environment” Our school is taking progressive measures to afford each student the opportunity to succeed. Identified in the middle school as a Palmetto Priority School, student and principal goals were established to guide the school throughout the year.

Our teachers adhere to district curriculum pacing guides and approved curriculum as they implement researched-based strategies for instructions. South Carolina Standards, Curriculum Alignment Documents (CADS), SQ3 Curriculum, Super Seven, Fantastic Five, Daily Oral Language, Good Start Grow Smart, and Imagine It! Curriculum guide the implementation of best practices for classroom instructions.

Accelerated Reader and Math, and Compass Learning Odyssey are academic initiatives that provide more literacy support for our students in our reading across the curriculum endeavors. The continuation of the CAVs Read Café provides an incentive for students to read and requires an Accelerated Reader’s average of 85% or better. Likewise, a mobile computer lab and iPads are utilized to strengthen literacy, as well. Moreover, Measures of Academic Progress (MAP) scores were analyzed and converted to project the probability of a student’s ability to pass the state PASS tests. The MAP data were also used to monitor student academic progress and to provide validity to the specified differentiation in student instructions. In addition, our efforts with the calculation template designed by state data consultant, dr. Titus Duren.. Likewise, during the first semester of the school year, Thinkgate benchmarks afforded the teachers with an At-Risk Report which identified each student’s progress per standard. This report was instrumental in establishing groups for the school-wide Reinforcement & Remediation (R&R) Day. The school continued with its focus on Dr. Larry Bell’s twelve powerful words. We had pull out remediation class for grades 1-3 with a focus on Reading comprehension. The Lead Teacher held data meetings every Tuesday, and discussed teacher-generated data, district data, state data, as well as topics on Rigor, Common Core Standards and ENRICH which is a student data management system.

The disaggregation of PASS, MAP and benchmark data provides a basis to monitor and adjust instructions to target the school’s and students’ areas of deficiency. Even though data disaggregation was a school-wide, a more intricate attention was targeted on the middle grade students. Conducted by the Lead Teacher, classroom teachers and middle grades interventionist, the intervention sessions offered more individualized sessions that afforded the targeted students additional assistance to propel them to or beyond the next academic level.

Reflecting the Home School and Community correlate, the school is supported by community volunteers, members and business partners: Clio Police Department and Herald Office Systems are among the organizations. Many area churches were collaborative school partners through the Adopt-A-Class Program which was designed for churches to advocate on behalf of the children and to support the school’s curriculum program. Eleven area churches served fervently to meet various grade level needs. Church members served as mentors, trip chaperones, test monitors, and provided test incentives and school supplies.

Aligned with Section 1118 of Title I, our on-going goal is to increase parental involvement and family literacy services. Throughout the academic year the parent involvement program has provided numerous services to

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	15	13
Percent satisfied with learning environment	94.4%	46.7%	92.3%
Percent satisfied with social and physical environment	84.2%	57.1%	92.3%
Percent satisfied with school-home relations	68.4%	78.6%	100.0%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	57.0
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Clio Elementary Middle School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	12.9%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.7%	0.0%	No
Student attendance rate	95.3%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 6-8						
All Students	634.6	614.1	601.8	594.8	99.2	100.0
Male	634.4	615.4	600.7	596.3	98.3	100.0
Female	634.8	612.9	602.7	592.8	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	636.7	615.5	604.3	594.2	99.1	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	97.1	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	626.0	609.5	599.2	590.2	99.0	100.0
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0

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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							
2011	3	12	100	I/S	I/S	I/S	I/S
	4	21	100	31.6	52.6	15.8	68.4
	5	20	100	5.3	47.4	47.4	94.7
	6	28	100	65.4	26.9	7.7	34.6
	7	19	100	52.9	35.3	11.8	47.1
	8	15	100	58.3	33.3	8.3	41.7
2012	3	20	95	58.8	11.8	29.4	41.2
	4	16	100	33.3	33.3	33.3	66.7
	5	18	100	50	42.9	7.1	50
	6	21	100	31.6	26.3	42.1	68.4
	7	28	100	48	40	12	52
	8	16	100	38.5	38.5	23.1	61.5
Mathematics							
2011	3	12	100	I/S	I/S	I/S	I/S
	4	21	100	42.1	36.8	21.1	57.9
	5	20	100	31.6	42.1	26.3	68.4
	6	28	100	38.5	53.8	7.7	61.5
	7	19	100	52.9	41.2	5.9	47.1
	8	15	100	N/AV	N/AV	N/AV	50
2012	3	20	100	72.2	16.7	11.1	27.8
	4	16	100	33.3	58.3	8.3	66.7
	5	18	100	N/AV	N/AV	N/AV	35.7
	6	21	100	42.1	42.1	15.8	57.9
	7	28	100	N/AV	N/AV	N/AV	32
	8	16	100	30.8	61.5	7.7	69.2
Science							
2011	3	6	I/S	I/S	I/S	I/S	I/S
	4	21	100	N/AV	N/AV	N/AV	26.3
	5	10	I/S	I/S	I/S	I/S	I/S
	6	14	100	69.2	23.1	7.7	30.8
	7	19	100	N/AV	N/AV	N/AV	29.4
	8	7	I/S	I/S	I/S	I/S	I/S
2012	3	11	100	I/S	I/S	I/S	I/S
	4	16	100	66.7	25	8.3	33.3
	5	9	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	7	28	100	N/AV	N/AV	N/AV	40
	8	9	I/S	I/S	I/S	I/S	I/S

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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							
2011	3	6	I/S	I/S	I/S	I/S	I/S
	4	21	100	N/AV	N/AV	N/AV	36.8
	5	10	I/S	I/S	I/S	I/S	I/S
	6	14	100	30.8	61.5	7.7	69.2
	7	19	100	N/AV	N/AV	N/AV	17.6
	8	8	I/S	I/S	I/S	I/S	I/S
2012	3	9	I/S	I/S	I/S	I/S	I/S
	4	16	100	33.3	41.7	25	66.7
	5	9	I/S	I/S	I/S	I/S	I/S
	6	11	100	I/S	I/S	I/S	I/S
	7	28	100	N/AV	N/AV	N/AV	40
	8	7	I/S	I/S	I/S	I/S	I/S
Writing							
2011	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	19	100	15.8	31.6	52.6	84.2
	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	15	100	N/AV	N/AV	N/AV	25
2012	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	17	100	21.4	42.9	35.7	78.6
	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	16	100	30.8	46.2	23.1	69.2

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