

Clio Elementary/Middle

2635 Highway 9 East
Clio, SC 29525

Grades	PK-8 Middle School	
Enrollment	216 Students	
Principal	Robert Christopher Brown	843-586-9391
Superintendent	Dr. Frank G. Roberson	843-479-1534
Board Chair	John McInnis	843-586-8989

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**At-Risk**	**Below Average**
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	Below Average	Good
2005	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.

http://ed.sc.gov
http://www.eoc.sc.gov

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

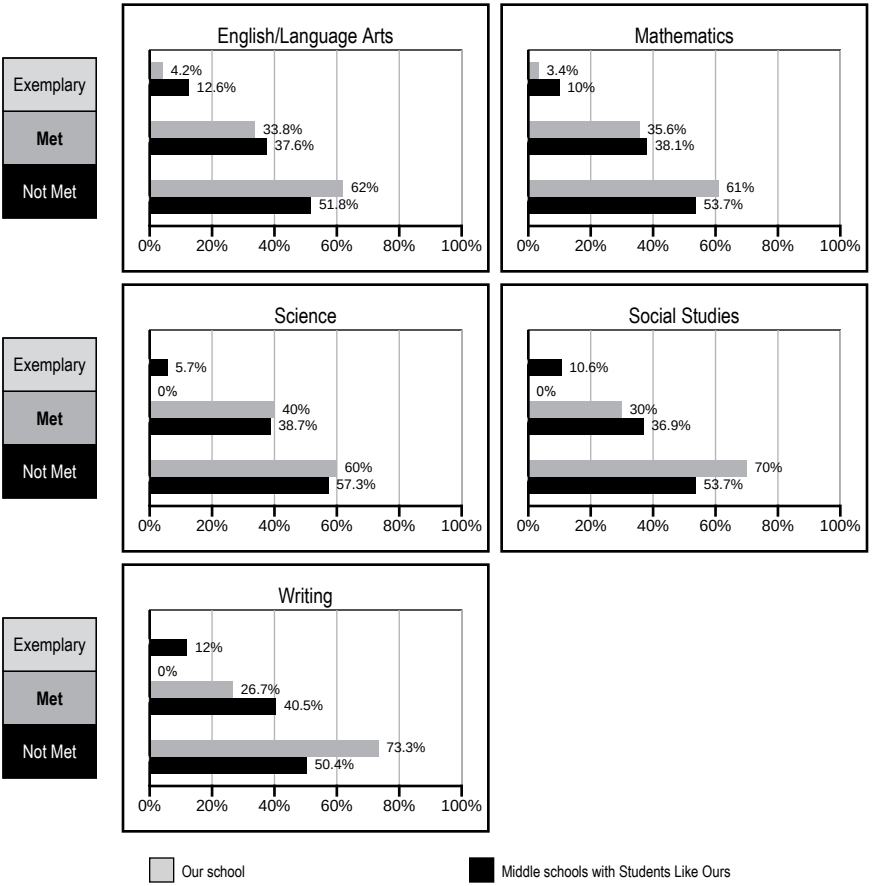
Percent of students tested in 2008-09 whose 2007-08 test scores were located	99%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	36	24

* Ratings are calculated with data available by 06/01/2010.

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	85.6%
English 1	41.7%	82.2%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	41.7%	83.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=216)				
Students enrolled in high school credit courses (grades 7 & 8)	24.5%	Up from 0.0%	16.3%	21.6%
Retention rate	2.5%	Down from 5.0%	2.3%	1.2%
Attendance rate	95.0%	Down from 95.9%	95.5%	95.9%
Eligible for gifted and talented	2.8%	Up from 0.0%	4.2%	14.8%
With disabilities other than speech	9.3%	Up from 6.3%	14.1%	12.6%
Older than usual for grade	5.0%	Down from 5.5%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	30.6%	Up from 13.4%	0.5%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=18)				
Teachers with advanced degrees	61.1%	Down from 65.2%	54.4%	56.9%
Continuing contract teachers	72.2%	Up from 47.8%	61.1%	72.7%
Teachers with emergency or provisional certificates	15.4%	Down from 21.1%	15.4%	5.3%
Teachers returning from previous year	72.2%	Down from 84.1%	76.0%	82.9%
Teacher attendance rate	98.5%	Up from 93.5%	94.9%	95.2%
Average teacher salary*	$38,967	Down 8.2%	$44,760	$46,599
Professional development days/teacher	7.0 days	Up from 5.9 days	11.0 days	10.8 days
School				
Principal's years at school	1.0	Down from 2.0	2.0	3.0
Student-teacher ratio in core subjects	13.9 to 1	Up from 10.9 to 1	16.5 to 1	20.1 to 1
Prime instructional time	93.4%	Up from 89.1%	89.3%	89.9%
Opportunities in the arts	Fair	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.7%	Up from 91.4%	96.5%	97.8%
Character development program	Good	Up from Average	Excellent	Good
Dollars spent per pupil**	$11,426	Up 25.1%	$10,159	$7,645
Percent of expenditures for instruction**	59.9%	Down from 70.0%	60.5%	63.4%
Percent of expenditures for teacher salaries**	54.8%	Down from 67.3%	54.4%	57.0%

* 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

Clio Elementary Middle School REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Clio Elementary Middle School is under construction for the good of our students. Our school is progressively affording students the opportunity to succeed. Because of our academic growth on state assessments, we are identified as a school of improvement.

Our staff is dedicated to adhering to the Teacher Advancement Program (TAP) rubrics as researched-based strategies guide instruction. The school uses the South Carolina Standards, Curriculum Alignment Documents (CADS), Anderson 5 Curriculum, Super Seven, Fantastic Five, Daily Oral Language, Imagine It! Curriculum to guide the implementation of best practices for instruction.

Accelerated Reader (AR), Compass Learning Odyssey, and Corrective Reading are literacy initiatives that strengthen our students in reading across the curriculum. Our TAP cluster focus was reading comprehension which enhanced strategies that were used in the classroom for student growth. The CAVs Read Café provides an incentive for students to read and requires an AR average of at least 85%. Also, a mobile computer lab is utilized to strengthen literacy, as well. Moreover, Measures of Academic Progress (MAP) scores were analyzed to monitor student academic progress and to provide validity to the specified differentiation in student instructions.

PACT and benchmark data provide a basis to monitor and adjust instructions to target the academic area of deficiency. After identifying the areas of malady, intervention sessions were established for the targeted students at various grade levels. Conducted by the TAP master teachers and curriculum facilitator, the intervention sessions offered more individualized sessions that afforded the targeted students assistance to propel them closer to or beyond the next academic level.

Coordinated through the Parent Involvement Program, the school received support from a cadre of community partners: Clio Police Department, Herald Office Systems, Mohawk Industry, Pacific MDF, Baldor, Carolina Cleaners, Pepsi Cola, Carl's Foods, and Piggly Wiggly. Through the Adopt-A-Class Program, community churches served fervently to meet various needs: New St. Mathew, New Emmanuel Baptist, Emmanuel Baptist, Ebenezer Baptist, Reedy Branch Baptist and Pee Dee Baptist; St. Michael Hope Ministries, Trinity United Methodist, Asbury United Methodist, Mt. Tabor Missionary Baptist; and Sandy Grove Baptist. Church members served as mentors, tutors, test monitors, sponsored trips, and school supplies. Also, the parent program has provided many other services: Volunteer Orientation, Get-Acquainted Banquet, Mega skills and Family Literacy Workshops, Grandparents Day, PTA Membership Drive, Monthly Parent Calendars and Letters; Reading Workshops, Light span Lab, PTA and SIC meetings. Aligning with the district's mission, our school provides "opportunities for academic and extra curricular excellence that meet the needs and interests of very child in a safe, stimulating and attractive learning environment." We endeavor to empower our students with the skills to meet the challenges of tomorrow.

Mr. Robert. C. Brown, Principal
Mrs. Jennifer Dupree, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	20	24
Percent satisfied with learning environment	76.9%	75.0%	79.2%
Percent satisfied with social and physical environment	88.5%	75.0%	87.5%
Percent satisfied with school-home relations	42.3%	80.0%	75.0%

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

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School Adequate Yearly Progress	YES

This school met 13 out of 13 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	RP-DELAY

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/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	24.2%	0.0%	No
Student attendance rate	95.0%	94.0%*	Yes

* Or greater than last year

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Clio Elementary/Middle										06/01/10-3501023
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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	139	100	40	46.2	13.8	74.6	71.2	82.8	Yes	Yes
Gender										
Male	75	100	40.8	46.5	12.7	71.8	65.9	79.3	N/A	N/A
Female	64	100	39	45.8	15.3	78	76.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	78.8	89.5	I/S	I/S
African American	126	100	40.7	47.5	11.9	75.4	66.9	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	76.5	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	73	82.5	I/S	I/S
Disability Status										
Disabled	17	100	N/AV	N/AV	N/AV	75	45.9	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	125	100	43.6	46.2	10.3	71.8	68.5	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	139	100	52.3	41.5	6.2	66.2	64.3	78.9	Yes	Yes
Gender										
Male	75	100	54.9	40.8	4.2	62	63.3	77	N/A	N/A
Female	64	100	49.2	42.4	8.5	71.2	65.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	73.4	87.2	I/S	I/S
African American	126	100	51.7	41.5	6.8	66.1	59.1	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	53.8	76	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	70.3	79.5	I/S	I/S
Disability Status										
Disabled	17	100	N/AV	N/AV	N/AV	43.8	36.7	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	125	100	53	42.7	4.3	65	61.7	70.2	Yes	Yes

***** Adjusted to account for natural variation in performance.

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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
Science								
All Students	92	100	59.3	39.5	1.2	40.7	44	67.5
Gender								
Male	49	100	N/AV	N/AV	N/AV	46.7	45.3	67
Female	43	100	65.9	31.7	2.4	34.1	42.7	68
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	59.5	79.5
African American	83	100	59.7	39	1.3	40.3	35	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	53.5	71.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	26.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
Socio-Economic Status								
Subsized meals	85	100	N/AV	N/AV	N/AV	40	39.9	55.1
Social Studies								
All Students	93	100	54	42.5	3.4	46	50.6	72.3
Gender								
Male	49	100	52.1	45.8	2.1	47.9	50.4	71.5
Female	44	100	56.4	38.5	5.1	43.6	50.7	73.2
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	60.5	80.7
African American	83	100	55.1	41	3.8	44.9	44.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	33.3	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	54.2	72.2
Disability Status								
Disabled	11	100	I/S	I/S	I/S	I/S	26.8	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsized meals	85	100	N/AV	N/AV	N/AV	44.3	46.8	62.1

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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	138	100	55.7	30.5	13.7	44.3	53.3	70.2	95	95.4
Gender										
Male	74	100	65.3	23.6	11.1	34.7	45.7	63.2	94.5	95.2
Female	64	100	44.1	39	16.9	55.9	61.3	77.5	95.7	95.7
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	63.5	79.1	90.7	94.9
African American	125	100	55.5	31.1	13.4	44.5	48	57.6	95.5	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	97.2	96.1
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	50	62.6	N/A	95.9
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	51.3	68.7	92.7	93.7
Disability Status										
Disabled	18	100	N/AV	N/AV	N/AV	N/AV	13.8	26.1	93.8	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	61.2	N/A	95.9
Socio-Economic Status										
Subsized meals	125	100	59.3	31.4	9.3	40.7	48.8	58.9	94.8	95.2

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Clio Elementary/Middle							06/01/10-3501023
PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	32	100	33.3	30	36.7	66.7
	4	25	100	27.3	68.2	4.5	72.7
	5	21	100	21.1	63.2	15.8	78.9
	6	16	100	33.3	53.3	13.3	66.7
	7	21	100	61.9	33.3	4.8	38.1
	8	24	100	N/AV	N/AV	N/AV	39.1
Mathematics							
2009	3	32	100	53.3	33.3	13.3	46.7
	4	25	100	N/AV	N/AV	N/AV	59.1
	5	21	100	36.8	52.6	10.5	63.2
	6	16	100	33.3	53.3	13.3	66.7
	7	21	100	N/AV	N/AV	N/AV	23.8
	8	24	100	N/AV	N/AV	N/AV	34.8
Science							
2009	3	15	100	50	42.9	7.1	50
	4	25	100	N/AV	N/AV	N/AV	31.8
	5	12	100	I/S	I/S	I/S	I/S
	6	8	I/S	I/S	I/S	I/S	I/S
	7	21	100	N/AV	N/AV	N/AV	42.9
	8	11	100	N/AV	N/AV	N/AV	36.4
Social Studies							
2009	3	17	100	43.8	43.8	12.5	56.3
	4	25	100	N/AV	N/AV	N/AV	63.6
	5	9	I/S	I/S	I/S	I/S	I/S
	6	8	I/S	I/S	I/S	I/S	I/S
	7	21	100	N/AV	N/AV	N/AV	19
	8	13	100	N/AV	N/AV	N/AV	25
Writing							
2009	3	32	100	43.3	23.3	33.3	56.7
	4	25	100	40.9	45.5	13.6	59.1
	5	19	100	36.8	36.8	26.3	63.2
	6	16	100	N/AV	N/AV	N/AV	33.3
	7	21	100	N/AV	N/AV	N/AV	14.3
	8	25	100	N/AV	N/AV	N/AV	33.3

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