

CLIO ELEMENTARY/MIDDLE

2635 Highway 9 East
Clio, SC 29525

Grades	PK-8 Elementary School	
Enrollment	192 Students	
Principal	Robert Christopher Brown	843-586-9391
Superintendent	Dr. Helena Tillar	843-479-4016
Board Chair	Lucy Parsons	843-230-8825

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Excellent
2009	Below Average	Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk

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

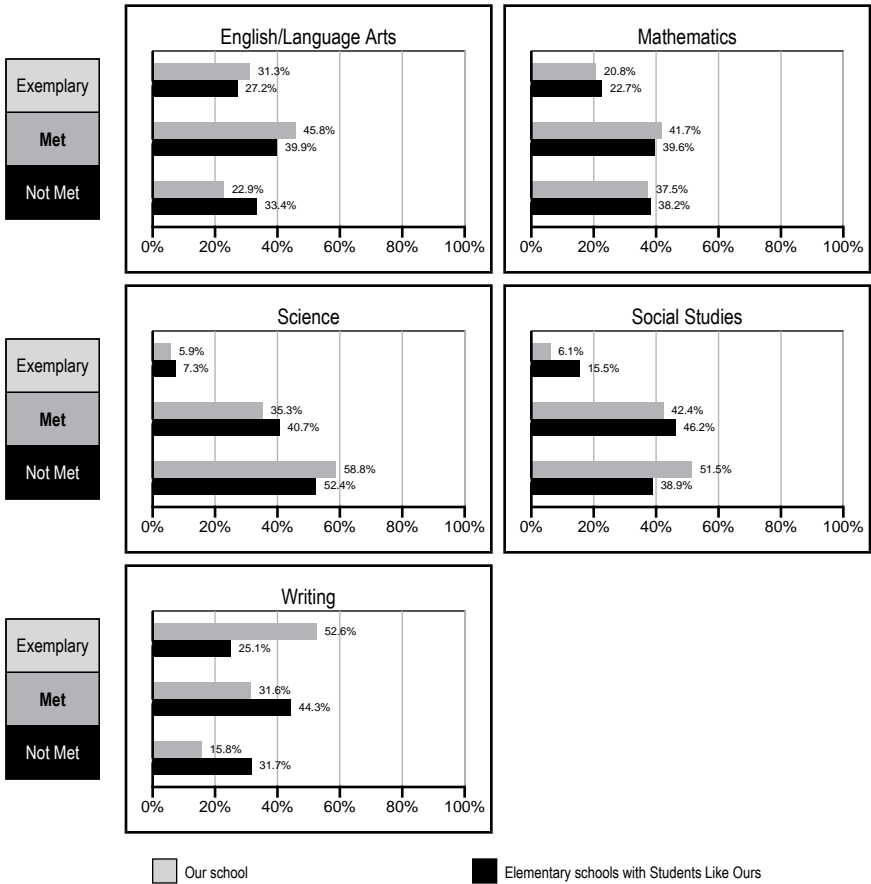
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	9	101	54	23

* 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
Students (n=192)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	6.1%	Up from 1.1%	1.5%	1.1%
Attendance rate	94.5%	Down from 95.2%	96.1%	96.2%
Served by gifted and talented program	0.0%	Down from 1.3%	5.7%	13.4%
With disabilities other than speech	12.0%	Up from 9.4%	4.3%	4.1%
Older than usual for grade	2.6%	Up from 2.4%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.9%	0.0%	0.0%
Teachers (n=15)				
Teachers with advanced degrees	66.7%	Down from 68.4%	61.7%	62.5%
Continuing contract teachers	80.0%	Up from 73.7%	82.8%	88.2%
Teachers returning from previous year	67.1%	Up from 62.6%	84.9%	87.8%
Teacher attendance rate	96.2%	Up from 95.7%	95.1%	95.2%
Average teacher salary*	\$39,137	Down 3.2%	\$45,139	\$46,773
Professional development days/teacher	5.9 days	Down from 6.3 days	10.5 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	3.5	4.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 11.8 to 1	17.6 to 1	19.9 to 1
Prime instructional time	90.0%	Down from 90.7%	90.1%	90.4%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.9%	Down from 100.0%	100.0%	100.0%
Character development program	Below Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$11,166	Down 0.3%	\$8,344	\$7,447
Percent of expenditures for instruction**	57.2%	Up from 54.0%	67.7%	68.4%
Percent of expenditures for teacher salaries**	51.9%	Up from 49.4%	64.2%	65.8%

* 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 for the betterment of our students. Our school is taking progressive measures to afford each student with the opportunity to succeed. Because of our academic growth on state assessments, we as a school are excited about being identified as a school of improvement.

Our instructional staff members are dedicated to adhering to the Teacher Advancement Program (TAP) instructional rubrics as they implement researched-based strategies for instructions. 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 classroom instructions.

Accelerated Reader, Compass Learning Odyssey, Corrective Reading are academic initiatives that support our students in providing more literacy support to strengthen students' reading in our reading across the curriculum endeavors. In addition, our TAP cluster focus was reading comprehension which enhanced the strategies that were used in the classroom for student growth. The establishment 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 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.

The disaggregation of PACT and benchmark data provide a basis to monitor and adjust instructions to target the school's areas of deficiency, as well as individual student's area of deficiency. With the identification of the areas of malady, remediation 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 focus sessions that afforded the targeted students additional assistance to propel them closer to or beyond the next academic level.

Identifying with the Effective School Correlate of Home School and Community, the school receives support from a cadre of business and community partners: Clio Police Department, Herald Office Systems, Mohawk Industry, Pacific MDF, Baldor Industry, Carolina Cleaners, Pepsi Cola, Carl's Food Center and Piggly Wiggly. Being a vital part of the community, many area churches were collaborative school partners. The Adopt-A-Class Program which is designed for churches to support, advocate and speak on behalf of the children supported the school's curriculum program. Eleven community churches served fervently to meet various needs of each grade level: Pre-K, New St, Mathew; Kindergarten, New Emmanuel Baptist; First, Emmanuel Baptist Church; Second, Ebenezer Baptist Church; Third, Reedy Branch Baptist Church and Pee Dee Baptist Church; Fourth, St. Michael Hope Ministries; Fifth, Trinity United Methodist; Sixth, Asbury United Methodist; Seventh, Mt. Tabor Missionary Baptist; and Eighth, Sandy Grove Baptist Church. Church members have served as mentors, tutored students, sponsored trips, monitored standardized test, and have provided test incentives and school supplies.

In accordance with Section 1118 of Title I, an incessant goal is to increase parental involvement and family literacy services. Throughout the academic year the parent involvement program has provided numerous services and opportunity to the school, parents and community: Volunteer Orientation, Get-Acquainted Banquet, Megaskills Workshops, Grandparents Day, Parent Teacher Association (PTA) Membership Drive,

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 7 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

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	14.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.9%	0.0%	No
Student attendance rate	94.5%	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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	115	100	42.7	37.9	19.4	72.8	71.2	82.4	No	Yes
Gender										
Male	54	100	44.9	36.7	18.4	71.4	66.2	78.7	N/A	N/A
Female	61	100	40.7	38.9	20.4	74.1	76.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	79.2	88.9	I/S	I/S
African American	103	100	42.1	38.9	18.9	74.7	67.4	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.2	79.3	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	70	83	I/S	I/S
Disability Status										
Disabled	25	100	68	24	8	52	36.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	107	100	45.4	39.2	15.5	71.1	68.7	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	115	100	41.7	45.6	12.6	74.8	71.2	81.9	No	Yes
Gender										
Male	54	100	38.8	49	12.2	79.6	67.7	79.9	N/A	N/A
Female	61	100	44.4	42.6	13	70.4	74.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	76.7	88.9	I/S	I/S
African American	103	100	43.2	44.2	12.6	73.7	68.6	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.2	81.1	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	70	84.4	I/S	I/S
Disability Status										
Disabled	25	100	64	24	12	52	35.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	64.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	107	100	44.3	45.4	10.3	73.2	69.1	74.9	No	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	77	100	64.3	31.4	4.3	35.7	45.1	68.6
Gender								
Male	35	100	63.6	33.3	3	36.4	44.6	68.3
Female	42	100	64.9	29.7	5.4	35.1	45.7	68.9
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	59.5	80.7
African American	67	100	63.5	33.3	3.2	36.5	37.7	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	30.8	61.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	43.2	70.8
Disability Status								
Disabled	15	100	N/AV	N/AV	N/AV	13.3	17.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
Socio-Economic Status								
Subsidized meals	72	100	66.7	30.3	3	33.3	41	57.3
Social Studies								
All Students	78	100	58	36.2	5.8	42	50.9	72.5
Gender								
Male	36	100	59.4	34.4	6.3	40.6	49	72
Female	42	100	56.8	37.8	5.4	43.2	52.9	73.1
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	62.2	81
African American	71	100	56.9	36.9	6.2	43.1	45.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	75	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.5	69.6
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	47	73.5
Disability Status								
Disabled	17	100	70.6	23.5	5.9	29.4	24.8	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	69.7
Socio-Economic Status								
Subsidized meals	74	100	59.7	35.8	4.5	40.3	47.6	62.9

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	34	100	38.7	29	32.3	61.3	57	73.2	94.5	95.2
Gender										
Male	19	100	44.4	16.7	38.9	55.6	47.9	67.2	93.9	95
Female	15	100	30.8	46.2	23.1	69.2	66	79.4	95.1	95.4
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	64.3	81.5	86.7	94
African American	32	100	37.9	31	31	62.1	54.9	61.3	95.1	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	97.6
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	88.4	94.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	48.7	72.2	92	93.7
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	17.6	26	93.2	94.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	N/A	97.5
Socio-Economic Status										
Subsidized meals	29	100	46.2	26.9	26.9	53.8	53.2	63.2	94.5	95.2

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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							
2010	3	24	100	60.9	30.4	8.7	39.1
	4	25	100	17.4	47.8	34.8	82.6
	5	27	100	22.2	59.3	18.5	77.8
	6	18	100	N/A	N/A	N/A	47.1
	7	15	100	53.8	30.8	15.4	46.2
	8	19	100	63.2	21.1	15.8	36.8
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
Mathematics							
2010	3	24	100	56.5	26.1	17.4	43.5
	4	25	100	30.4	47.8	21.7	69.6
	5	27	100	22.2	63	14.8	77.8
	6	18	100	29.4	58.8	11.8	70.6
	7	15	100	61.5	30.8	7.7	38.5
	8	19	100	68.4	26.3	5.3	31.6
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
Science							
2010	3	12	100	N/A	N/A	N/A	9.1
	4	25	100	39.1	47.8	13	60.9
	5	14	100	N/A	N/A	N/A	50
	6	9	I/S	I/S	I/S	I/S	I/S
	7	15	100	N/A	N/A	N/A	15.4
	8	10	I/S	I/S	I/S	I/S	
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	

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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							
2010	3	12	100	N/A	N/A	N/A	16.7
	4	25	100	17.4	73.9	8.7	82.6
	5	13	100	38.5	53.8	7.7	61.5
	6	9	I/S	I/S	I/S	I/S	I/S
	7	15	100	N/A	N/A	N/A	7.7
	8	9	I/S	I/S	I/S	I/S	I/S
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
Writing							
2010	3	24	95.8	56.5	30.4	13	43.5
	4	25	100	26.1	17.4	56.5	73.9
	5	28	100	21.4	39.3	39.3	78.6
	6	18	100	52.9	35.3	11.8	47.1
	7	16	100	53.8	23.1	23.1	46.2
	8	19	100	52.6	36.8	10.5	47.4
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

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