



SC Annual School Report Card Summary

CLIO ELEMENTARY/MIDDLE
Marlboro

Grades: PK-8

Enrollment: 192

Principal: Robert Christopher Brown III

Superintendent: Dr. Helena Tillar

Board Chair: Lucy Parsons

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		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	Average	Average	TBD	TBD	Not Met	N/A
2010	Average	Excellent	Gold	N/A	Met	N/A
2009	Below Average	Average	N/A	N/A	Met	RP-DELAY

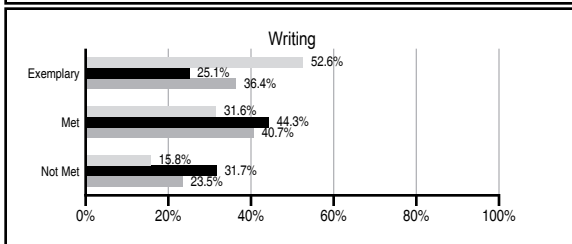
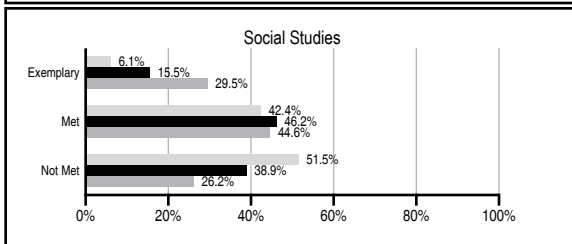
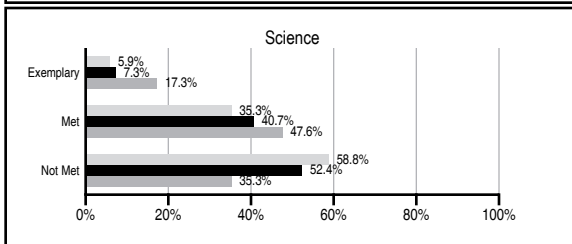
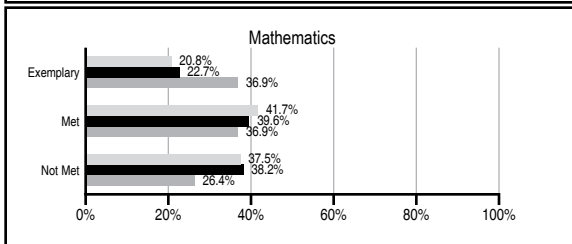
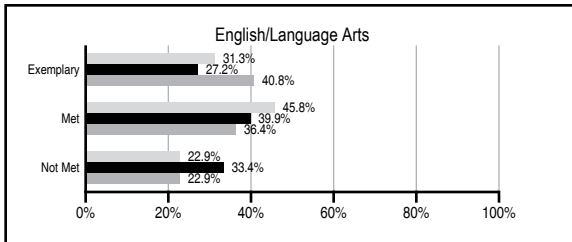
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
2	9	101	54	23

* Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

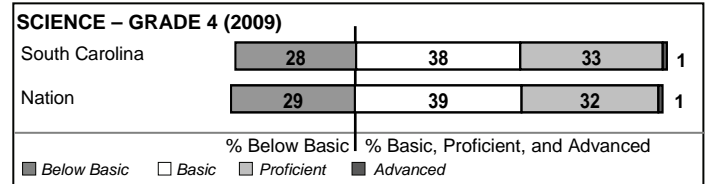
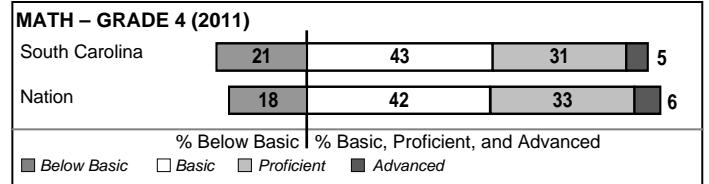
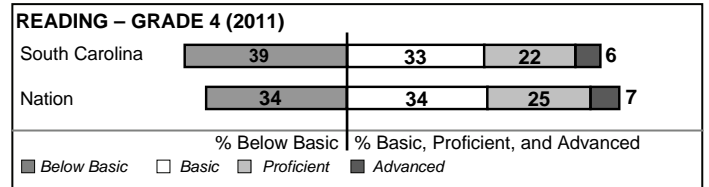
PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* 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

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

CLIO ELEMENTARY/MIDDLE [Marlboro]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=192)				
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
Classes not taught by highly qualified teachers	5.9%	Down from 15.7%	0.0%	0.0%
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%
% of AYP objectives met	53.8%	Down from 100.0%	76.9%	90.5%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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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:

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