



Clio Elementary/Middle School

2635 Hwy. 9 East
Clio, SC 29525

Grades	PK-8 Elementary School	
Enrollment	193 Students	
Principal	Robert C. Ransom	843-586-9391
Superintendent	Dr. Helena Tillar	843-479-4016
Board Chair	Lucy Parsons	843-230-8825

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Below Average	Excellent
2012	Below Average	Average
2011	Average	Average
2010	Average	Excellent
2009	Below Average	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

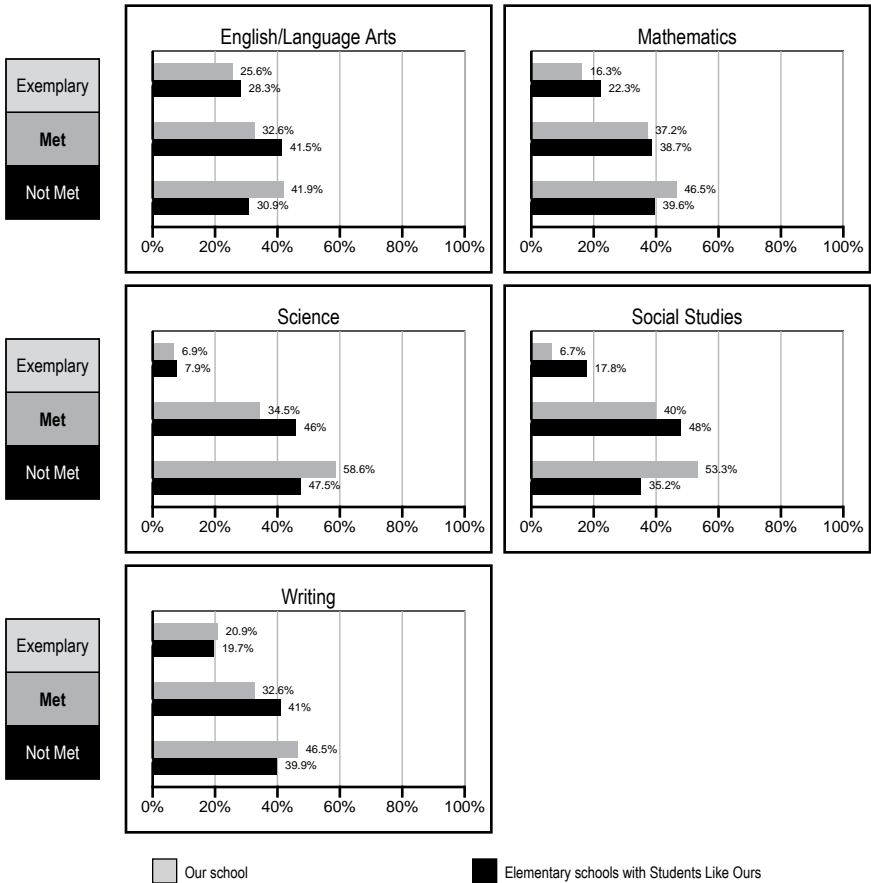
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	13	102	47	15

* Ratings are calculated with data available by 12/14/2013.

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=193)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.2%	Up from 2.8%	1.1%	0.9%
Attendance rate	95.7%	Up from 95.3%	95.9%	96.3%
Served by gifted and talented program	1.0%	N/A	2.7%	7.2%
With disabilities	21.1%	N/A	13.6%	12.4%
Older than usual for grade	4.9%	N/A	3.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 13.4%	0.0%	0.0%
Teachers (n=18)				
Teachers with advanced degrees	61.1%	Up from 57.9%	60.0%	62.5%
Continuing contract teachers	72.2%	Up from 57.9%	76.5%	83.3%
Teachers returning from previous year	81.4%	Up from 77.5%	84.8%	88.3%
Teacher attendance rate	94.1%	Up from 93.2%	94.9%	95.0%
Average teacher salary*	\$41,330	Up 1.1%	\$46,154	\$48,193
Professional development days/teacher	5.2 days	Down from 6.2 days	10.5 days	11.0 days
School				
Principal's years at school	0.5	Down from 4.0	3.8	4.0
Student-teacher ratio in core subjects	10.8 to 1	Down from 12.7 to 1	18.2 to 1	20.1 to 1
Prime instructional time	89.4%	Up from 88.0%	89.5%	90.0%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	35.9%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Up from Average	Good	Excellent
Dollars spent per pupil**	\$10,315	Up 2.6%	\$8,254	\$7,364
Percent of expenditures for instruction**	60.0%	Up from 55.1%	67.0%	68.0%
Percent of expenditures for teacher salaries**	56.0%	Up from 52.5%	64.0%	66.0%

* 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

Clio Elementary Middle School (CEMS) continues to strive for excellence. The 2012-2013 school year brought about many positive changes for the students and staff of CEMS. Emphasis has been placed on classroom instruction, as well as building partnerships with families and community members to meet the needs of our students.

In an effort to prepare our students for college and career readiness, kindergarten through second grades fully implemented Common Core State Standards. A newly adopted textbook series, Treasures, and a revised district pacing guide served as resources to assist in transitioning to Common Core. All grade level teachers concentrated on implementing best practices to improve instruction. Differentiated Instruction, Balanced Literacy, and Active Engagement were observed in classrooms daily. In addition, the entire faculty and staff engaged in a book study using Marzano's Classroom Instruction That Works. In addition, CEMS was responsible for bring Dr. Marcia Tate to the school district to provide professional development on active engagement. Each teacher received a copy of her book titled, Worksheets Don't Grow Dendrites, to use as a resource in their classrooms.

Building partnerships with parents and the community has also been a concentration for CEMS. This year, curriculum nights were held in all subject areas. Parents and community members were invited to attend the school to identify what was occurring in classrooms, as well as to learn strategies to help their children at home. Our parent coordinator facilitated monthly parenting workshops to keep parents abreast of the changing trends in education and best practices incorporated into classroom instruction. Finally, a mentoring program called Weekend Warriors was devised for our middle school males. There were approximately fifteen participants in the mentoring program, which met once a month.

The idea of growth is accentuated in CEMS. Teachers and support staff work collaboratively to ensure each child strives to reach his/her potential. The school uses Measures of Academic Progress (MAP) to assess the students academically in reading, math, and language skills. To highlight the students' growth from fall to spring, the school celebrated the students' growth by providing the students with a MAP celebration cookout. Approximately 121 students revealed growth on the MAP assessment and attended the MAP celebration. The most exciting area of growth in our school stems from the idea of no longer being a Priority School. We are eagerly anticipating the upcoming school year as we continue to focus on continued growth and success.

Robert Carl Ransom, Principal
Earleen Hall, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	13	10
Percent satisfied with learning environment	82.3%	84.6%	90%
Percent satisfied with social and physical environment	100%	92.3%	70%
Percent satisfied with school-home relations	33.4%	76.9%	N/A

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

Abbreviations for Missing Data

N/A–Not Applicable

NAV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

ESEA/Federal Accountability Rating System

In July 2013, 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	38.8
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	2.3%
Classes in high poverty schools not taught by highly qualified teachers	7.1%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	632.4	621.2	590.1	604.7	98.2	99.1
Male	N/A	N/A	N/A	N/A	98.4	98.4
Female	N/A	N/A	N/A	N/A	98.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	632.8	621.9	591.6	604.7	98.1	99.1
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	97.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	633.6	619.9	592.7	604.8	97.8	98.9
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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
2013	3	18	100	43.8	25	31.3	56.3
	4	17	94.1	46.7	33.3	20	53.3
	5	13	92.3	I/S	I/S	I/S	I/S
	6	19	100	52.9	35.3	11.8	47.1
	7	21	100	40	50	10	60
	8	25	100	50	41.7	8.3	50
Mathematics							
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
2013	3	18	100	56.3	25	18.8	43.8
	4	17	100	43.8	43.8	12.5	56.3
	5	13	92.3	I/S	I/S	I/S	I/S
	6	19	100	64.7	29.4	5.9	35.3
	7	21	100	N/AV	N/AV	N/AV	30
	8	25	100	N/AV	N/AV	N/AV	58.3
Science							
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
2013	3	8	I/S	I/S	I/S	I/S	I/S
	4	17	100	50	43.8	6.3	50
	5	7	I/S	I/S	I/S	I/S	I/S
	6	9	I/S	I/S	I/S	I/S	I/S
	7	21	100	N/AV	N/AV	N/AV	10
	8	13	100	58.3	33.3	8.3	41.7

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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
2013	3	10	I/S	I/S	I/S	I/S	I/S
	4	17	100	50	37.5	12.5	50
	5	6	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	7	21	100	N/AV	N/AV	N/AV	15
	8	12	100	N/AV	N/AV	N/AV	58.3
Writing							
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
2013	3	18	100	37.5	43.8	18.8	62.5
	4	17	100	75	6.3	18.8	25
	5	13	92.3	I/S	I/S	I/S	I/S
	6	19	100	52.9	35.3	11.8	47.1
	7	22	90.9	42.1	47.4	10.5	57.9
	8	25	96	N/AV	N/AV	N/AV	56.5

Abbreviations for Missing Data

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