



CLIO ELEMENTARY/MIDDLE

2635 Highway 9 East
Clio, SC 29525

Grades	PK-8 Elementary School	
Enrollment	206 Students	
Principal	Robert Christopher Brown	843-586-9391
Superintendent	Randall Malichi	843.479.4016
Board Chair	Michael Toms	843-479-1905

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Excellent*
2009	Below Average	Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	Below Average	Below Average

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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.

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

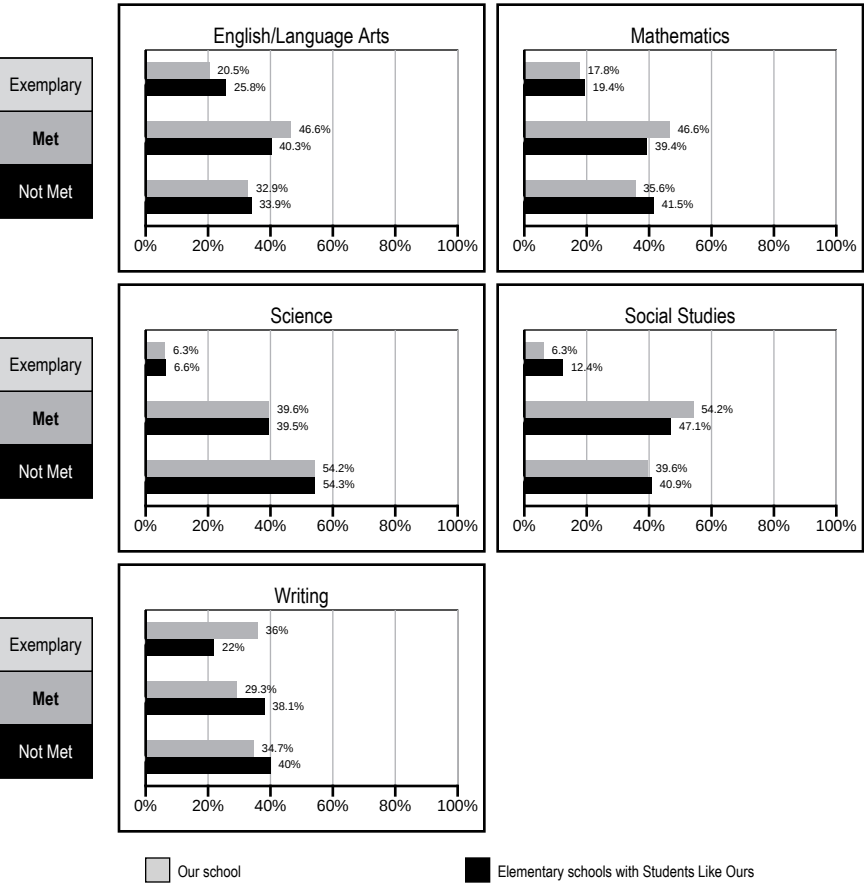
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	98	57	23

* Ratings are calculated with data available by 03/09/2011.

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=206)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Down from 2.5%	1.5%	1.2%
Attendance rate	95.2%	Up from 95.0%	95.8%	96.1%
Eligible for gifted and talented	1.3%	Down from 2.8%	4.9%	11.7%
With disabilities other than speech	9.4%	Up from 9.3%	8.5%	8.0%
Older than usual for grade	2.4%	Down from 5.0%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.9%	Down from 30.6%	0.0%	0.0%
Teachers (n=19)				
Teachers with advanced degrees	68.4%	Up from 61.1%	60.0%	60.5%
Continuing contract teachers	73.7%	Up from 72.2%	80.0%	84.6%
Teachers with emergency or provisional certificates	12.5%	Down from 15.4%	0.0%	0.0%
Teachers returning from previous year	62.6%	Down from 72.2%	84.2%	87.0%
Teacher attendance rate	95.7%	Down from 98.5%	95.4%	95.4%
Average teacher salary*	\$40,422	Up 3.7%	\$45,423	\$47,288
Professional development days/teacher	6.3 days	Down from 7.0 days	10.6 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	3.5	4.0
Student-teacher ratio in core subjects	11.8 to 1	Down from 13.9 to 1	17.4 to 1	19.2 to 1
Prime instructional time	90.7%	Down from 93.4%	90.4%	90.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.7%	100.0%	100.0%
Character development program	Below Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$11,200	Down 2.0%	\$8,475	\$7,548
Percent of expenditures for instruction**	54.0%	Down from 59.9%	68.1%	68.7%
Percent of expenditures for teacher salaries**	49.4%	Down from 54.8%	62.6%	65.1%

* 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 is taking progressive measures to afford each student the opportunity to succeed. We, as a school, are excited about being identified as a school of improvement, making AYP, and having received a TAP Value-added score of five.

Our teachers adhere to the Teacher Advancement Program (TAP) rubrics as they implement researched-based strategies for instructions. The South Carolina Standards, Curriculum Alignment Documents (CADS), Anderson 5 Curriculum, Super Seven, Fantastic Five, Daily Oral Language, 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 to strengthen our students in our reading across the curriculum endeavors. In addition, our TAP cluster focuses were reading comprehension and problem-solving strategies which enhanced the classroom instructions 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. In addition, our efforts were supported with the AHA! Ruby Payne training. Instructions were closely monitored with district's 10 day assessments, the school-wide Reinforcement & Remediation (R&R) Day, and Dr. Larry Bell's twelve powerful words. We had pull out remediation class for grades 1-3 with a focus on Reading comprehension. The curriculum facilitator held data meetings every Tuesday, and we began targeting our Safe Harbor children.

The disaggregation of PACT and benchmark data provides a basis to monitor and adjust instructions to target the school's and students' areas of deficiency. With the identification of the areas of malady, focused intervention sessions were established for the targeted sixth-grade students. Conducted by the TAP master teachers, 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 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. Many area churches were collaborative school partners through the Adopt-A-Class Program which is designed for churches to advocate and speak on behalf of the children and supported the school's curriculum program. Eleven area churches served fervently to meet various grade level needs: 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 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 the school, parents and community: Volunteer Orientation, Get-Acquainted Banquet, Megaskills Workshops,

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	28	31
Percent satisfied with learning environment	78.6%	89.3%	80.0%
Percent satisfied with social and physical environment	85.7%	85.7%	83.3%
Percent satisfied with school-home relations	64.3%	92.9%	76.7%

* 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	YES
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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	
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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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	18.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	15.7%	0.0%	No
Student attendance rate	95.2%	94.0%*	Yes

* Or greater than last year

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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	128	100	42.6	41	16.4	74.6	72.5	83.5	Yes	Yes
Gender										
Male	63	100	45.9	37.7	16.4	70.5	68.2	80.1	N/A	N/A
Female	65	100	39.3	44.3	16.4	78.7	77.1	87	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	79.6	89.6	I/S	I/S
African American	116	100	42.3	42.3	15.3	73	68.5	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	62.5	79.6	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	77.2	85.1	I/S	I/S
Disability Status										
Disabled	15	100	50	42.9	7.1	78.6	43.4	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	50	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	111	100	48.6	38.1	13.3	71.4	70.2	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	128	100	42.6	43.4	13.9	78.7	68.7	80.4	Yes	Yes
Gender										
Male	63	100	42.6	44.3	13.1	83.6	66	78.4	N/A	N/A
Female	65	100	42.6	42.6	14.8	73.8	71.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	75	87.8	I/S	I/S
African American	116	100	43.2	43.2	13.5	79.3	64.2	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	62.5	78.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	80.3	83.2	I/S	I/S
Disability Status										
Disabled	15	100	N/A	N/A	N/A	85.7	42	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	58.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	111	100	45.7	42.9	11.4	76.2	65.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	85	100	65	31.3	3.8	35	42.7	67.3
Gender								
Male	44	100	57.1	35.7	7.1	42.9	44.1	66.9
Female	41	100	N/A	N/A	N/A	26.3	41.3	67.7
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	55	79.6
African American	80	100	64.5	31.6	3.9	35.5	35.6	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	59.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	51.6	69.5
Disability Status								
Disabled	12	100	N/A	N/A	N/A	18.2	17.4	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	58.6
Socio-Economic Status								
Subsidized meals	73	100	72.1	26.5	1.5	27.9	38.3	55.4

Social Studies

All Students	83	100	55.1	41	3.8	44.9	51.4	70.9
Gender								
Male	39	100	56.8	40.5	2.7	43.2	49.8	70.1
Female	44	100	53.7	41.5	4.9	46.3	53.1	71.7
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	58.9	79.2
African American	74	100	56.5	40.6	2.9	43.5	46.6	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	36.4	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	62.1	71.2
Disability Status								
Disabled	11	100	N/A	N/A	N/A	27.3	29	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	68
Socio-Economic Status								
Subsidized meals	72	100	N/A	N/A	N/A	40.3	47.1	60.8

Abbreviations for Missing Data

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N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

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	130	99.2	41.5	30.9	27.6	58.5	56.3	72.1	95.2	95.1
Gender										
Male	64	100	53.2	32.3	14.5	46.8	48.3	65.2	94.9	94.9
Female	66	98.5	29.5	29.5	41	70.5	64.7	79.2	95.5	95.3
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	64.2	80.8	91.4	94.1
African American	119	100	42.5	31.9	25.7	57.5	51.7	59.7	95.6	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	94.3	95.4
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	57.1	64.6	N/A	94.2
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	60.5	73.4	91.1	93.7
Disability Status										
Disabled	15	100	N/AV	N/AV	N/AV	13.3	14.5	27.7	94.1	93.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	50	63.7	N/A	95.4
Socio-Economic Status										
Subsidized meals	112	99.1	44.8	29.5	25.7	55.2	52.9	61.9	95.1	94.9

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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							
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
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
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
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
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
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	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							
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
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
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
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

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