



SC Annual School Report Card Summary

CLIO ELEMENTARY/MIDDLE

Marlboro

Grades: PK-8

Enrollment: 206

Principal: Robert Christopher Brown III

Superintendent: Randall Malichi

Board Chair: Michael Toms

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		
2010	At-Risk	At-Risk	TBD	TBD	Met	N/A
2009	At-Risk	Below Average	N/A	N/A	Met	RP-DELAY
2008	At-Risk	Below Average	N/A	N/A	Not Met	RP

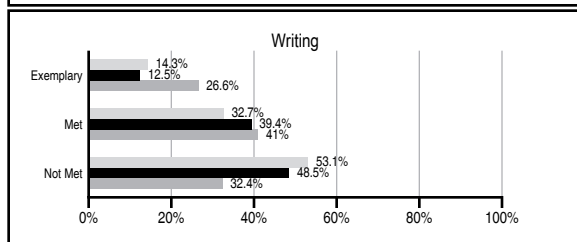
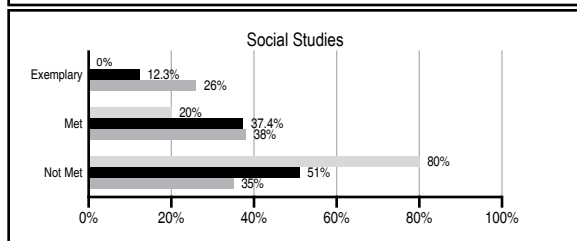
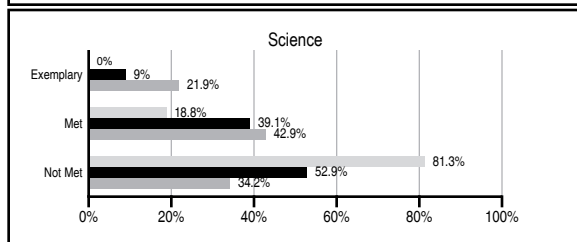
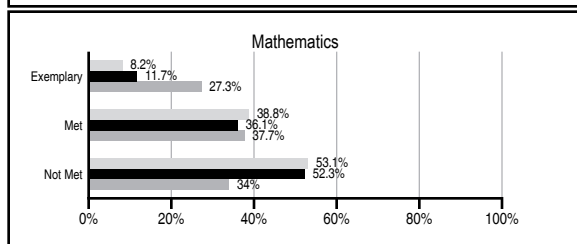
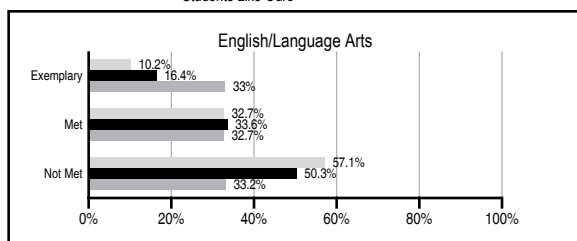
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	11	32	24

* Ratings are calculated with data available by 03/09/2011. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.

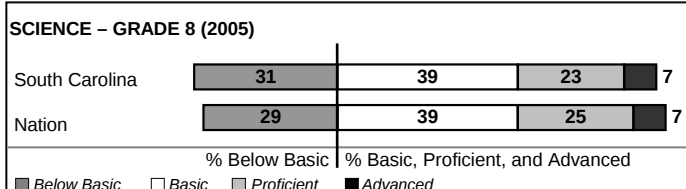
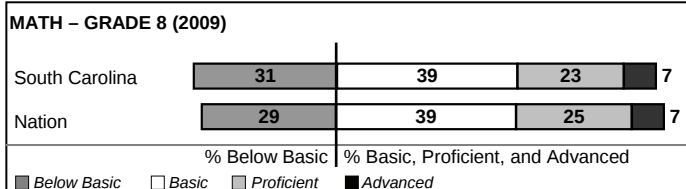
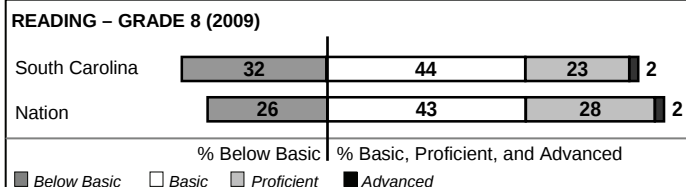
PASS PERFORMANCE

Our School Middle Schools with Students Like Ours Middle schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



END OF COURSE TESTS - 2010

% of students scoring 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	88.7
English 1	N/A	86.6
Physical Science	N/A	42.1
US History and the Constitution	N/A	N/A
All Subjects	N/A	87.0

SC PERFORMANCE GOAL

2010 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.

2020 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

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=206)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	Down from 24.5%	13.7%	24.2%
Retention rate	1.1%	Down from 2.5%	1.0%	0.7%
Attendance rate	95.2%	Up from 95.0%	95.4%	95.9%
Eligible for gifted and talented	1.3%	Down from 2.8%	5.9%	16.4%
With disabilities other than speech	9.4%	Up from 9.3%	14.5%	12.0%
Older than usual for grade	2.4%	Down from 5.0%	4.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.9%	Down from 30.6%	0.3%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=19)				
Teachers with advanced degrees	68.4%	Up from 61.1%	58.3%	58.5%
Continuing contract teachers	73.7%	Up from 72.2%	68.4%	80.0%
Teachers with emergency or provisional certificates	12.5%	Down from 15.4%	11.1%	4.0%
Teachers returning from previous year	62.6%	Down from 72.2%	78.0%	84.6%
Teacher attendance rate	95.7%	Down from 98.5%	95.6%	95.4%
Average teacher salary*	\$40,422	Up 3.7%	\$44,664	\$46,561
Classes not taught by highly qualified teachers	15.7%	Down from 24.2%	5.9%	1.3%
Professional development days/teacher	6.3 days	Down from 7.0 days	10.6 days	10.2 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	11.8 to 1	Down from 13.9 to 1	17.7 to 1	21.1 to 1
Prime instructional time	90.7%	Down from 93.4%	90.0%	90.4%
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%	95.7%	98.1%
Character development program	Below Average	Down from Good	Good	Good
Dollars spent per pupil**	\$11,200	Down 2.0%	\$10,026	\$7,802
Percent of expenditures for instruction**	54.0%	Down from 59.9%	60.4%	63.8%
Percent of expenditures for teacher salaries**	49.4%	Down from 54.8%	55.9%	60.0%
% of AYP objectives met	100.0%	No Change	88.2%	92.3%

* Length of contract = 185+ days.
** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	14	15	31
Percent satisfied with learning environment	78.6%	86.7%	80.0%
Percent satisfied with social and physical environment	85.7%	78.6%	83.3%
Percent satisfied with school-home relations	64.3%	73.3%	76.7%

*Only students at the highest middle 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. 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