



McCrorey-Liston Elementary

1978 Hwy. 215 South
Blair, South Carolina

| | | |
|-----------------------|---------------------------|--------------|
| Grades | PK-6 Elementary School | |
| Enrollment | 191 Students | |
| Principal | Chandra M. Bell | 803-635-9490 |
| Superintendent | Samantha J. Ingram, Ph.D. | 803-635-4607 |
| Board Chair | Mrs. Catherine Kennedy | 803-337-3522 |

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|----------------------|----------------|
| 2009 | Below Average | Average |
| 2008 | Below Average | At-Risk |
| 2007 | Below Average | Average |
| 2006 | Below Average | At-Risk |
| 2005 | Below Average | Below 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 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

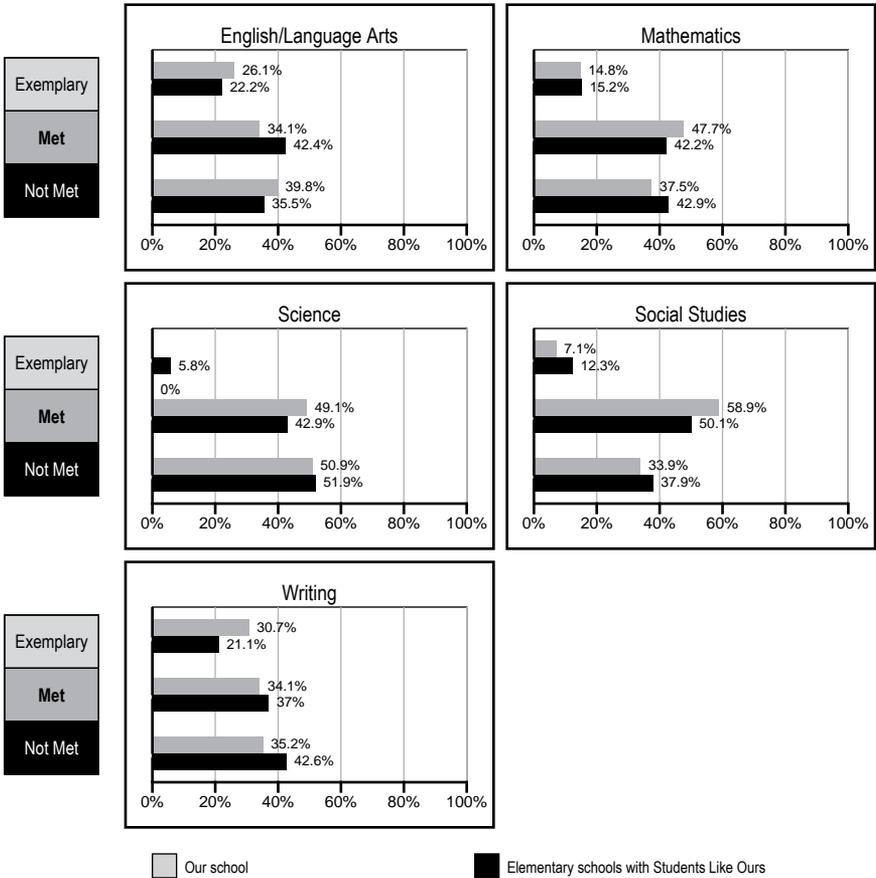
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 1 | 3 | 71 | 64 | 32 |

* Ratings are calculated with data available by 06/01/2010.

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=191) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 0.0% | Down from 1.1% | 2.5% | 1.9% |
| Attendance rate | 96.8% | Down from 97.1% | 96.0% | 96.3% |
| Eligible for gifted and talented | 0.0% | Down from 12.1% | 3.3% | 10.0% |
| With disabilities other than speech | 5.2% | Down from 5.4% | 7.5% | 7.7% |
| Older than usual for grade | 0.0% | No Change | 1.1% | 0.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=16) | | | | |
| Teachers with advanced degrees | 81.3% | Up from 77.3% | 57.1% | 59.4% |
| Continuing contract teachers | 87.5% | Up from 59.1% | 71.2% | 80.0% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 82.7% | Down from 90.5% | 82.1% | 85.9% |
| Teacher attendance rate | 99.5% | Up from 97.6% | 95.2% | 95.1% |
| Average teacher salary* | \$52,810 | Up 11.4% | \$45,790 | \$47,149 |
| Professional development days/teacher | 10.6 days | Down from 11.3 days | 10.7 days | 11.1 days |
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 14.7 to 1 | Up from 9.6 to 1 | 16.7 to 1 | 18.8 to 1 |
| Prime instructional time | 93.8% | Up from 93.2% | 90.1% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 100.0% | 100.0% |
| Character development program | Good | No Change | Good | Excellent |
| Dollars spent per pupil** | \$11,050 | Down 1.9% | \$8,646 | \$7,458 |
| Percent of expenditures for instruction** | 66.1% | Up from 63.3% | 68.2% | 68.8% |
| Percent of expenditures for teacher salaries** | 61.8% | Up from 58.9% | 62.0% | 63.2% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

McCrorey-Liston Elementary School continues to strive towards academic excellence by providing an atmosphere that promotes student achievement. This school year, we have continued to prioritize teaching and learning in our school. The faculty and staff were focused and committed to meeting our students' academic needs. This year, we implemented SRA's Open Court Phonics program into our language arts curriculum in grades K-2. We also differentiated our instruction through the use of literacy centers and small group instruction in all grades during a two-hour uninterrupted instructional block.

We continue our efforts to provide students in grades kindergarten through sixth with daily intervention to support each student's individual needs. Academic tutors provided daily support for students in grades five and six in the areas of reading and math. Students in grades kindergarten through sixth participated in a daily "Math Blitz" to strengthen their math skills.

This year, we were fortunate to have a Parent Liaison to assist us with increasing our home-school partnerships. Our school had an increase in the number of parents and community volunteers who participated in school-wide activities. Some of the activities included monthly parenting workshops, Parent Teacher Organization, School Improvement Council, Fall Carnival, Parent Test Prep Nights, and other school-wide activities.

McCrorey-Liston students received several awards this year. Two fourth graders won first and third place at the Fairfield County District's Spelling Bee. We had four second place winners and two third place winners in the district's science fair. We also had several students awarded certificates at the district and state level for their participation in the USC Math Fest, State Superintendent's Writing Award, District Reading Initiative, and South Carolina Junior Beta Club Competition.

Our students built character through service learning projects and leadership opportunities throughout the school year. Some of the leadership opportunities included Ladies of Excellence, Student Council, Jr. Beta Club, Safety Patrol, School Store, and Morning News Show. The Character Education program was implemented through daily lessons and messages on our morning news show.

Chandra Bell, Principal
 Katrina Tolbert, SIC Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 17 | 16 | 9 |
| Percent satisfied with learning environment | 76.5% | 100.0% | I/S |
| Percent satisfied with social and physical environment | 94.1% | 100.0% | I/S |
| Percent satisfied with school-home relations | 52.9% | 86.7% | I/S |

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

YES

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

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 | 7.0% | 5.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.8% | 94.0%* | Yes |

* Or greater than last year

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* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

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

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 95 | 100 | 39.8 | 34.1 | 26.1 | 77.3 | 71.7 | 82.8 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 50 | 100 | 44.7 | 34 | 21.3 | 74.5 | 66.4 | 79.3 | N/A | N/A |
| Female | 45 | 100 | 34.1 | 34.1 | 31.7 | 80.5 | 76.7 | 86.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 1 | I/S | I/S | I/S | I/S | I/S | 77.4 | 89.5 | I/S | I/S |
| African American | 94 | 100 | 40.2 | 33.3 | 26.4 | 77 | 70.9 | 73.7 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 92.3 | I/S | I/S |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 68.8 | 76.5 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 82.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 21 | 100 | 66.7 | 23.8 | 9.5 | 52.4 | 44.1 | 52 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 66.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 66.7 | 75.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 87 | 100 | 42 | 33.3 | 24.7 | 75.3 | 70 | 75.5 | Yes | Yes |

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

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 95 | 100 | 37.5 | 47.7 | 14.8 | 71.6 | 65.6 | 78.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 50 | 100 | 42.6 | 42.6 | 14.9 | 66 | 62.6 | 77 | N/A | N/A |
| Female | 45 | 100 | 31.7 | 53.7 | 14.6 | 78 | 68.3 | 80.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 1 | I/S | I/S | I/S | I/S | I/S | 73.4 | 87.2 | I/S | I/S |
| African American | 94 | 100 | 36.8 | 48.3 | 14.9 | 72.4 | 64.3 | 66.7 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 93 | I/S | I/S |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 68.8 | 76 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 79.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 21 | 100 | N/AV | N/AV | N/AV | 42.9 | 31.1 | 45.5 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 75.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 66.7 | 76.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 87 | 100 | 38.3 | 46.9 | 14.8 | 71.6 | 64 | 70.2 | Yes | Yes |

* Adjusted to account for natural variation in performance.

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 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 | 60 | 100 | N/AV | N/AV | N/AV | 49.1 | 46.5 | 67.5 |
| Gender | | | | | | | | |
| Male | 31 | 100 | N/AV | N/AV | N/AV | 44.8 | 44.3 | 67 |
| Female | 29 | 100 | N/AV | N/AV | N/AV | 53.8 | 48.6 | 68 |
| Racial/Ethnic Group | | | | | | | | |
| White | 1 | I/S | I/S | I/S | I/S | I/S | 54 | 79.5 |
| African American | 59 | 100 | N/AV | N/AV | N/AV | 48.1 | 45.5 | 50.3 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 84.3 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 40 | 60.7 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 14 | 100 | N/AV | N/AV | N/AV | 28.6 | 16 | 35.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 46.1 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 40 | 59.6 |
| Socio-Economic Status | | | | | | | | |
| Subsized meals | 54 | 100 | N/AV | N/AV | N/AV | 52 | 43.7 | 55.1 |
| Social Studies | | | | | | | | |
| All Students | 60 | 100 | 33.9 | 58.9 | 7.1 | 66.1 | 52.7 | 72.3 |
| Gender | | | | | | | | |
| Male | 34 | 100 | 37.5 | 50 | 12.5 | 62.5 | 48.4 | 71.5 |
| Female | 26 | 100 | N/AV | N/AV | N/AV | 70.8 | 56.5 | 73.2 |
| Racial/Ethnic Group | | | | | | | | |
| White | 1 | I/S | I/S | I/S | I/S | I/S | 63.5 | 80.7 |
| African American | 59 | 100 | 34.5 | 58.2 | 7.3 | 65.5 | 50.1 | 60 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 88.5 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 93.3 | 68 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 72.2 |
| Disability Status | | | | | | | | |
| Disabled | 14 | 100 | 42.9 | 42.9 | 14.3 | 57.1 | 29.2 | 43.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 50.7 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 92.9 | 67.9 |
| Socio-Economic Status | | | | | | | | |
| Subsized meals | 55 | 100 | 37.3 | 54.9 | 7.8 | 62.7 | 49.6 | 62.1 |

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 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 | 91 | 98.9 | 34.5 | 34.5 | 31 | 65.5 | 56.3 | 70.2 | 96.8 | 95.6 |
| Gender | | | | | | | | | | |
| Male | 48 | 97.9 | 41.3 | 34.8 | 23.9 | 58.7 | 48.2 | 63.2 | 96.8 | 95.3 |
| Female | 43 | 100 | 26.8 | 34.1 | 39 | 73.2 | 63.8 | 77.5 | 96.8 | 95.8 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 1 | I/S | I/S | I/S | I/S | I/S | 59.1 | 79.1 | 92.5 | 94.6 |
| African American | 90 | 98.9 | 33.7 | 34.9 | 31.4 | 66.3 | 55.7 | 57.6 | 96.9 | 95.7 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 86.2 | N/A | 98.6 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 68.8 | 62.6 | N/A | 95.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 68.7 | N/A | N/A |
| Disability Status | | | | | | | | | | |
| Disabled | 21 | 100 | 71.4 | 19 | 9.5 | 28.6 | 19.3 | 26.1 | 96.3 | 94.4 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 54.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 64.3 | 61.2 | N/A | 95.5 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 84 | 100 | 35.8 | 35.8 | 28.4 | 64.2 | 54.3 | 58.9 | 96.8 | 95.5 |

Abbreviations for Missing Data

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

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 | 50 | 30 | 20 | 50 |
| | 4 | 25 | 100 | 17.4 | 43.5 | 39.1 | 82.6 |
| | 5 | 22 | 100 | 42.1 | 31.6 | 26.3 | 57.9 |
| | 6 | 16 | 100 | 50 | 31.3 | 18.8 | 50 |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2009 | 3 | 32 | 100 | 50 | 30 | 20 | 50 |
| | 4 | 25 | 100 | 21.7 | 60.9 | 17.4 | 78.3 |
| | 5 | 22 | 100 | 26.3 | 68.4 | 5.3 | 73.7 |
| | 6 | 16 | 100 | 50 | 37.5 | 12.5 | 50 |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2009 | 3 | 16 | 100 | N/AV | N/AV | N/AV | 35.7 |
| | 4 | 25 | 100 | N/AV | N/AV | N/AV | 52.2 |
| | 5 | 11 | 100 | I/S | I/S | I/S | I/S |
| | 6 | 8 | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | |
| 2009 | 3 | 16 | 100 | 37.5 | 56.3 | 6.3 | 62.5 |
| | 4 | 25 | 100 | 26.1 | 69.6 | 4.3 | 73.9 |
| | 5 | 11 | 100 | I/S | I/S | I/S | I/S |
| | 6 | 8 | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2009 | 3 | 31 | 96.8 | 48.3 | 27.6 | 24.1 | 51.7 |
| | 4 | 25 | 100 | 26.1 | 34.8 | 39.1 | 73.9 |
| | 5 | 19 | 100 | 26.3 | 42.1 | 31.6 | 73.7 |
| | 6 | 16 | 100 | 31.3 | 37.5 | 31.3 | 68.8 |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

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