



## SCRANTON ELEMENTARY

1649 US 52 Hwy.  
Scranton, SC 29591

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	388 Students	
<b>Principal</b>	Darlene Matthews	843-389-2531
<b>Superintendent</b>	Dr. Keith Callicutt, Interim	843-374-8652
<b>Board Chair</b>	Dr. Julia Mims	843-374-2705

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Below Average</b>
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	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 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://eoc.sc.gov>

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

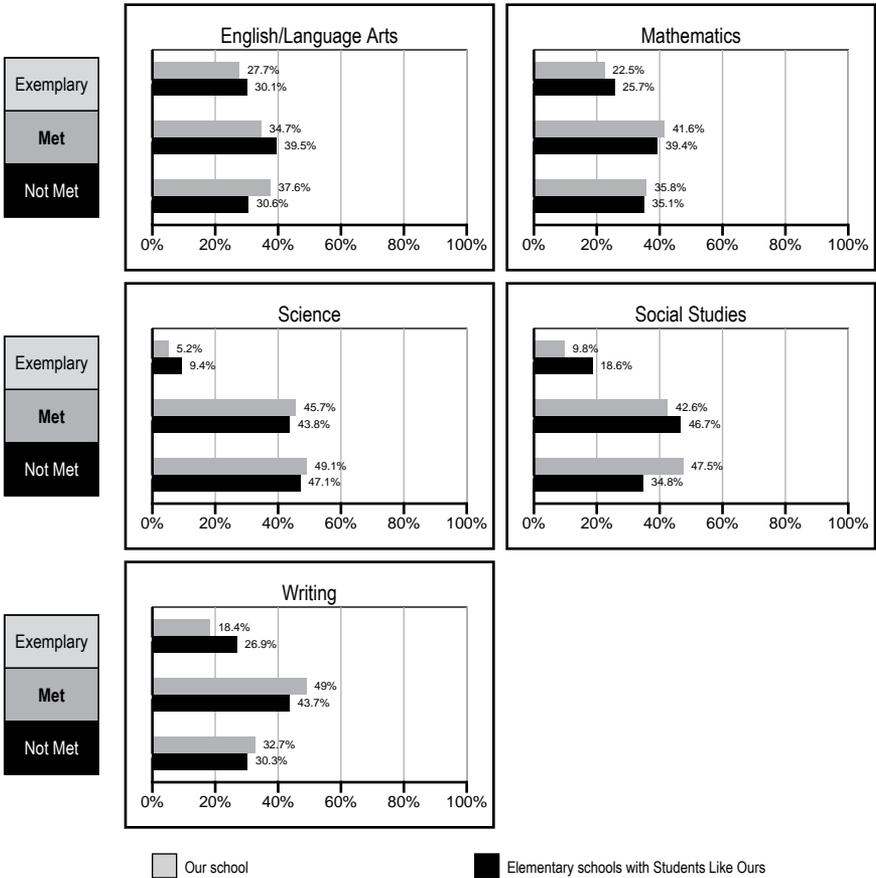
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
4	12	100	32	8

\* Ratings are calculated with data available by 11/09/2011.

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
<b>Students (n=388)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.0%	Up from 1.6%	1.4%	1.1%
Attendance rate	95.8%	Up from 95.1%	95.9%	96.2%
Served by gifted and talented program	8.3%	Up from 6.8%	7.8%	13.4%
With disabilities other than speech	5.4%	Down from 8.8%	4.5%	4.1%
Older than usual for grade	2.0%	No Change	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=24)</b>				
Teachers with advanced degrees	37.5%	Up from 34.8%	61.1%	62.5%
Continuing contract teachers	83.3%	Up from 73.9%	85.1%	88.2%
Teachers returning from previous year	81.1%	Up from 75.4%	86.3%	87.8%
Teacher attendance rate	93.0%	Down from 95.0%	95.1%	95.2%
Average teacher salary*	\$43,098	Down 2.4%	\$45,695	\$46,773
Professional development days/teacher	11.0 days	Up from 8.9 days	10.5 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 23.3 to 1	18.2 to 1	19.9 to 1
Prime instructional time	87.5%	Down from 89.6%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,070	Down 7.4%	\$7,922	\$7,447
Percent of expenditures for instruction**	61.6%	Up from 61.5%	67.9%	68.4%
Percent of expenditures for teacher salaries**	58.5%	Down from 59.4%	64.8%	65.8%

\* 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

Scranton Elementary School's students, teachers, and staff had an amazing school year. Our students were prepared to be life-long learners by providing educational experiences through hands-on learning, a yearlong reading challenge, using technology to enhance student learning, Door Buster Morning program, After School program, Reading and Writing Buddies, Spanish lessons on the Morning Show, Pen Pals, First in Math program, and Reading Counts. Each individual student's needs were met through researched-based strategies, small group instruction, and benchmark testing to ensure academic growth. Technology was incorporated into lessons to enhance student learning through the use of Classworks program, Achieve Now playstations, First in Math program, Reading Counts, and classroom Promethean boards. A safe learning environment was provided that allowed all students to grow, learn, and achieve academic success.

Our students were provided numerous opportunities to develop character traits through the school's character education program, which also included a bullying program. The students participated in several community service projects. These projects included Pennies for Patients, March of Dimes, the Florence County Disabilities Helping Hands Project, and Food Bank. Our students took pride in helping others and were honored throughout the school year.

A variety of instructional strategies were used to foster the academic success of our students. Under the guidance of the school leadership team, teachers worked in collaborative grade level teams and school-wide teams to analyze PASS data, MAP data, benchmark testing data to plan instruction and assessments based on the South Carolina Standards. Teachers were trained in ELA and Math strategies during cluster meetings through the TAP program. The district Technology Coach worked with teachers once a month to increase their technology proficiency levels. Professional development book studies included differentiation in the classroom and single gender classrooms and strategies.

A strong family and community partnership was maintained throughout the school year through our Open House, Family Nights, Grandparents' Day, Doughnuts for Dads, Muffins for Moms, Hero's Luncheon, Fall Festival, Scranton's Celebration Day, Field Day, Author's Tea, and Picnic in the Park.

Scranton Elementary School continues to work together to meet the needs of all our students. As our mission states, "Educate all children by achieving academic excellence", we are partners with our district, teachers, students, parents, and the community to guarantee success for all.

Darlene Matthews, Principal  
 JaNice McKnight, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	46	36
Percent satisfied with learning environment	92.6%	89.1%	94.1%
Percent satisfied with social and physical environment	96.3%	83.7%	88.6%
Percent satisfied with school-home relations	92.6%	93.0%	94.3%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 13 out of 17 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	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 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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	181	100	37.1	34.9	28	75.4	70.4	82.4	Yes	Yes
<b>Gender</b>										
Male	94	100	47.3	34.1	18.7	71.4	64.6	78.7	N/A	N/A
Female	87	100	26.2	35.7	38.1	79.8	76.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	104	100	29.4	36.3	34.3	82.4	78.5	88.9	Yes	Yes
African American	70	100	53	33.3	13.6	62.1	65.3	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	79	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
<b>Disability Status</b>										
Disabled	26	100	60.9	26.1	13	60.9	40.9	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	78.8	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	141	100	43.7	31.1	25.2	69.6	68.3	75.4	No	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	181	99.5	35.1	42	23	76.4	70.8	81.9	Yes	Yes
<b>Gender</b>										
Male	94	98.9	40	43.3	16.7	73.3	66.9	79.9	N/A	N/A
Female	87	100	29.8	40.5	29.8	79.8	75.2	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	104	100	25.5	44.1	30.4	84.3	81	88.9	Yes	Yes
African American	70	98.6	53.8	35.4	10.8	61.5	64.6	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	80.6	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	26	96.2	50	36.4	13.6	59.1	40.8	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	78.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	141	99.3	42.5	38.1	19.4	72.4	68.4	74.9	No	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
<b>Science</b>								
All Students	122	100	48.3	44.9	6.8	51.7	48.8	68.6
<b>Gender</b>								
Male	60	100	51.7	41.4	6.9	48.3	46.2	68.3
Female	62	100	45	48.3	6.7	55	51.5	68.9
<b>Racial/Ethnic Group</b>								
White	72	100	37.1	54.3	8.6	62.9	62.4	80.7
African American	44	100	66.7	28.6	4.8	33.3	41.8	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	43.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
<b>Disability Status</b>								
Disabled	16	100	46.7	33.3	20	53.3	26.5	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	44.4	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	95	100	53.8	40.7	5.5	46.2	45.9	57.3
<b>Social Studies</b>								
All Students	126	100	47.2	42.3	10.6	52.8	59	72.5
<b>Gender</b>								
Male	66	100	51.6	39.1	9.4	48.4	58.5	72
Female	60	100	42.4	45.8	11.9	57.6	59.6	73.1
<b>Racial/Ethnic Group</b>								
White	75	100	42.7	45.3	12	57.3	66.2	81
African American	48	100	57.8	33.3	8.9	42.2	55.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	3	I/S	I/S	I/S	I/S	I/S	54.5	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
<b>Disability Status</b>								
Disabled	20	100	50	38.9	11.1	50	38.6	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	47.2	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	96	100	54.8	37.6	7.5	45.2	56.4	62.9

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
<b>Writing</b>										
All Students	50	100	32.7	49	18.4	67.3	58.8	73.2	95.8	95.6
<b>Gender</b>										
Male	24	100	45.8	41.7	12.5	54.2	46.5	67.2	96.1	95.4
Female	26	100	20	56	24	80	71.5	79.4	95.6	95.9
<b>Racial/Ethnic Group</b>										
White	27	100	30.8	46.2	23.1	69.2	69.6	81.5	95.3	94.8
African American	21	100	38.1	52.4	9.5	61.9	54.3	61.3	96.5	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	98.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	46.7	66.7	97.3	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	98.5	95.3
<b>Disability Status</b>										
Disabled	3	I/S	I/S	I/S	I/S	I/S	20.2	26	95.2	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	95.3
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	46.2	65.7	97.7	96.4
<b>Socio-Economic Status</b>										
Subsidized meals	39	100	34.2	50	15.8	65.8	56.8	63.2	95.8	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
<b>English/Language Arts</b>							
<b>2010</b>	3	64	100	18	32.8	49.2	82
	4	53	100	38.8	34.7	26.5	61.2
	5	67	100	39.1	37.5	23.4	60.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	64	100	40	28.3	31.7	60
	4	67	100	28.8	39.4	31.8	71.2
	5	50	100	44.9	36.7	18.4	55.1
	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	N/A	N/AV	N/A	N/A	N/A	N/A	
<b>Mathematics</b>							
<b>2010</b>	3	64	100	14.8	49.2	36.1	85.2
	4	53	100	32.7	49	18.4	67.3
	5	67	100	43.8	39.1	17.2	56.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	64	98.4	50.8	25.4	23.7	49.2
	4	67	100	22.7	51.5	25.8	77.3
	5	50	100	32.7	49	18.4	67.3
	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	N/A	N/AV	N/A	N/A	N/A	N/A	
<b>Science</b>							
<b>2010</b>	3	32	100	46.9	40.6	12.5	53.1
	4	53	100	40.8	51	8.2	59.2
	5	33	100	41.9	41.9	16.1	58.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	30	100	46.4	42.9	10.7	53.6
	4	67	100	45.5	48.5	6.1	54.5
	5	25	100	58.3	37.5	4.2	41.7
	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	N/A	N/AV	N/A	N/A	N/A	N/A	

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
<b>Social Studies</b>							
<b>2010</b>	3	32	100	24.1	55.2	20.7	75.9
	4	53	100	32.7	46.9	20.4	67.3
	5	34	100	60.6	21.2	18.2	39.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	34	100	46.9	40.6	12.5	53.1
	4	67	100	47	43.9	9.1	53
	5	25	100	48	40	12	52
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2010</b>	3	65	100	35.5	35.5	29	64.5
	4	53	100	40.8	44.9	14.3	59.2
	5	68	98.5	46.9	35.9	17.2	53.1
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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	50	100	32.7	49	18.4	67.3
	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	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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