

C C Blaney Elementary

7184 Highway 162
Hollywood, SC 29449

Grades	PK-5 Elementary School	
Enrollment	193 Students	
Principal	Michelle M. Simmons	843-889-3992
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Good*
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Average	Good
2004	Average	Below Average

* The School's 2008 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 DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

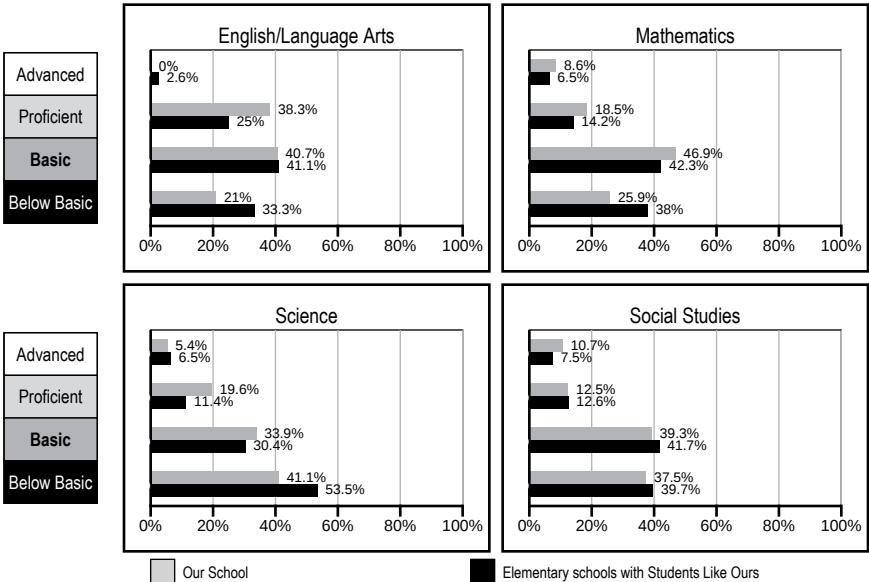
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	11	56	58

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	6.0%	Up from 1.1%	3.1%	2.3%
Attendance rate	96.4%	Up from 96.3%	96.0%	96.3%
Eligible for gifted and talented	5.7%	Up from 4.3%	3.5%	10.4%
With disabilities other than speech	2.7%	Down from 2.8%	7.8%	7.5%
Older than usual for grade	0.7%	Down from 1.4%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=16)				
Teachers with advanced degrees	12.5%	Down from 22.2%	54.4%	56.7%
Continuing contract teachers	43.8%	Down from 55.6%	69.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	67.0%	Down from 70.0%	83.2%	86.4%
Teacher attendance rate	95.3%	Up from 94.1%	95.0%	94.9%
Average teacher salary	\$41,076	Up 11.1%	\$43,916	\$45,345
Professional development days/teacher	13.1 days	Up from 10.8 days	13.5 days	12.6 days
School				
Principal's years at school	1.0	Down from 5.0	3.0	4.0
Student-teacher ratio in core subjects	13.2 to 1	No Change	16.7 to 1	18.5 to 1
Prime instructional time	91.2%	Up from 89.4%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$9,120	Down 17.0%	\$8,115	\$7,052
Percent of expenditures for instruction*	62.7%	Up from 59.9%	68.9%	69.1%
Percent of expenditures for teacher salaries*	50.1%	Down from 55.8%	62.2%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2007-2008 school year has been a rewarding one for the C.C. Blaney school community. We approached the year with a renewed focus on academic achievement. With the specific goal of advancing students to the next level of success, we implemented school-wide systems that promote rigor, relevance, and growth. Data from assessment tools like DIBELS and MAP allowed teachers to inform their instructional practices to meet the strengths and needs of their learners.

Blaney teachers continue to grow professionally to refine their teaching practices. The faculty participates in weekly Teacher Curriculum Team meetings, monthly faculty meetings, and professional development sessions. Implementation of the Coherent Curriculum, actively engaged students, rigorous and relevant lessons, and differentiated strategies serve as the frame in which we build our success. The school has been recognized for five consecutive years for meeting the federal requirements of Adequate Yearly Progress (AYP).

Reducing class size and establishing a progressive school-wide discipline plan (SPORT) has supported our focus on academic achievement. We have also instituted various incentives to promote a focus on teaching and learning. The 25 Book Campaign; MAP Olympics, recognizing double-digit gains; and a Monthly Character Education Award encourage our boys and girls to strive for excellence. There is a monthly, school-wide writing exercise and daily targeted assistance provided to students by certified support personnel. We have created a program that is designed to sustain a high level of performance excellence.

Our students participate in school-wide Book of the Month units, instructional field trips, and computer-assisted instructional programs. We have a home literacy program and artist-in-residence activities that integrate social studies and storytelling.

We engage our families and school community in the education process every chance we get! An annual Meet the Teacher/Open House night, quarterly parent newsletters, weekly preview sheets, PTA meetings, Family Math Night, and the 1st annual Reading Celebration all contribute to building strong partnerships. We look forward to establishing new alliances with business partners and volunteers.

At C.C. Blaney Elementary, we believe that it is our charge to help students grow, improve, and progress from one year to the next. We will continue to focus on providing a safe and caring learning environment that expects academic excellence.

Michelle Simmons, Principal
Debbie Lenoire, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	13	20	9
Percent satisfied with learning environment	92.3%	75.0%	I/S
Percent satisfied with social and physical environment	92.3%	89.5%	I/S
Percent satisfied with school-home relations	76.9%	70.0%	I/S

* 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

School Adequate Yearly Progress

NO

This school met 11 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. Sanction: Implement the restructuring plan.
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	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	87	100	21	40.7	38.3	0	49.4	53.5	48.2	Yes	Yes
Gender											
Male	50	100	19.6	47.8	32.6	0	45.7	47.3	41.7	N/A	N/A
Female	37	100	22.9	31.4	45.7	0	54.3	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	77.6	60	I/S	I/S
African American	80	100	18.9	41.9	39.2	0	51.4	32.1	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	20.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	78	100	23	39.2	37.8	0	48.6	33	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	87	100	25.9	46.9	18.5	8.6	35.8	49.7	45.8	No	Yes
Gender											
Male	50	100	23.9	50	19.6	6.5	37	49.5	45.6	N/A	N/A
Female	37	100	28.6	42.9	17.1	11.4	34.3	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	75.6	59	I/S	I/S
African American	80	100	24.3	48.6	17.6	9.5	35.1	26.2	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	20.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	78	100	28.4	44.6	17.6	9.5	33.8	28.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	61	100	41.1	33.9	19.6	5.4	25	39.2	35.7	96.4	96
Gender											
Male	33	100	43.3	36.7	13.3	6.7	20	40.8	37.4	95.9	95.8
Female	28	100	38.5	30.8	26.9	3.8	30.8	37.6	33.8	97	96.1
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	66.4	49.2	96.2	96.1
African American	57	100	40.4	34.6	21.2	3.8	25	15.3	17	96.6	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	N/A	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	92.8	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
Disability Status											
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	16.6	14	98.1	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	92.6	96.3
Socio-Economic Status											
Subsided meals	54	100	41.2	33.3	21.6	3.9	25.5	17.1	21.1	96.3	95.5

Social Studies

All Students	60	100	37.5	39.3	12.5	10.7	23.2	40.2	34	96.4	96
Gender											
Male	33	100	29	48.4	6.5	16.1	22.6	42	36.6	95.9	95.8
Female	27	100	48	28	20	4	24	38.3	31.3	97	96.1
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	63.3	44.5	96.2	96.1
African American	56	100	36.5	38.5	13.5	11.5	25	19.1	19.1	96.6	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	N/A	97.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	92.8	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
Disability Status											
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	18.2	14.4	98.1	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	92.6	96.3
Socio-Economic Status											
Subsided meals	54	100	39.2	35.3	13.7	11.8	25.5	20.1	21	96.3	95.5

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	32	100	14.3	46.4	35.7	3.6	39.3
	4	29	100	30.8	46.2	23.1	0	23.1
	5	30	100	20.7	48.3	31	0	31
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	31	100	20.7	27.6	51.7	0	51.7
	4	34	100	25.8	41.9	32.3	0	32.3
	5	22	100	14.3	57.1	28.6	0	28.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	32	100	25	50	17.9	7.1	25
	4	29	100	38.5	38.5	11.5	11.5	23.1
	5	30	100	10.3	75.9	6.9	6.9	13.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	31	100	34.5	41.4	10.3	13.8	24.1
	4	34	100	29	41.9	25.8	3.2	29
	5	22	100	9.5	61.9	19	9.5	28.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	16	100	42.9	50	7.1	0	7.1
	4	29	100	65.4	26.9	7.7	0	7.7
	5	15	100	46.7	33.3	20	0	20
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	16	100	35.7	50	7.1	7.1	14.3
	4	34	100	45.2	25.8	22.6	6.5	29
	5	11	100	36.4	36.4	27.3	0	27.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	16	100	14.3	57.1	28.6	0	28.6
	4	29	100	65.4	34.6	0	0	0
	5	15	100	35.7	64.3	0	0	0
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	15	100	33.3	26.7	20	20	40
	4	34	100	45.2	35.5	9.7	9.7	19.4
	5	11	100	20	70	10	0	10
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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