



## Blaney Elementary

1621 Smyrna Road  
Elgin, SC 29045

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	547 Students	
<b>Principal</b>	Lisa M. Carter	803-438-3241
<b>Superintendent</b>	Dr. Frank E. Morgan	803-432-8416
<b>Board Chair</b>	Joseph Dorton, Jr.	803-408-2433

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	Good
2006	Average	At-Risk
2005	Good	Good
2004	Good	Below Average

## 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**

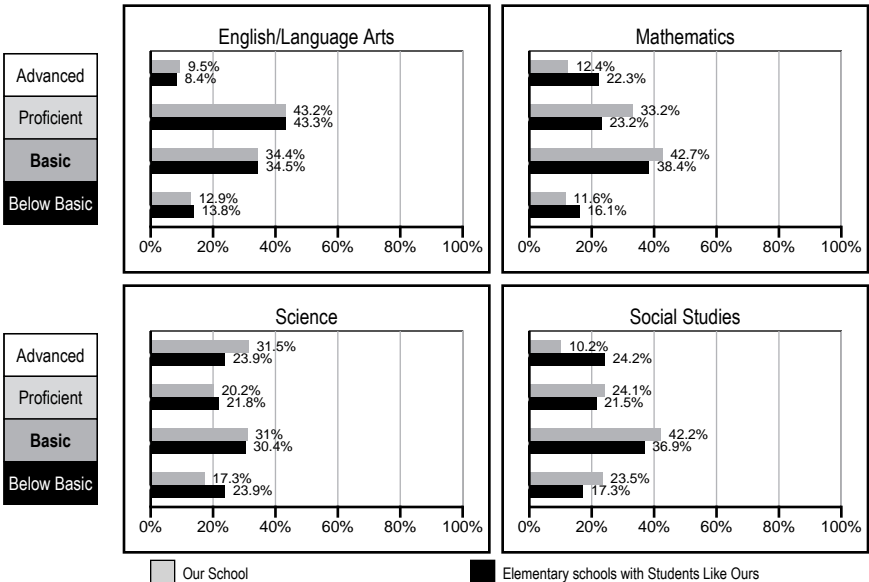
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 99.4%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
4	34	56	3	0

\* 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
<b>Students (n=547)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.6%	Up from 2.0%	2.0%	2.3%
Attendance rate	95.9%	Down from 96.2%	96.5%	96.3%
Eligible for gifted and talented	24.3%	Up from 21.7%	15.6%	10.4%
With disabilities other than speech	6.1%	Up from 5.0%	6.8%	7.5%
Older than usual for grade	0.7%	Up from 0.2%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=38)</b>				
Teachers with advanced degrees	52.6%	Down from 53.8%	59.8%	56.7%
Continuing contract teachers	89.5%	Down from 94.9%	80.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.8%	Down from 87.2%	89.4%	86.4%
Teacher attendance rate	95.7%	Down from 96.4%	94.8%	94.9%
Average teacher salary	\$46,076	Up 6.6%	\$46,464	\$45,345
Professional development days/teacher	16.7 days	Up from 11.9 days	13.3 days	12.6 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Down from 20.3 to 1	19.5 to 1	18.5 to 1
Prime instructional time	88.6%	Down from 89.3%	90.1%	89.8%
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	Average	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,994	Up 0.2%	\$6,427	\$7,052
Percent of expenditures for instruction*	71.2%	Down from 71.3%	69.8%	69.1%
Percent of expenditures for teacher salaries*	68.1%	Down from 68.4%	65.4%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

We have had an exciting year in 2007-2008, with major renovations taking place on our campus. The staff embraced the renovations and many changes by acknowledging that "Learning is Treasure at Blaney Elementary School."

In spite of the many changes, we were able to team with Mad Scientists of Columbia to share the excitement of math and science; the South Carolina State Museum also collaborated with our school by allowing us the use of the Star Lab for an entire week; and we had the wonderful privilege of hosting an artist in residence, Cathy Murdaugh, a potter. We were blessed with a performance by the National Symphony Quintet that performed Peter and the Wolf, and The Upton Trio returned for the fifth year, integrating social studies and music.

Blaney continues to earn awards and recognitions. We earned the Palmetto Silver Award and were recognized by the Education Oversight Committee for closing the achievement gap. We received the designation of having made Adequate Yearly Progress under the No Child Left Behind Act. Seven teachers earned grants: Crystal Harman-\$2,000 EIA, Wende Myers-\$1,321 EIA, Jennifer Nelson-\$2,000 EIA, Dawn Norris-\$2,000 EIA, Tonya Seay-\$6,000 EIA, Margie Shelburg-\$2,000 EIA and \$2,000 Target grant, and Susan Trofatter-\$2,000 EIA.

Student academic performance, achievement, and effort continue to be the focus of the staff. The use of DIBELS, MAP, and Accelerated Math provided sound data to adjust instruction according to individual student's needs. Additionally, fourth and fifth grades leveled math instruction to better target specific strengths and areas needing improvement.

Our PTO had another record breaking year of fundraising and volunteer hours. Over \$35,000 was raised through fundraising activities and over 1,500 volunteer hours were logged for the school year. Blaney contributed over \$15,000 to a variety of charitable organizations: March of Dimes, Muscular Dystrophy, American Cancer Society, Kershaw County United Way, Change Makes Change, relief effort for local tornado victims and US Soldiers serving in Afghanistan and the refugees. The School Improvement Council met monthly and monitored academic progress, renovations, and updated by-laws, attended SIC conferences, and established goals for the school year 2008-2009. Elections for PTO board members and SIC members were held during the last Blaney Town Meeting.

Our students are the "Footprint into the Future" and we are charged with "Building and Enhancing Success in their lives."

Lisa M. Carter, principal  
Mark Sury, SIC chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	76	37
Percent satisfied with learning environment	83.9%	78.9%	97.2%
Percent satisfied with social and physical environment	96.8%	74.7%	91.9%
Percent satisfied with school-home relations	90.0%	85.5%	80.6%

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

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School Adequate Yearly Progress

YES

This school met 15 out of 15 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	3.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.3%	0.0%	No
Student attendance rate	95.9%	94.0%	Yes

\* Or greater than last year

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## 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	252	100	12.9	34.4	43.2	9.5	66	53	48.2	Yes	Yes
<b>Gender</b>											
Male	122	100	14.5	42.7	38.5	4.3	61.5	46.4	41.7	N/A	N/A
Female	130	100	11.3	26.6	47.6	14.5	70.2	59.9	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	198	100	11.4	35.2	43	10.4	66.3	61	60	Yes	Yes
African American	42	100	23.1	30.8	38.5	7.7	59	35.3	31.7	I/S	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	88.9	70.4	I/S	I/S
Hispanic	11	100	0	33.3	66.7	0	88.9	40.3	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	29	100	39.3	46.4	14.3	0	32.1	19.4	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	29.8	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	100	100	19.8	37.5	37.5	5.2	60.4	37.9	34	Yes	Yes

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

All Students	252	100	11.6	42.7	33.2	12.4	57.7	50.4	45.8	Yes	Yes
<b>Gender</b>											
Male	122	100	13.7	38.5	33.3	14.5	59.8	50.6	45.6	N/A	N/A
Female	130	100	9.7	46.8	33.1	10.5	55.6	50.2	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	198	100	8.8	42.5	36.3	12.4	62.2	59	59	Yes	Yes
African American	42	100	28.2	38.5	23.1	10.3	38.5	31.3	26.9	I/S	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	71.3	I/S	I/S
Hispanic	11	100	0	66.7	11.1	22.2	44.4	39.6	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	29	100	32.1	53.6	10.7	3.6	21.4	21.2	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	32.7	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	100	100	17.7	39.6	30.2	12.5	54.2	35.8	31.4	Yes	Yes

\* 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 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
<b>Science</b>											
All Students	177	100	17.3	31	20.2	31.5	51.8	41.7	35.7	95.9	95.8
<b>Gender</b>											
Male	94	100	18.9	30	14.4	36.7	51.1	45	37.4	96.1	95.6
Female	83	100	15.4	32.1	26.9	25.6	52.6	38.2	33.8	95.7	95.9
<b>Racial/Ethnic Group</b>											
White	140	100	14.8	32.6	20	32.6	52.6	50.7	49.2	95.8	95.5
African American	29	100	29.6	18.5	25.9	25.9	51.9	22.7	17	96.3	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.3	58	N/A	96.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	23.5	24.9	96.7	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95.7	91.2
<b>Disability Status</b>											
Disabled	23	100	36.4	40.9	13.6	9.1	22.7	19.5	14	95.2	94.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	15.5	24.4	97	96.7
<b>Socio-Economic Status</b>											
Subsided meals	69	100	30.3	31.8	12.1	25.8	37.9	26.8	21.1	95	95.2
<b>Social Studies</b>											
All Students	175	100	23.5	42.2	24.1	10.2	34.3	34.5	34	95.9	95.8
<b>Gender</b>											
Male	80	100	22.7	33.3	29.3	14.7	44	38.2	36.6	96.1	95.6
Female	95	100	24.2	49.5	19.8	6.6	26.4	30.6	31.3	95.7	95.9
<b>Racial/Ethnic Group</b>											
White	141	100	23.4	40.1	25.5	10.9	36.5	41.4	44.5	95.8	95.5
African American	27	100	25	54.2	16.7	4.2	20.8	19.8	19.1	96.3	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	96.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.5	96.7	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95.7	91.2
<b>Disability Status</b>											
Disabled	18	100	47.1	41.2	0	11.8	11.8	13.1	14.4	95.2	94.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	12.9	27.3	97	96.7
<b>Socio-Economic Status</b>											
Subsided meals	66	100	31.3	50	18.8	0	18.8	20.4	21	95	95.2

\* 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*
<b>English/Language Arts</b>								
<b>2007</b>	3	103	100	5.3	28.7	55.3	10.6	66
	4	84	100	6.5	40.3	49.4	3.9	53.2
	5	90	100	18.3	51.2	29.3	1.2	30.5
	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
<b>2008</b>	3	71	100	10.1	18.8	50.7	20.3	71
	4	102	100	8.4	33.7	50.5	7.4	57.9
	5	79	100	20.8	49.4	27.3	2.6	29.9
	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
<b>Mathematics</b>								
<b>2007</b>	3	103	100	13.8	48.9	23.4	13.8	37.2
	4	84	100	14.3	41.6	23.4	20.8	44.2
	5	90	100	17.1	48.8	23.2	11	34.1
	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
<b>2008</b>	3	71	100	13	50.7	30.4	5.8	36.2
	4	102	100	11.6	38.9	30.5	18.9	49.5
	5	79	100	10.4	40.3	39	10.4	49.4
	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
<b>Science</b>								
<b>2007</b>	3	53	100	28.6	36.7	22.4	12.2	34.7
	4	84	100	23.4	29.9	19.5	27.3	46.8
	5	45	100	23.3	32.6	25.6	18.6	44.2
	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
<b>2008</b>	3	36	100	28.6	25.7	22.9	22.9	45.7
	4	101	100	13.8	34	19.1	33	52.1
	5	40	100	15.4	28.2	20.5	35.9	56.4
	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
<b>Social Studies</b>								
<b>2007</b>	3	50	100	13.3	48.9	26.7	11.1	37.8
	4	84	100	23.4	48.1	15.6	13	28.6
	5	45	100	28.2	41	15.4	15.4	30.8
	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
<b>2008</b>	3	35	100	5.9	52.9	38.2	2.9	41.2
	4	101	100	21.3	42.6	22.3	13.8	36.2
	5	39	100	44.7	31.6	15.8	7.9	23.7
	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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