



C C Blaney Elementary

7184 Highway 162
Hollywood, SC 29449

Grades	PK-5 Elementary School	
Enrollment	174 Students	
Principal	Michelle Simmons	843-889-3992
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

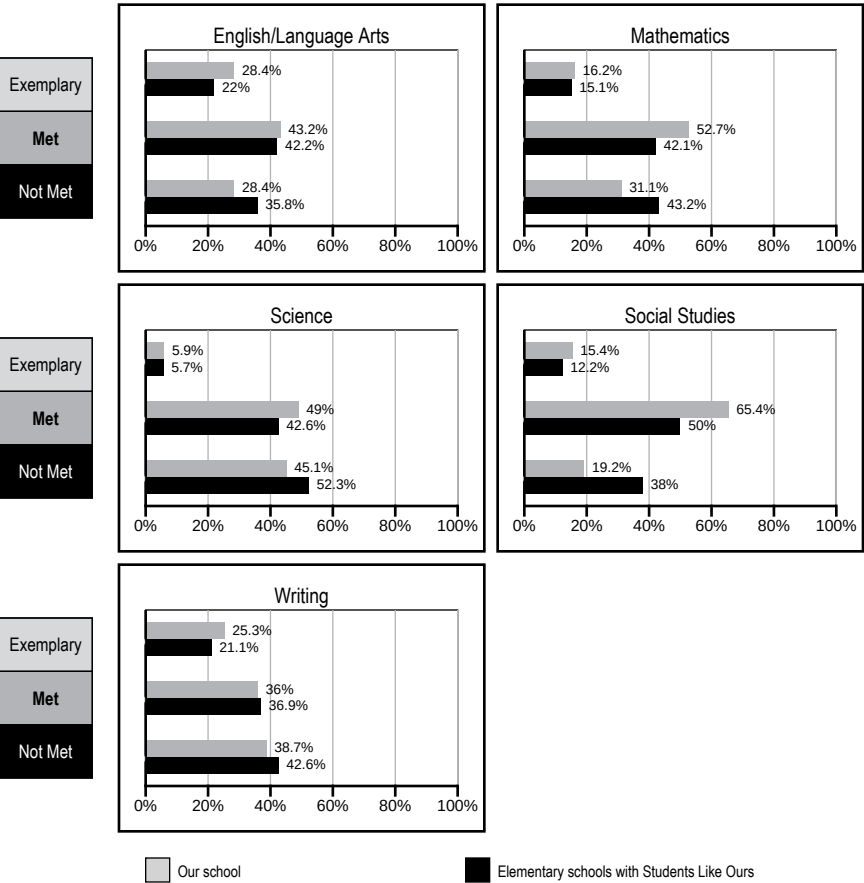
98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	67	63	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=174)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Down from 6.0%	2.4%	1.9%
Attendance rate	95.9%	Down from 96.4%	96.0%	96.3%
Eligible for gifted and talented	3.9%	Down from 5.7%	3.3%	10.0%
With disabilities other than speech	2.2%	Down from 2.7%	7.5%	7.7%
Older than usual for grade	0.0%	Down from 0.7%	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=13)				
Teachers with advanced degrees	23.1%	Up from 12.5%	57.1%	59.4%
Continuing contract teachers	61.5%	Up from 43.8%	71.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	63.4%	Down from 67.0%	82.0%	85.9%
Teacher attendance rate	95.1%	Down from 95.3%	95.2%	95.1%
Average teacher salary*	\$43,053	Up 4.8%	\$45,854	\$47,149
Professional development days/teacher	8.9 days	Down from 13.1 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	17.9 to 1	Up from 13.2 to 1	16.7 to 1	18.8 to 1
Prime instructional time	90.4%	Down from 91.2%	90.1%	90.4%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	No	No Change	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**	\$10,331	Up 13.3%	\$8,667	\$7,458
Percent of expenditures for instruction**	59.1%	Down from 62.7%	68.2%	68.8%
Percent of expenditures for teacher salaries**	54.7%	Up from 50.1%	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

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 for 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 encourages 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 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 where academic excellence is expected.

Michelle Simmons, Principal
Debbie Lenoire, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	28	23
Percent satisfied with learning environment	87.5%	75.0%	86.4%
Percent satisfied with social and physical environment	93.8%	85.7%	91.3%
Percent satisfied with school-home relations	68.8%	89.3%	95.7%

* 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
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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	
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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	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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

All Students	77	100	28.4	43.2	28.4	83.8	84.9	82.8	Yes	Yes
Gender										
Male	46	100	29.5	40.9	29.5	84.1	81.8	79.3	N/A	N/A
Female	31	100	26.7	46.7	26.7	83.3	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	95.8	89.5	I/S	I/S
African American	69	100	31.8	40.9	27.3	81.8	74.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.4	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	68	100	30.8	46.2	23.1	81.5	74.9	75.5	Yes	Yes

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

All Students	77	100	31.1	52.7	16.2	79.7	81	78.9	Yes	Yes
Gender										
Male	46	100	34.1	47.7	18.2	84.1	79.3	77	N/A	N/A
Female	31	100	26.7	60	13.3	73.3	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	94.6	87.2	I/S	I/S
African American	69	100	31.8	54.5	13.6	80.3	67.9	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.6	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	68	100	33.8	53.8	12.3	78.5	69.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	53	100	45.1	49	5.9	54.9	68.9	67.5
Gender								
Male	34	100	43.8	46.9	9.4	56.3	68.2	67
Female	19	100	N/AV	N/AV	N/AV	52.6	69.6	68
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	90.4	79.5
African American	48	100	43.5	52.2	4.3	56.5	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.2	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	2	I/S	I/S	I/S	I/S	I/S	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	49	100	46.8	48.9	4.3	53.2	50.2	55.1

Social Studies

All Students	53	100	19.2	65.4	15.4	80.8	76.8	72.3
Gender								
Male	28	100	17.9	53.6	28.6	82.1	75.3	71.5
Female	25	100	N/AV	N/AV	N/AV	79.2	78.4	73.2
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	91.5	80.7
African American	45	100	22.7	63.6	13.6	77.3	62.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	3	I/S	I/S	I/S	I/S	I/S	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	71.6	67.9
Socio-Economic Status								
Subsided meals	47	100	19.6	69.6	10.9	80.4	64	62.1

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	77	98.7	37.8	36.5	25.7	62.2	74.1	70.2	95.9	96
Gender										
Male	45	97.8	44.2	32.6	23.3	55.8	67.8	63.2	95.5	95.9
Female	32	100	29	41.9	29	71	80.6	77.5	96.3	96.1
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	90.4	79.1	94.9	95.9
African American	69	98.6	36.4	39.4	24.2	63.6	59.2	57.6	96.2	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.9	86.2	N/A	97
Hispanic	3	I/S	I/S	I/S	I/S	I/S	61.1	62.6	91.5	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
Disability Status										
Disabled	5	I/S	I/S	I/S	I/S	I/S	29.6	26.1	95.8	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	60.2	61.2	90.2	96.5
Socio-Economic Status										
Subsidized meals	66	100	43.8	32.8	23.4	56.3	59.1	58.9	95.8	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	20	100	30	35	35	70
	4	29	100	37.9	37.9	24.1	62.1
	5	28	100	16	56	28	84
	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
Mathematics							
2009	3	20	100	45	35	20	55
	4	29	100	27.6	58.6	13.8	72.4
	5	28	100	24	60	16	76
	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
Science							
2009	3	10	I/S	I/S	I/S	I/S	I/S
	4	29	100	44.8	44.8	10.3	55.2
	5	14	100	N/AV	N/AV	N/AV	58.3
	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
Social Studies							
2009	3	10	I/S	I/S	I/S	I/S	I/S
	4	29	100	17.2	69	13.8	82.8
	5	14	100	23.1	69.2	7.7	76.9
	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
Writing							
2009	3	20	95	52.6	21.1	26.3	47.4
	4	29	100	34.5	27.6	37.9	65.5
	5	28	100	30.8	57.7	11.5	69.2
	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

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