



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

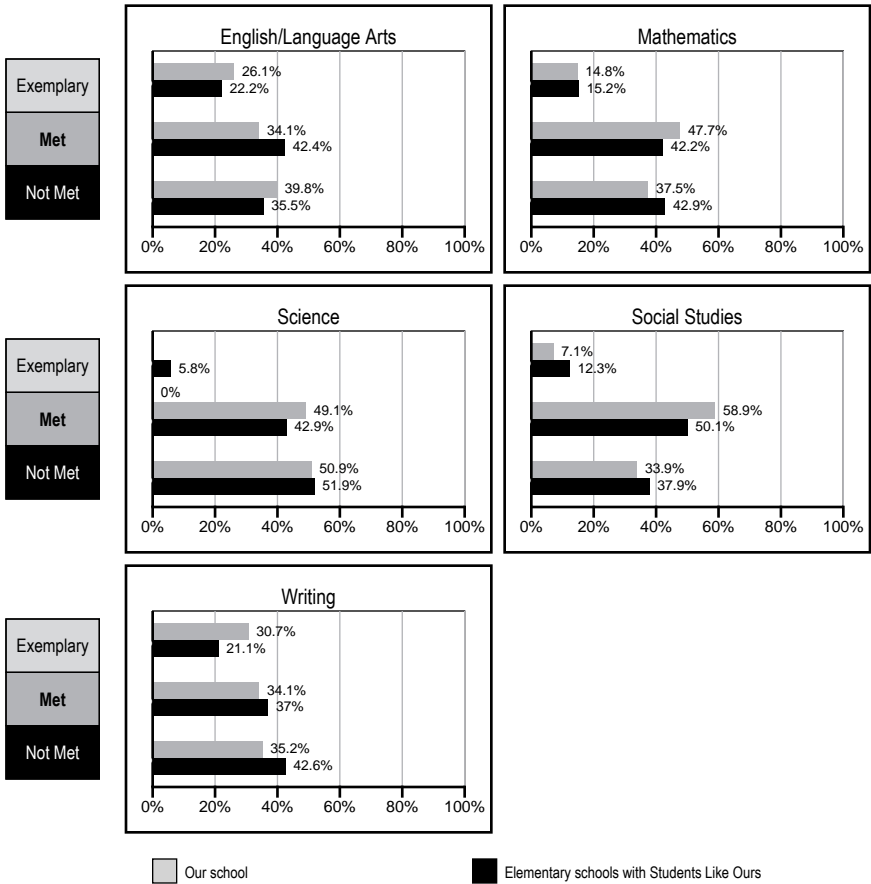
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 100%

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
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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.

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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	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								
Subsided 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								
Subsided meals	55	100	37.3	54.9	7.8	62.7	49.6	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	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

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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	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

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