



Scranton Elementary

1649 US 52 Hwy.
Scranton, SC 29591

Grades	PK-5 Elementary School	
Enrollment	367 Students	
Principal	Darlene Matthews	843-389-2531
Superintendent	Mrs. Beth M. Wright	843-374-8652
Board Chair	Mr. David Eaddy	843-394-8043

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	At-Risk
2007	Average	Below Average
2006	Average	Average
2005	Average	At-Risk

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

97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	92	18	1

* Ratings are calculated with data available by 06/01/2010.

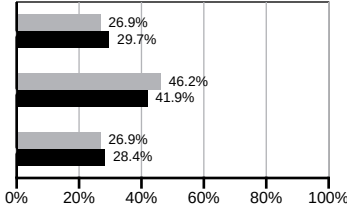
Palmetto Assessment of State Standards (PASS)

Exemplary

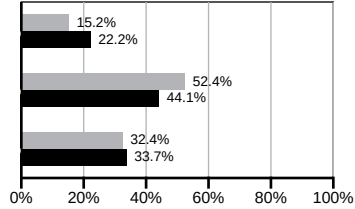
Met

Not Met

English/Language Arts



Mathematics

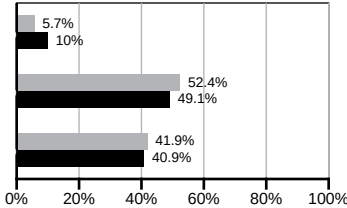


Exemplary

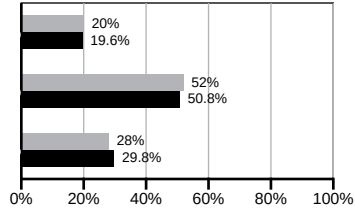
Met

Not Met

Science



Social Studies

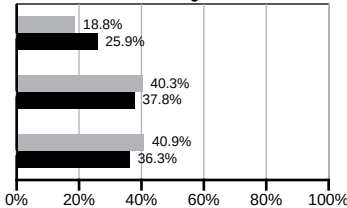


Exemplary

Met

Not Met

Writing



Our school

Elementary schools with Students Like Ours

* 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=367)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.9%	Up from 3.6%	2.4%	1.9%
Attendance rate	95.4%	Down from 95.6%	96.1%	96.3%
Eligible for gifted and talented	6.2%	Down from 8.9%	7.1%	10.0%
With disabilities other than speech	11.5%	Down from 13.5%	9.2%	7.7%
Older than usual for grade	2.4%	Up from 1.5%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	36.0%	Up from 32.0%	57.1%	59.4%
Continuing contract teachers	60.0%	Down from 64.0%	81.3%	80.0%
Teachers with emergency or provisional certificates	9.5%	Down from 15.8%	0.0%	0.0%
Teachers returning from previous year	81.5%	Down from 90.6%	85.6%	85.9%
Teacher attendance rate	95.0%	Up from 93.1%	94.9%	95.1%
Average teacher salary*	\$44,433	Up 2.8%	\$46,531	\$47,149
Professional development days/teacher	17.3 days	Up from 15.5 days	12.2 days	11.1 days
School				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Down from 20.9 to 1	18.6 to 1	18.8 to 1
Prime instructional time	89.3%	Up from 87.8%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,107	Down 8.1%	\$7,639	\$7,458
Percent of expenditures for instruction**	63.1%	Down from 66.0%	68.3%	68.8%
Percent of expenditures for teacher salaries**	60.0%	Down from 60.7%	61.9%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

It has been a great year at Scranton Elementary School. We provided a learning environment that is safe and allowed students to grow, learn, and achieve academic success by meeting the needs of each individual student. We continued to prepare our students to be life-long learners by providing educational experiences such as hands-on learning, reading challenges, and the use of technology to enhance their learning.

Through the implementation of the Teacher Advancement program (TAP), a variety of instructional strategies were used to foster the academic success of our students. Under the guidance of an early childhood Master Teacher and an elementary Master Teacher, teachers analyzed data to plan instruction and assessments based on the South Carolina standards.

Our school focused on lifeskills, which were taught through our school's character education program. Students who consistently demonstrate these lifeskills were honored during monthly recognition programs. These students took pride in what they accomplished and became role models for their fellow classmates. Students at Scranton Elementary were provided numerous opportunities to develop character traits through community service projects. These projects included Pennies for Patients, March of Dimes, Scranton Nursing Home adoption, and the Florence County Disabilities Helping Hands Project.

We maintained strong family and community partnerships through our Open House, Parent Orientation, Family Nights, Grandparents' Day, Gingerbread Shoppe, Doughnuts for Dads, Muffins for Moms, Hero's Luncheon, Scranton's Celebration Day, and our Volunteers and Business Partners Recognition.

At Scranton Elementary, we continued to work together to meet the needs of individual children in a safe and positive learning environment. As our motto states "We Succeed Together," Scranton Elementary welcomed parents and community in helping us strive towards success for all our students.

Darlene Matthews, Principal
Constance Hannah, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	45	32
Percent satisfied with learning environment	93.1%	93.3%	87.1%
Percent satisfied with social and physical environment	93.1%	91.1%	80.6%
Percent satisfied with school-home relations	89.7%	88.4%	71.9%

* 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 17 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	
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	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%*	Yes

* Or greater than last year

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	149	100	26.5	46.3	27.2	83.7	73.2	82.8	Yes	Yes
Gender										
Male	78	100	31.6	43.4	25	77.6	66.8	79.3	N/A	N/A
Female	71	100	21.1	49.3	29.6	90.1	79.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	83	100	16	50.6	33.3	91.4	85.8	89.5	Yes	Yes
African American	62	100	38.7	43.5	17.7	74.2	67.2	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	66.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	21	100	52.4	33.3	14.3	71.4	48.8	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	63.4	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	120	100	31.9	43.7	24.4	79.8	70.8	75.5	Yes	Yes

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

All Students	149	100	32	52.4	15.6	78.9	67.3	78.9	Yes	Yes
Gender										
Male	78	100	43.4	44.7	11.8	73.7	63.4	77	N/A	N/A
Female	71	100	19.7	60.6	19.7	84.5	71.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	83	100	22.2	55.6	22.2	87.7	83.4	87.2	Yes	Yes
African American	62	100	45.2	48.4	6.5	66.1	59	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	66.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	21	100	57.1	33.3	9.5	57.1	41.4	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	68.3	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	120	100	34.5	52.1	13.4	77.3	64.4	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	108	100	42.1	51.4	6.5	57.9	49.4	67.5
Gender								
Male	59	100	44.8	48.3	6.9	55.2	46.6	67
Female	49	100	38.8	55.1	6.1	61.2	52.3	68
Racial/Ethnic Group								
White	59	100	24.1	65.5	10.3	75.9	71.8	79.5
African American	47	100	63.8	34	2.1	36.2	37.4	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	50	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	15	100	66.7	26.7	6.7	33.3	26.7	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	1	I/S	I/S	I/S	I/S	I/S	40.7	59.6
Socio-Economic Status								
Subsided meals	88	100	47.1	47.1	5.7	52.9	46.1	55.1

Social Studies

All Students	102	100	28	52	20	72	61.2	72.3
Gender								
Male	49	100	38.3	42.6	19.1	61.7	58.7	71.5
Female	53	100	18.9	60.4	20.8	81.1	63.8	73.2
Racial/Ethnic Group								
White	55	100	20.8	49.1	30.2	79.2	74.7	80.7
African American	44	100	36.4	54.5	9.1	63.6	54.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	68.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	15	100	N/AV	N/AV	N/AV	26.7	40.1	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	70	67.9
Socio-Economic Status								
Subsided meals	84	100	32.5	48.2	19.3	67.5	58.1	62.1

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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	152	98	40.9	40.3	18.8	59.1	52	70.2	95.4	95.6
Gender										
Male	80	96.3	51.9	36.4	11.7	48.1	42.7	63.2	95.2	95.6
Female	72	100	29.2	44.4	26.4	70.8	61.6	77.5	95.7	95.7
Racial/Ethnic Group										
White	84	100	35.7	38.1	26.2	64.3	66.4	79.1	95.1	94.8
African American	64	95.3	47.5	42.6	9.8	52.5	45.2	57.6	95.8	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	98.6
Hispanic	4	I/S	I/S	I/S	I/S	I/S	38	62.6	97.2	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	84.8
Disability Status										
Disabled	22	86.4	84.2	10.5	5.3	15.8	14.9	26.1	95.1	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	38.1	61.2	97.4	96.7
Socio-Economic Status										
Subsidized meals	124	97.6	44.6	43.8	11.6	55.4	48.8	58.9	95.2	95.6

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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	48	100	14.9	44.7	40.4	85.1
	4	61	100	40	40	20	60
	5	40	100	20	57.5	22.5	80
	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	48	100	42.6	38.3	19.1	57.4
	4	61	100	31.7	50	18.3	68.3
	5	40	100	20	72.5	7.5	80
	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	25	100	32	64	4	68
	4	61	100	50	45	5	50
	5	22	100	31.8	54.5	13.6	68.2
	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
Social Studies							
2009	3	23	100	22.7	50	27.3	77.3
	4	61	100	33.3	51.7	15	66.7
	5	18	100	16.7	55.6	27.8	83.3
	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
Writing							
2009	3	48	100	47.9	31.3	20.8	52.1
	4	61	100	41	41	18	59
	5	43	93	32.5	50	17.5	67.5
	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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