

CC BLANEY ELEMENTARY

7184 Highway 162
Hollywood, SC 29449

Grades	PK-6 Elementary School	
Enrollment	191 Students	
Principal	Michelle Simmons	843-889-3992
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Below Average
2009	Average	Average
2008	Below Average	Good
2007	Below Average	At-Risk
2006	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

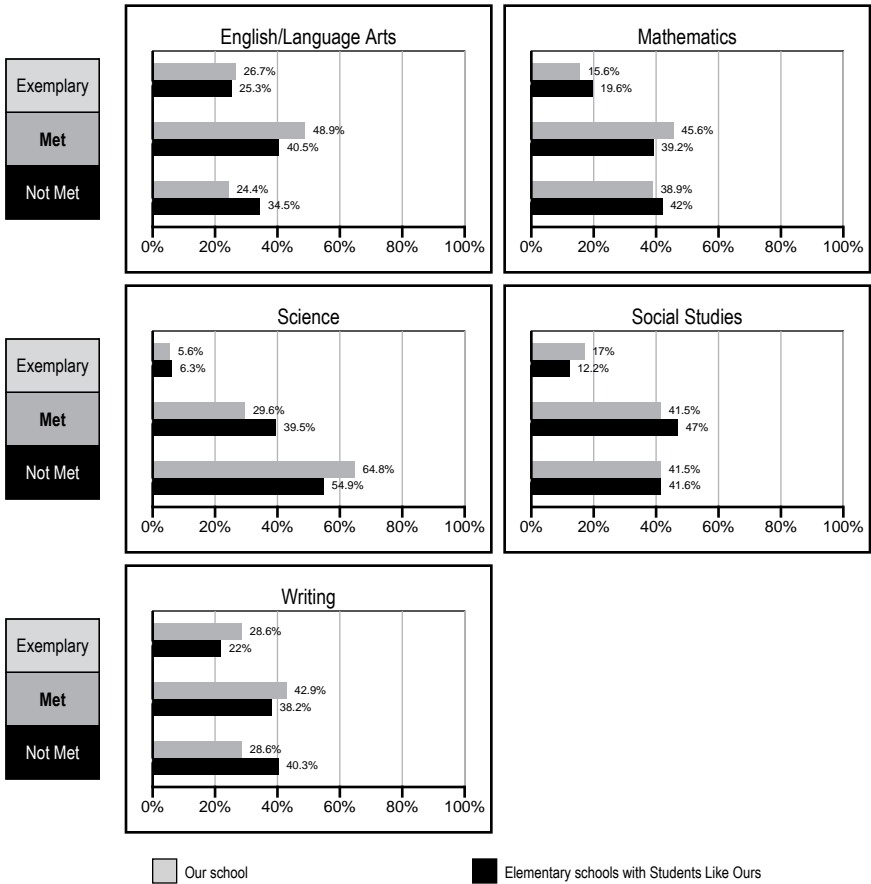
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	88	59	23

* Ratings are calculated with data available by 03/09/2011.

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	0.6%	Down from 1.3%	1.5%	1.2%
Attendance rate	95.9%	No Change	95.9%	96.1%
Eligible for gifted and talented	11.5%	Up from 3.9%	4.6%	11.7%
With disabilities other than speech	1.6%	Down from 2.2%	8.4%	8.0%
Older than usual for grade	0.0%	No Change	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=20)				
Teachers with advanced degrees	55.0%	Up from 23.1%	60.0%	60.5%
Continuing contract teachers	70.0%	Up from 61.5%	79.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	70.3%	Up from 63.4%	83.6%	87.0%
Teacher attendance rate	97.4%	Up from 95.1%	95.4%	95.4%
Average teacher salary*	\$45,243	Up 5.1%	\$45,504	\$47,288
Professional development days/teacher	9.9 days	Up from 8.9 days	10.6 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	16.9 to 1	Down from 17.9 to 1	17.2 to 1	19.2 to 1
Prime instructional time	92.8%	Up from 90.4%	90.4%	90.8%
Opportunities in the arts	Good	Up from Poor	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**	\$10,769	Up 4.2%	\$8,613	\$7,548
Percent of expenditures for instruction**	56.4%	Down from 59.1%	68.1%	68.7%
Percent of expenditures for teacher salaries**	52.8%	Down from 54.7%	62.5%	65.1%

* 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 2009-2010 school year has been a rewarding one for the C.C. Blaney School community. Our focus has been on maintaining the success and momentum from recent years. Our approach has been to make standards-based teaching our top priority. Moving more students to proficient and advanced levels, literacy improvement, and teacher quality have been our other key concentrations.

Blaney teachers continue to grow professionally to refine their teaching practices. The faculty participates in Teacher Curriculum Team meetings, monthly faculty meetings, and professional development sessions. Implementation of the Coherent Curriculum, actively engaged students, and rigorous and relevant lessons, along with differentiated strategies, serve as the frame for which we build our success. The school has been recognized for overall improvement with the 2008-2009 Palmetto Silver Award. The school also made Adequate Yearly Progress (AYP) for the 2009 administration of the Palmetto Assessment of State Standards (PASS).

Reducing class size and establishing a progressive schoolwide 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 schoolwide writing exercise and daily targeted assistance with Voyager and Phonics for Reading intervention programs. These services are 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 schoolwide 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 3rd 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 develop students who are prepared to compete in a global society. 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	19	18	7
Percent satisfied with learning environment	94.7%	66.7%	I/S
Percent satisfied with social and physical environment	89.5%	66.7%	I/S
Percent satisfied with school-home relations	61.1%	76.5%	I/S

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

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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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	15.8%	0.0%	No
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

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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	93	100	24.4	48.9	26.7	84.4	85	83.5	Yes	Yes
Gender										
Male	51	100	30.6	44.9	24.5	79.6	81.6	80.1	N/A	N/A
Female	42	100	17.1	53.7	29.3	90.2	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	95.3	89.6	I/S	I/S
African American	79	100	24.7	50.6	24.7	84.4	75.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	92.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	80.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	49	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	83	100	25.9	46.9	27.2	82.7	76.4	76.9	Yes	Yes

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

All Students	93	100	38.9	45.6	15.6	80	81	80.4	Yes	Yes
Gender										
Male	51	100	40.8	42.9	16.3	75.5	78.9	78.4	N/A	N/A
Female	42	100	36.6	48.8	14.6	85.4	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	94.5	87.8	I/S	I/S
African American	79	100	39	46.8	14.3	81.8	68	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	93.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	83	100	40.7	42	17.3	79	70.2	72.8	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	56	100	64.8	29.6	5.6	35.2	67.4	67.3
Gender								
Male	33	100	64.5	25.8	9.7	35.5	66.2	66.9
Female	23	100	N/A	N/A	N/A	34.8	68.5	67.7
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	89	79.6
African American	49	100	64.6	31.3	4.2	35.4	46.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.7	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
Disability Status								
Disabled	3	I/S	I/S	I/S	I/S	I/S	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	58.2	58.6
Socio-Economic Status								
Subsidized meals	52	100	66.7	27.5	5.9	33.3	49.3	55.4
Social Studies								
All Students	55	100	41.5	41.5	17	58.5	73.8	70.9
Gender								
Male	32	100	38.7	45.2	16.1	61.3	72.3	70.1
Female	23	100	45.5	36.4	18.2	54.5	75.3	71.7
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	90.1	79.2
African American	46	100	43.2	40.9	15.9	56.8	58.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.3	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
Disability Status								
Disabled	2	I/S	I/S	I/S	I/S	I/S	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	66.7	68
Socio-Economic Status								
Subsidized meals	46	100	42.2	42.2	15.6	57.8	60.2	60.8

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	94	100	28.6	42.9	28.6	71.4	75	72.1	95.9	95.7
Gender										
Male	52	100	36	44	20	64	69.1	65.2	95.8	95.5
Female	42	100	19.5	41.5	39	80.5	81	79.2	96	95.8
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	91	80.8	93.7	95.8
African American	80	100	25.6	47.4	26.9	74.4	60.2	59.7	96.3	95.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.2	87	N/A	97
Hispanic	5	I/S	I/S	I/S	I/S	I/S	63.7	64.6	91.5	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	N/A	95.6
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	28.4	27.7	95.9	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	63.5	63.7	91.9	96.3
Socio-Economic Status										
Subsidized meals	84	100	29.3	42.7	28	70.7	61.1	61.9	95.7	95.2

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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
2010	3	28	100	15.4	42.3	42.3	84.6
	4	18	100	23.5	58.8	17.6	76.5
	5	28	100	17.9	50	32.1	82.1
	6	19	100	47.4	47.4	5.3	52.6
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	28	100	30.8	34.6	34.6	69.2
	4	18	100	35.3	52.9	11.8	64.7
	5	28	100	39.3	50	10.7	60.7
	6	19	100	N/A	N/A	N/A	47.4
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	14	100	53.8	30.8	15.4	46.2
	4	18	100	N/A	N/A	N/A	23.5
	5	15	100	60	33.3	6.7	40
	6	9	I/S	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
2010	3	14	100	23.1	38.5	38.5	76.9
	4	18	100	47.1	47.1	5.9	52.9
	5	13	100	30.8	46.2	23.1	69.2
	6	10	I/S	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	29	100	22.2	37	40.7	77.8
	4	18	100	29.4	52.9	17.6	70.6
	5	28	100	32.1	35.7	32.1	67.9
	6	19	100	31.6	52.6	15.8	68.4
	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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