



## MCCROREY-LISTON ELEMENTARY

1978 Hwy. 215 South  
Blair, South Carolina

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	200 Students	
<b>Principal</b>	Chandra M. Bell	803-635-9490
<b>Superintendent</b>	Dr. Patrice Robinson	803-635-4607
<b>Board Chair</b>	Ms. Annie McDaniel	803-635-6894

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>Average</b>
2009	Below Average	Average
2008	Below Average	At-Risk
2007	Below Average	Average
2006	Below 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

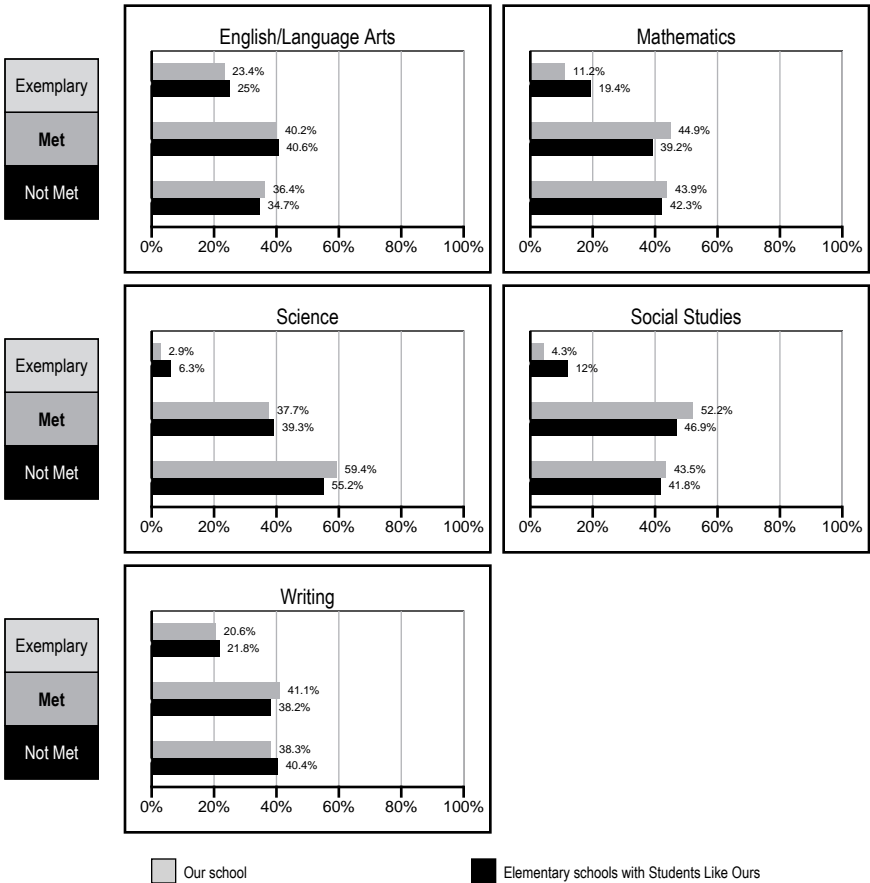
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	82	58	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
<b>Students (n=200)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.8%	Up from 0.0%	1.5%	1.2%
Attendance rate	96.7%	Down from 96.8%	95.9%	96.1%
Eligible for gifted and talented	0.0%	No Change	4.5%	11.7%
With disabilities other than speech	1.4%	Down from 5.2%	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%
<b>Teachers (n=15)</b>				
Teachers with advanced degrees	66.7%	Down from 81.3%	60.0%	60.5%
Continuing contract teachers	86.7%	Down from 87.5%	78.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.0%	Down from 82.7%	83.4%	87.0%
Teacher attendance rate	94.7%	Down from 99.5%	95.4%	95.4%
Average teacher salary*	\$50,210	Down 4.9%	\$45,499	\$47,288
Professional development days/teacher	19.2 days	Up from 10.6 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	13.8 to 1	Down from 14.7 to 1	17.2 to 1	19.2 to 1
Prime instructional time	89.3%	Down from 93.8%	90.4%	90.8%
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	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$11,620	Up 5.2%	\$8,719	\$7,548
Percent of expenditures for instruction**	56.9%	Down from 66.1%	68.0%	68.7%
Percent of expenditures for teacher salaries**	52.6%	Down from 61.8%	62.4%	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

McCrorey-Liston Elementary, home of the Soaring Eagles, is a Title I school nestled in the western part of Fairfield County. We serve students in child development through sixth grade. We set high standards for our students, and we expect and encourage all of our students to do their very best.

Our academic programs are student-centered. We utilize research-based instructional strategies to ensure that our students are meeting state and national standards. Technology integration, analyzing assessments, and curriculum alignment were our focus this year. Our balanced literacy program provided our students with one hundred-twenty minutes of uninterrupted instruction. The students and teachers utilized a new computer-based instructional program called Study Island to assist them in the areas of reading and math. We also continued to utilize data and daily intervention to provide our students with more individualized and small group instruction.

All teachers integrated technology into their lessons. We have Promethean boards and document cameras in our child development through sixth grade classrooms. This year we received new computers for our computer lab. We also provided our students with a class set of digital cameras, flip video cameras, and laptops for instructional use.

McCrorey-Liston received grants from Wal-Mart, Anderson Chevette Anderson, and the Laura Bush Foundation this school year. We were also very fortunate to have numerous business partners. SCANA, Westinghouse and The Shaw Group designed and created a reading garden for the students and teachers to use as an outdoor classroom. SCANA also supported our after-school homework center.

The success of McCrorey-Liston is enhanced by the continuous partnerships with our PTA and SIC. The SIC sponsored our first Government Day. This event provided the students, parents, faculty, and community an opportunity to get to know their county and state-wide elected officials.

As we reflect on our school year, we continue to put students first while creating a school environment in which learning is our top priority. We look forward to building upon our instructional programs and continuing to strive towards academic excellence.

Chandra Bell, Principal  
Katrina Tolbert, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	20	16
Percent satisfied with learning environment	75.0%	100.0%	92.9%
Percent satisfied with social and physical environment	87.5%	90.0%	92.9%
Percent satisfied with school-home relations	87.5%	100.0%	87.5%

\* 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	7.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	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	113	98.2	36.4	40.2	23.4	80.4	73.4	83.5	Yes	Yes
<b>Gender</b>										
Male	61	100	40.7	37.3	22	76.3	69.7	80.1	N/A	N/A
Female	52	96.2	31.3	43.8	25	85.4	77.4	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	1	I/S	I/S	I/S	I/S	I/S	81.1	89.6	I/S	I/S
African American	112	98.2	36.8	40.6	22.6	80.2	72.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	72.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	25	100	60	24	16	64	47.1	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	71.4	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	101	99	37.5	38.5	24	79.2	72.5	76.9	Yes	Yes

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

All Students	113	98.2	43.9	44.9	11.2	70.1	65.7	80.4	Yes	Yes
<b>Gender</b>										
Male	61	100	45.8	44.1	10.2	71.2	63.3	78.4	N/A	N/A
Female	52	96.2	41.7	45.8	12.5	68.8	68.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	1	I/S	I/S	I/S	I/S	I/S	74.3	87.8	I/S	I/S
African American	112	98.2	44.3	45.3	10.4	69.8	64.2	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	72.7	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	25	100	68	28	4	48	35.1	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	71.4	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	101	99	45.8	43.8	10.4	69.8	64.6	72.8	Yes	Yes

\* 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

## 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
<b>Science</b>								
All Students	72	98.6	59.4	37.7	2.9	40.6	46.3	67.3
<b>Gender</b>								
Male	42	100	60	37.5	2.5	40	45.2	66.9
Female	30	96.7	58.6	37.9	3.4	41.4	47.5	67.7
<b>Racial/Ethnic Group</b>								
White	1	I/S	I/S	I/S	I/S	I/S	64	79.6
African American	71	98.6	60.3	36.8	2.9	39.7	43.4	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	54.5	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
<b>Disability Status</b>								
Disabled	18	100	83.3	11.1	5.6	16.7	19.1	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	54.5	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	67	98.5	62.5	35.9	1.6	37.5	45	55.4
<b>Social Studies</b>								
All Students	72	100	43.5	52.2	4.3	56.5	52.2	70.9
<b>Gender</b>								
Male	38	100	45.9	51.4	2.7	54.1	49.4	70.1
Female	34	100	40.6	53.1	6.3	59.4	54.9	71.7
<b>Racial/Ethnic Group</b>								
White	0	N/A	N/A	N/A	N/A	N/A	62.5	79.2
African American	72	100	43.5	52.2	4.3	56.5	50.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	61.1	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	15	100	53.3	40	6.7	46.7	28.5	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	58.8	68
<b>Socio-Economic Status</b>								
Subsidized meals	63	100	45	50	5	55	51.7	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
<b>Writing</b>										
All Students	112	99.1	38.3	41.1	20.6	61.7	54.4	72.1	96.7	95.1
<b>Gender</b>										
Male	61	100	42.4	42.4	15.3	57.6	47	65.2	96.6	94.8
Female	51	98	33.3	39.6	27.1	66.7	62.2	79.2	96.9	95.4
<b>Racial/Ethnic Group</b>										
White	1	I/S	I/S	I/S	I/S	I/S	55.6	80.8	91.1	94
African American	111	99.1	38.7	40.6	20.8	61.3	54.3	59.7	96.8	95.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	N/A	99.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	50	64.6	99.9	94.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	N/A
<b>Disability Status</b>										
Disabled	25	100	N/AV	N/AV	N/AV	24	15	27.7	97	93.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	47.6	63.7	N/A	95.2
<b>Socio-Economic Status</b>										
Subsidized meals	101	99	40.6	40.6	18.8	59.4	53.4	61.9	96.8	95

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	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
<b>2010</b>	3	26	100	36	40	24	64
	4	33	97	38.7	38.7	22.6	61.3
	5	26	100	28	36	36	72
	6	28	96.4	42.3	46.2	11.5	57.7
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	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
<b>2010</b>	3	26	100	68	24	8	32
	4	33	97	38.7	45.2	16.1	61.3
	5	26	100	32	60	8	68
	6	28	96.4	38.5	50	11.5	61.5
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	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
<b>2010</b>	3	13	100	84.6	7.7	7.7	15.4
	4	32	100	51.6	45.2	3.2	48.4
	5	13	100	N/A	N/A	N/A	58.3
	6	14	92.9	N/A	N/A	N/A	30.8
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	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
<b>2010</b>	3	13	100	N/A	N/A	N/A	25
	4	32	100	N/A	N/A	N/A	61.3
	5	13	100	53.8	38.5	7.7	46.2
	6	14	100	15.4	69.2	15.4	84.6
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	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
<b>2010</b>	3	26	100	52	44	4	48
	4	32	100	35.5	41.9	22.6	64.5
	5	26	100	20	32	48	80
	6	28	96.4	46.2	46.2	7.7	53.8
	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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