



## BLANEY ELEMENTARY

1621 Smyrna Road  
Elgin, SC 29045

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	692 Students	
<b>Principal</b>	Lisa M. Carter	803-438-3241
<b>Superintendent</b>	Dr. Frank E. Morgan	803-432-8416
<b>Board Chair</b>	Joseph Dorton, Jr.	803-408-2433

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Average</b>
2010	Good	Good
2009	Average	Average
2008	Average	Below Average
2007	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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

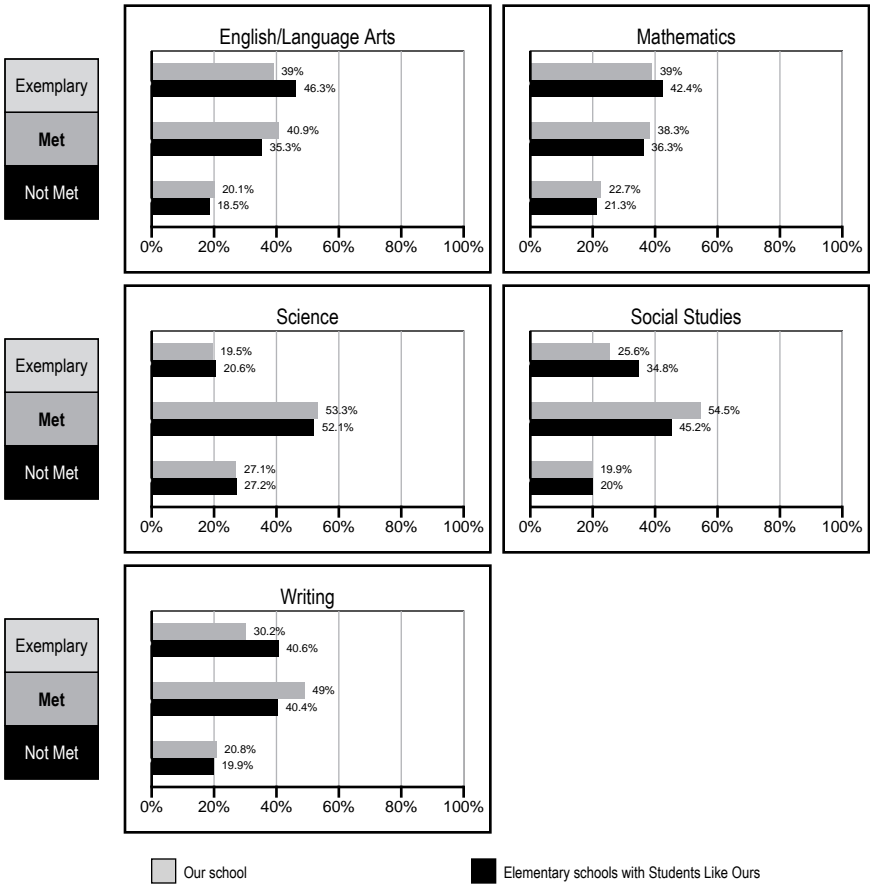
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
29	38	29	0	0

\* Ratings are calculated with data available by 11/09/2011.

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=692)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.6%	Down from 4.3%	1.1%	1.1%
Attendance rate	95.9%	Up from 95.3%	96.2%	96.2%
Served by gifted and talented program	19.1%	Down from 23.5%	17.7%	13.4%
With disabilities other than speech	3.1%	Down from 8.4%	4.3%	4.1%
Older than usual for grade	0.6%	Down from 1.3%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=41)</b>				
Teachers with advanced degrees	73.2%	Down from 73.5%	63.2%	62.5%
Continuing contract teachers	92.7%	Down from 97.1%	90.3%	88.2%
Teachers returning from previous year	87.4%	Down from 87.7%	89.4%	87.8%
Teacher attendance rate	94.3%	Down from 95.0%	95.4%	95.2%
Average teacher salary*	\$50,310	Up 0.3%	\$47,826	\$46,773
Professional development days/teacher	11.9 days	Up from 7.5 days	10.8 days	10.5 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	24.0 to 1	Up from 18.2 to 1	20.7 to 1	19.9 to 1
Prime instructional time	89.1%	Down from 90.0%	90.4%	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	Excellent	Excellent
Dollars spent per pupil**	\$6,220	Down 9.3%	\$6,913	\$7,447
Percent of expenditures for instruction**	69.8%	Down from 70.9%	68.8%	68.4%
Percent of expenditures for teacher salaries**	69.0%	Up from 68.9%	66.0%	65.8%

\* 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

Blaney Elementary School's mission Build and Enhance Success continues to be the focus of staff, parents and students. We continued the theme "Driven to Succeed" from the previous year. The students were challenged to read 50,000 books by May, 2011 in order to have the principal, Mrs. Lisa Carter, take 50 laps in a go-cart around the front lawn. The school theme was a great background for motivating the students to reach the goal, which was reached well before the deadline so on May 23 Mrs. Carter took her 50 laps in a go-cart to the sounds of 700 students cheering for her. Under the No Child Left Behind Act, Blaney Elementary met adequate yearly progress for the ninth year in a row. We also earned the Palmetto Silver award for the third time. We received an "all clear" from the State Department of Education. All staff at Blaney are "highly qualified" and seven teachers hold National Board Certification. Tonya Jackson who was designated third runner up for the National Science Teacher of the year for the state of South Carolina. Cathy Drees received a Target grant for \$2,000 to promote reading. Blaney's continued partnership with Lugoff Target Distribution Center allowed us to provide lunch buddies to more than 15 students, the annual Easter Egg Hunt, and assistance during special event days (field day, Fall Festival and Book Fairs). Another partnership we benefited from was First Citizens Bank in Elgin. Several staff members from the bank were lunch buddies and were Junior Achievement sponsors. All first and second grade classes experienced Junior Achievement this year, for a total of 9 classes. Third grade students learned about finances through the Moonjar program brought to us by First Citizens Bank. Our Archery Team was state champions by placing first in SC Archery tournament. The team went on to compete in Louisville, Kentucky and expanded the team to Stover Middle School. In an effort to make well rounded students, we offered clubs in art, computer, science, music, physical education, safety and writing. Students became leaders through the participation in the clubs. Our science club led the school in going "green" by recycling more than paper products. Blaney recycled Styrofoam plates, juice bags, chips bags, cans, bottles and even flip-flops. Blaney increased in population by over 150 students. With the growth in student population, our staff increased by nine (4 certified and 5 classified). The staff utilized leveled and differentiated instruction, parallel block scheduling, morning and afternoon academic clubs, A+ Learning, data notebooks, goal setting and SC standard driven lesson plans in order to meet the academic needs of our growing community. The Blaney Parent Teacher Association (PTA) earned over \$25,000 through fundraisers and used those funds to offset the district's budget cuts by providing teachers with supplies and additional funds for class resources. The School Improvement Council (SIC) sponsored a Safety Rodeo in March to promote safety in the home and car, educated parents about water safety, healthy eating habits, and changes in insurance laws and offered physical fitness activities for the students. The students and staff continue to be selfless in our giving by organizing campaigns for Muscular Dystrophy, United Way, Sexual Assault Center, Friends of the Library and the Angel Tree project organized by our guidance counselor. Blaney students, parents and staff work together to Build and Enhance Success.

In Devoted Service,

Lisa M. Carter, principal

Susan D. Surratt, SIC chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	94	61
Percent satisfied with learning environment	100.0%	87.2%	89.5%
Percent satisfied with social and physical environment	100.0%	84.9%	86.4%
Percent satisfied with school-home relations	100.0%	84.9%	78.6%

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

## Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 20 out of 21 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	1.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.6%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.7%	0.0%	No
Student attendance rate	95.9%	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
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	328	100	20.1	40.9	39	89.6	85.2	82.4	Yes	Yes
<b>Gender</b>										
Male	196	100	22.7	43.6	33.7	90.1	82.3	78.7	N/A	N/A
Female	132	100	16.5	37	46.5	89	88.4	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	230	100	14.6	41.1	44.3	91.3	89.1	88.9	Yes	Yes
African American	71	100	41.5	35.4	23.1	81.5	76.3	72.9	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	100	93	I/S	I/S
Hispanic	22	100	13.6	50	36.4	95.5	84.4	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	83	I/S	I/S
<b>Disability Status</b>										
Disabled	46	100	58.1	37.2	4.7	60.5	51.1	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	14	100	16.7	58.3	25	91.7	81.7	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	169	100	26.4	42.1	31.4	87.4	79.2	75.4	Yes	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	328	100	22.7	38.3	39	88	84.2	81.9	Yes	Yes
<b>Gender</b>										
Male	196	100	21	41.4	37.6	88.4	82.3	79.9	N/A	N/A
Female	132	100	25.2	33.9	40.9	87.4	86.3	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	230	100	19.6	35.2	45.2	89	88.9	88.9	Yes	Yes
African American	71	100	33.8	46.2	20	81.5	72.9	71.4	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.7	94.6	I/S	I/S
Hispanic	22	100	22.7	40.9	36.4	95.5	87.5	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	90.9	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	46	100	62.8	30.2	7	67.4	51.2	47.3	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	14	100	33.3	41.7	25	91.7	85.2	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	169	100	28.3	43.4	28.3	84.9	77.8	74.9	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	223	99.6	27.1	53.3	19.5	72.9	72.3	68.6
<b>Gender</b>								
Male	128	99.2	28.3	55.8	15.8	71.7	72.5	68.3
Female	95	100	25.6	50	24.4	74.4	72	68.9
<b>Racial/Ethnic Group</b>								
White	166	99.4	22.3	54.8	22.9	77.7	81.3	80.7
African American	39	100	48.6	43.2	8.1	51.4	52.9	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	81.3	85.3
Hispanic	15	100	26.7	60	13.3	73.3	65.9	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	70.8
<b>Disability Status</b>								
Disabled	36	100	64.7	32.4	2.9	35.3	39.5	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	59.6	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	111	99.1	36.8	50.9	12.3	63.2	61.4	57.3
<b>Social Studies</b>								
All Students	227	99.6	19.9	54.5	25.6	80.1	72.8	72.5
<b>Gender</b>								
Male	131	99.2	22.7	46.2	31.1	77.3	72.2	72
Female	96	100	16.3	65.2	18.5	83.7	73.5	73.1
<b>Racial/Ethnic Group</b>								
White	157	99.4	16.8	56.4	26.8	83.2	78	81
African American	51	100	31.1	51.1	17.8	68.9	60.3	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.1	89
Hispanic	16	100	12.5	50	37.5	87.5	76.7	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
<b>Disability Status</b>								
Disabled	35	100	43.8	50	6.3	56.3	45.5	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	71.4	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	116	99.1	25	62	13	75	63.3	62.9

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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	100	100	20.8	49	30.2	79.2	77.8	73.2	95.9	95.9
<b>Gender</b>										
Male	65	100	21.3	54.1	24.6	78.7	73.2	67.2	95.9	95.8
Female	35	100	20	40	40	80	82.8	79.4	95.9	96
<b>Racial/Ethnic Group</b>										
White	67	100	12.5	54.7	32.8	87.5	84	81.5	95.7	95.6
African American	23	100	39.1	39.1	21.7	60.9	66.1	61.3	96.5	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	96.9	96.9
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	60.3	96.6	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	95	95.3
<b>Disability Status</b>										
Disabled	7	I/S	I/S	I/S	I/S	I/S	27.4	26	95.7	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	60.8	65.7	97.3	97
<b>Socio-Economic Status</b>										
Subsidized meals	51	100	27.7	46.8	25.5	72.3	67.1	63.2	95.4	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
<b>English/Language Arts</b>							
<b>2010</b>	3	94	100	8.2	28.2	63.5	91.8
	4	76	100	21.4	38.6	40	78.6
	5	84	100	15.4	55.1	29.5	84.6
	6	0	N/A	N/A	N/A	N/A	N/A
	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>2011</b>	3	105	100	17.2	25.3	57.6	82.8
	4	122	100	19.5	47.8	32.7	80.5
	5	101	100	24	49	27.1	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
<b>Mathematics</b>							
<b>2010</b>	3	94	100	20	31.8	48.2	80
	4	76	100	12.9	41.4	45.7	87.1
	5	84	100	28.2	50	21.8	71.8
	6	0	N/A	N/A	N/A	N/A	N/A
	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>2011</b>	3	105	100	24.2	32.3	43.4	75.8
	4	122	100	17.7	38.1	44.2	82.3
	5	101	100	27.1	44.8	28.1	72.9
	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
<b>Science</b>							
<b>2010</b>	3	48	95.8	45.2	28.6	26.2	54.8
	4	76	100	17.1	64.3	18.6	82.9
	5	42	100	27.5	42.5	30	72.5
	6	0	N/A	N/A	N/A	N/A	N/A
	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>2011</b>	3	52	100	38	44	18	62
	4	122	100	18.6	59.3	22.1	81.4
	5	49	98	36.2	48.9	14.9	63.8
	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

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>2010</b>	3	46	97.8	16.7	50	33.3	83.3
	4	76	100	15.7	44.3	40	84.3
	5	42	100	34.2	52.6	13.2	65.8
	6	0	N/A	N/A	N/A	N/A	N/A
	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>2011</b>	3	53	100	16.3	67.3	16.3	83.7
	4	122	100	15.9	58.4	25.7	84.1
	5	52	98.1	32.7	32.7	34.7	67.3
	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
<b>Writing</b>							
<b>2010</b>	3	93	100	14	33.7	52.3	86
	4	75	100	18.6	54.3	27.1	81.4
	5	85	98.8	17.7	48.1	34.2	82.3
	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
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	100	100	20.8	49	30.2	79.2
	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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