



BLANEY ELEMENTARY

1621 Smyrna Road
Elgin, SC 29045

Grades	PK-5 Elementary School	
Enrollment	533 Students	
Principal	Lisa M. Carter	803-438-3241
Superintendent	Dr. Frank E. Morgan	803-432-8416
Board Chair	Joseph Dorton, Jr.	803-408-2433

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Average	Average
2008	Average	Below Average
2007	Average	Good
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

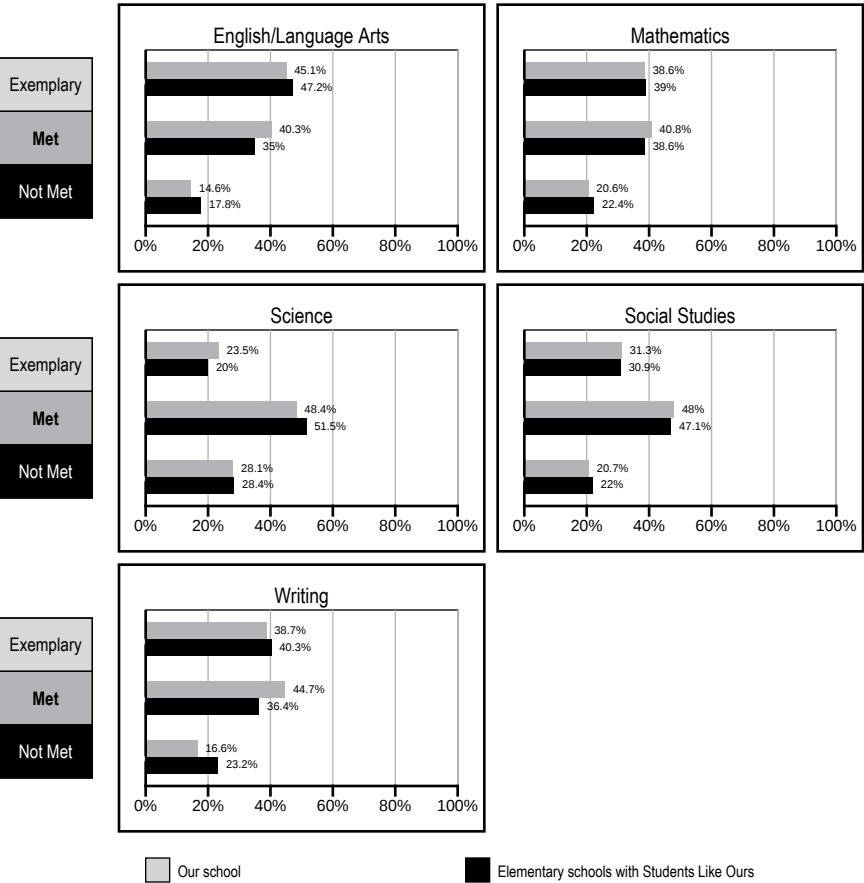
97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
19	38	28	0	0

* 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=533)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.3%	Down from 4.4%	1.2%	1.2%
Attendance rate	95.3%	Down from 96.0%	96.2%	96.1%
Eligible for gifted and talented	23.5%	Down from 23.6%	15.8%	11.7%
With disabilities other than speech	8.4%	Up from 7.7%	7.9%	8.0%
Older than usual for grade	1.3%	Up from 1.2%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	73.5%	Up from 67.6%	61.1%	60.5%
Continuing contract teachers	97.1%	Up from 94.6%	87.5%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.7%	Up from 86.8%	89.0%	87.0%
Teacher attendance rate	95.0%	Down from 95.7%	95.5%	95.4%
Average teacher salary*	\$50,161	Up 3.0%	\$48,053	\$47,288
Professional development days/teacher	7.5 days	Down from 9.7 days	10.6 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 21.7 to 1	20.3 to 1	19.2 to 1
Prime instructional time	90.0%	Down from 91.1%	90.7%	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	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$6,857	Up 5.4%	\$7,015	\$7,548
Percent of expenditures for instruction**	70.9%	Up from 70.1%	69.0%	68.7%
Percent of expenditures for teacher salaries**	68.9%	Up from 66.2%	65.8%	65.1%

* 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

Blaney Elementary School's mission to Build and Enhance Success continues to be the focus of the staff, parents, and students. Utilizing a school wide theme, "Driven to Succeed," the staff, parents, and community worked together to offer a variety of programs to the students. In partnership with Target Distribution Center, we were able to create a special place within the media center for students to enjoy reading and that partnership also provided volunteers for numerous activities such as lunch buddies, field day, Archery Team support and a community egg hunt. The Kershaw County Fine Arts Center provided opportunities for artists in residence to share their talents with the students: Upton Trio (musicians integrating curriculum and music), Bond Anderson (musical playground constructor) and Yostie (master puppeteer and dramatist). Our students enjoyed a visit from author Pete Howe, author of Waggit's Tale. The South Carolina State Museum shared the Star Lab with our students. The local astronomy club provided a night under the stars by allowing families to view the evening sky through high power telescopes. Mad Science of Columbia kicked off our year with a general assembly and offered two 6-week afternoon science clubs. Under the No Child Left Behind Act, Blaney Elementary met Adequate Yearly Progress (AYP) for the eighth year in a row. We also earned a Palmetto Silver Award for Closing the Achievement Gap and were named a Red Carpet School for the third time. We received an "All Clear" from the State Department of Education.

All teaching staff members are "highly qualified," and we have five National Board Certified Teachers. Two staff members were awarded grants: Tonya Jackson received a grant through the Department of Health and Environmental Control (\$1,250) and Toyota Tapestry (\$2,500) and Fran Miller received a Target grant (\$2,000) for a total of \$5,750. Beginning in September 2009, our school began the construction of additions to three wings resulting in six new classrooms to be opened for the 2010-2011 school year. While all of this is exciting, the Blaney staff remains focused on the task of educating the children of the Elgin community. Despite budget cuts, staff members were unwavering in their drive to meet the educational needs of their students. By utilizing leveled and differentiated grouping and a new math program, Every Day Math, along with MAP, A+ Learning, SuccessMaker, ITBS and PASS scores, the teachers were able to identify students' needs, develop a plan of instruction and assess student growth. Data notebooks, common planning and shared lesson plans through eChalk lesson planner provided teachers opportunities to collaborate and become more effective and deliberate in their instruction.

The Blaney PTO voted to become a PTA and with that, added new opportunities to serve the students. Another outstanding year of fund-raising and volunteer support proved to the staff and students that our parents are behind us 100%. The School Improvement Council (SIC) continued to meet on a monthly basis to monitor academic progress, review test data and establish goals. The children and staff of Blaney contributed over \$20,000 to charitable causes: United Way of Kershaw County, Relay for Life, Sexual Abuse Center of Camden (Change makes change), Walter Crowe Animal Shelter, March of Dimes, families in Haiti, Afghanistan and the Ukraine, and Angel Tree for needy families. The community rallied around our Archery team as we raised funds to send the team to Nationals in Louisville, Kentucky, after placing third in the State. Together, the staff, students and parents are Building and Enhancing Success.

Lisa M. Carter, Principal
Susan Surratt, SIC Chairperson.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	76	62
Percent satisfied with learning environment	89.3%	93.3%	90.3%
Percent satisfied with social and physical environment	92.9%	97.4%	87.1%
Percent satisfied with school-home relations	100.0%	90.8%	77.0%

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

Abbreviations for Missing Data

N/A—Not Applicable N/AV—Not Available N/C—Not Collected N/R—Not Reported I/S—Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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	4.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.3%	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	254	100	14.6	40.3	45.1	93.1	85.9	83.5	Yes	Yes
Gender										
Male	133	100	19	43.8	37.2	91.7	83.5	80.1	N/A	N/A
Female	121	100	9.8	36.6	53.6	94.6	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	188	100	13.7	36.6	49.7	94.3	89.7	89.6	Yes	Yes
African American	51	100	20.9	51.2	27.9	86	77	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.1	92.7	I/S	I/S
Hispanic	14	100	7.1	50	42.9	100	86	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	30	100	48.3	34.5	17.2	69	52.9	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	84.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	124	100	19.6	37.4	43	88.8	79.5	76.9	Yes	Yes

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

All Students	254	100	20.6	40.8	38.6	88.8	82.5	80.4	Yes	Yes
Gender										
Male	133	100	26.4	35.5	38	86	80.5	78.4	N/A	N/A
Female	121	100	14.3	46.4	39.3	92	84.7	82.5	N/A	N/A
Racial/Ethnic Group										
White	188	100	17.1	39.4	43.4	92	87.2	87.8	Yes	Yes
African American	51	100	34.9	46.5	18.6	74.4	71.4	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.6	93.5	I/S	I/S
Hispanic	14	100	21.4	35.7	42.9	92.9	81.3	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	30	100	58.6	24.1	17.2	51.7	48.3	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	77.8	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	124	100	26.2	45.8	28	85	75.3	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	166	98.8	27.6	48.7	23.7	72.4	69.5	67.3
Gender								
Male	92	98.9	28.6	47.6	23.8	71.4	69.4	66.9
Female	74	98.7	26.5	50	23.5	73.5	69.6	67.7
Racial/Ethnic Group								
White	119	99.2	21.6	51.4	27	78.4	78.1	79.6
African American	35	97.1	51.7	41.4	6.9	48.3	50.9	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	85	84.4
Hispanic	12	100	25	41.7	33.3	75	57.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	16	93.8	60	33.3	6.7	40	34.6	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	50.5	58.6
Socio-Economic Status								
Subsidized meals	84	97.6	39.7	43.8	16.4	60.3	57.6	55.4

Social Studies

All Students	164	99.4	20.7	48	31.3	79.3	73.9	70.9
Gender								
Male	92	98.9	16.9	44.6	38.6	83.1	74.2	70.1
Female	72	100	25.4	52.2	22.4	74.6	73.6	71.7
Racial/Ethnic Group								
White	123	99.2	19.8	47.4	32.8	80.2	79.3	79.2
African American	35	100	28.6	46.4	25	71.4	61.2	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.8	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	70.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	21	100	60	30	10	40	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	66.7	68
Socio-Economic Status								
Subsidized meals	74	98.7	29	41.9	29	71	64.2	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	253	99.6	16.6	44.7	38.7	83.4	76.2	72.1	95.3	95.5
Gender										
Male	132	100	21.3	54.1	24.6	78.7	69.6	65.2	95.2	95.4
Female	121	99.2	11.5	34.5	54	88.5	83.2	79.2	95.3	95.6
Racial/Ethnic Group										
White	187	99.5	14.1	45.8	40.1	85.9	81	80.8	95	95.2
African American	51	100	27.9	44.2	27.9	72.1	65	59.7	96.5	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.1	87	84.2	96.4
Hispanic	14	100	14.3	28.6	57.1	85.7	72.8	64.6	95.4	96.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	89.5	88.6
Disability Status										
Disabled	30	100	44.8	44.8	10.3	55.2	28.9	27.7	94.7	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	67.5	63.7	93.1	96.5
Socio-Economic Status										
Subsidized meals	123	100	25.2	44.9	29.9	74.8	66.9	61.9	94.8	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
English/Language Arts							
2009	3	81	100	23.4	32.5	44.2	76.6
	4	75	100	17.6	47.3	35.1	82.4
	5	92	100	14.6	37.1	48.3	85.4
	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	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
Mathematics							
2009	3	81	100	28.6	42.9	28.6	71.4
	4	75	100	17.6	58.1	24.3	82.4
	5	92	100	16.9	53.9	29.2	83.1
	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	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
Science							
2009	3	40	100	46.2	41	12.8	53.8
	4	75	100	21.6	62.2	16.2	78.4
	5	47	100	28.9	55.6	15.6	71.1
	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	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

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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	41	97.6	18.4	44.7	36.8	81.6
	4	75	100	17.6	54.1	28.4	82.4
	5	45	100	15.9	61.4	22.7	84.1
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2011	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	82	100	15.2	30.4	54.4	84.8
	4	75	100	10.8	44.6	44.6	89.2
	5	94	100	13.2	38.5	48.4	86.8
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2011	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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