



CC BLANEY ELEMENTARY

7184 Highway 162
Hollywood, SC 29449

Grades	PK-6 Elementary School	
Enrollment	169 Students	
Principal	Reggie M. Terry	843-889-3992
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Below Average
2010	Average	Below Average
2009	Average	Average
2008	Below Average	Good
2007	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 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

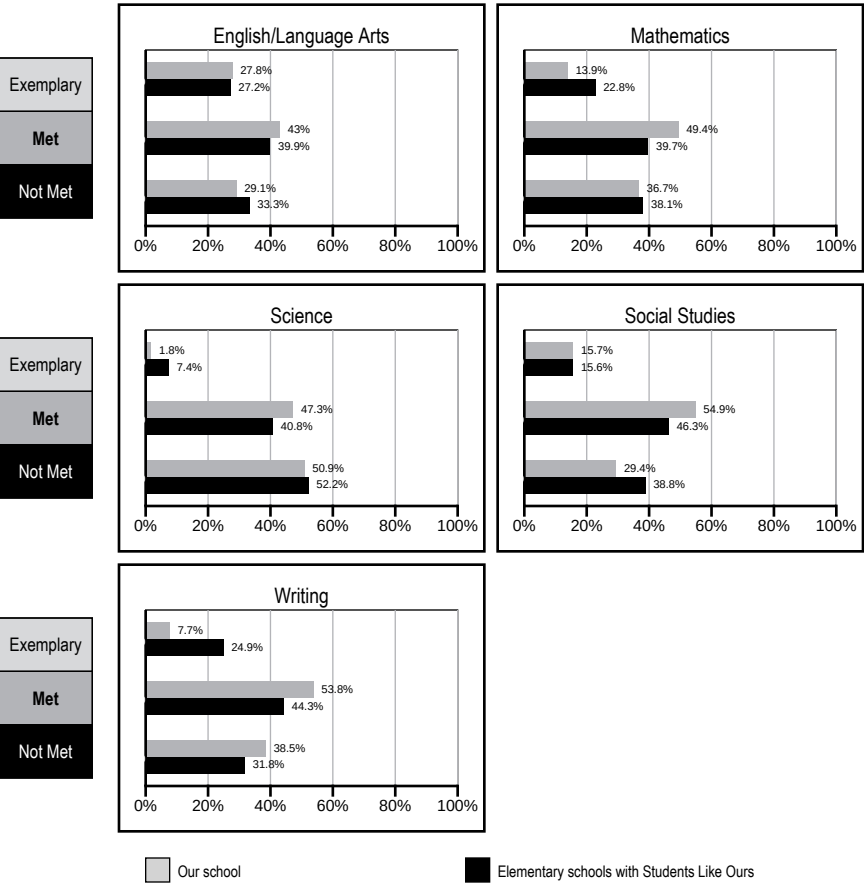
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	9	104	54	23

* 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
Students (n=169)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	No Change	1.5%	1.1%
Attendance rate	96.7%	Up from 95.9%	96.1%	96.2%
Served by gifted and talented program	14.8%	Up from 11.5%	5.7%	13.4%
With disabilities other than speech	0.6%	Down from 1.6%	4.3%	4.1%
Older than usual for grade	0.0%	No Change	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=19)				
Teachers with advanced degrees	68.4%	Up from 55.0%	61.8%	62.5%
Continuing contract teachers	84.2%	Up from 70.0%	82.9%	88.2%
Teachers returning from previous year	80.5%	Up from 70.3%	85.0%	87.8%
Teacher attendance rate	96.4%	Down from 97.4%	95.1%	95.2%
Average teacher salary*	\$43,798	Down 3.2%	\$45,147	\$46,773
Professional development days/teacher	3.1 days	Down from 9.9 days	10.6 days	10.5 days
School				
Principal's years at school	1.0	Down from 3.0	3.3	4.0
Student-teacher ratio in core subjects	13.5 to 1	Down from 16.9 to 1	17.6 to 1	19.9 to 1
Prime instructional time	92.9%	Up from 92.8%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	96.2%	Down from 100.0%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$10,608	Down 1.5%	\$8,323	\$7,447
Percent of expenditures for instruction**	62.1%	Up from 56.4%	67.8%	68.4%
Percent of expenditures for teacher salaries**	59.2%	Up from 52.8%	64.2%	65.8%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2010-2011 school year has been a busy one for the C.C. Blaney Community. We approached the year with a focus on improving reading and writing proficiency for our students. To that end we began the implementation of Readers' and Writers' Workshop as the framework for our balanced literacy program. This was a big undertaking involving a lot of professional development and planning. The teachers embraced the challenge enthusiastically and went to work leveling classroom libraries, creating mini lessons, and tracking student progress. Over the course of the year we have seen excellent growth in our students' reading and writing skills as a direct result of using the workshop model. The entire district will move to the workshop model next school year, and CC Blaney will have a jump start on this initiative.

Regular assessment of student progress is critical to ensuring that all children are making academic growth. We created the Blaney local assessment and progress monitoring plan to help us closely track our students' progress. The data from our curriculum based measures, the Fountas and Pinnell Benchmark Assessment System, MAP scores, and PASS scores are reviewed regularly during staff meetings and Teacher Curriculum Team meetings. The information from these assessments is used by classroom teachers to inform their instructional practices to meet the needs of all learners.

We engage our families and school community in the education process as much as possible. The annual Meet the Teacher/Open House and Community Dinner was a huge success drawing over one hundred attendees. PTA meetings, our fabulous Black History Month musical review, and the Spring Tea and Talent Show were also big hits with our families. We will continue to work on ways to increase parent and community involvement with our school.

At C.C. Blaney Elementary School we believe that it is our charge to help students grow, improve and progress from one year to the next. We will continue to provide a safe and caring learning experience where academic excellence is expected and supported.

Paula Bowen, Principal
Jakara Green, SIC Chair person

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	9	21	20
Percent satisfied with learning environment	88.9%	80.0%	95.0%
Percent satisfied with social and physical environment	77.8%	76.2%	90.0%
Percent satisfied with school-home relations	33.3%	81.0%	100.0%

* 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 10 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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.0%	0.0%	No
Student attendance rate	96.7%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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N/R--Not Reported

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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 = 79.4% (Met or Exemplary)

All Students	89	98.9	29.1	43	27.8	78.5	83.1	82.4	Yes	Yes
Gender										
Male	43	100	36.8	42.1	21.1	68.4	79.9	78.7	N/A	N/A
Female	46	97.8	22	43.9	34.1	87.8	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	94.8	88.9	I/S	I/S
African American	79	98.7	31	42.3	26.8	76.1	71.9	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.3	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	42.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	83	98.8	30.1	43.8	26	76.7	72.9	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	89	100	36.7	49.4	13.9	72.2	82.8	81.9	No	Yes
Gender										
Male	43	100	39.5	42.1	18.4	73.7	81.1	79.9	N/A	N/A
Female	46	100	34.1	56.1	9.8	70.7	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	94.9	88.9	I/S	I/S
African American	79	100	38	49.3	12.7	70.4	70.9	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	83	100	38.4	47.9	13.7	69.9	72.7	74.9	No	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	60	100	50.9	47.3	1.8	49.1	69.2	68.6
Gender								
Male	29	100	N/AV	N/AV	N/AV	48.1	68.4	68.3
Female	31	100	50	46.4	3.6	50	70	68.9
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	90.4	80.7
African American	53	100	55.1	42.9	2	44.9	48.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.2	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
Disability Status								
Disabled	2	I/S	I/S	I/S	I/S	I/S	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	60.4	60.7
Socio-Economic Status								
Subsidized meals	56	100	52.9	45.1	2	47.1	51.8	57.3

Social Studies

All Students	58	100	29.4	54.9	15.7	70.6	75.5	72.5
Gender								
Male	26	100	34.8	47.8	17.4	65.2	74.4	72
Female	32	100	25	60.7	14.3	75	76.6	73.1
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	91	81
African American	51	100	31.1	53.3	15.6	68.9	60.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
Disability Status								
Disabled	2	I/S	I/S	I/S	I/S	I/S	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	54	100	29.8	57.4	12.8	70.2	61.8	62.9

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	17	100	38.5	53.8	7.7	61.5	75.8	73.2	96.7	96
Gender										
Male	10	I/S	I/S	I/S	I/S	I/S	70.7	67.2	96.6	95.9
Female	7	I/S	I/S	I/S	I/S	I/S	81.1	79.4	96.8	96.1
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	90.8	81.5	94	96.1
African American	15	100	41.7	50	8.3	58.3	61.3	61.3	96.9	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	87	N/A	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.4	66.7	95.2	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	23.9	26	96.1	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	67.9	65.7	95.6	96.3
Socio-Economic Status										
Subsidized meals	16	100	41.7	50	8.3	58.3	62.2	63.2	96.5	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
English/Language Arts							
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
2011	3	20	100	26.7	33.3	40	73.3
	4	29	96.6	18.5	44.4	37	81.5
	5	16	100	38.5	53.8	7.7	61.5
	6	24	100	37.5	41.7	20.8	62.5
	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							
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
2011	3	20	100	66.7	26.7	6.7	33.3
	4	29	100	18.5	55.6	25.9	81.5
	5	16	100	53.8	38.5	7.7	46.2
	6	24	100	29.2	62.5	8.3	70.8
	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
Science							
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
2011	3	10	I/S	I/S	I/S	I/S	I/S
	4	29	100	N/AV	N/AV	N/AV	59.3
	5	9	I/S	I/S	I/S	I/S	I/S
	6	12	100	N/AV	N/AV	N/AV	41.7
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	10	I/S	I/S	I/S	I/S	I/S
	4	29	100	25.9	55.6	18.5	74.1
	5	7	I/S	I/S	I/S	I/S	I/S
	6	12	100	33.3	50	16.7	66.7
2012	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							
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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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	17	100	38.5	53.8	7.7	61.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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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