



La France Elementary

550 Williams Street
Pendleton, SC 29670

Grades	PK-6 Elementary School	
Enrollment	473 Students	
Principal	Hope Atyeo	864-403-2300
Superintendent	Dr. Lee D'Andrea	864-646-8000
Board Chair	Dr. Marty Williams	864-646-8000

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Average	Below Average
2007	Good	At-Risk
2006	Good	Good
2005	Good	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 2008-09 whose 2007-08 test scores were located

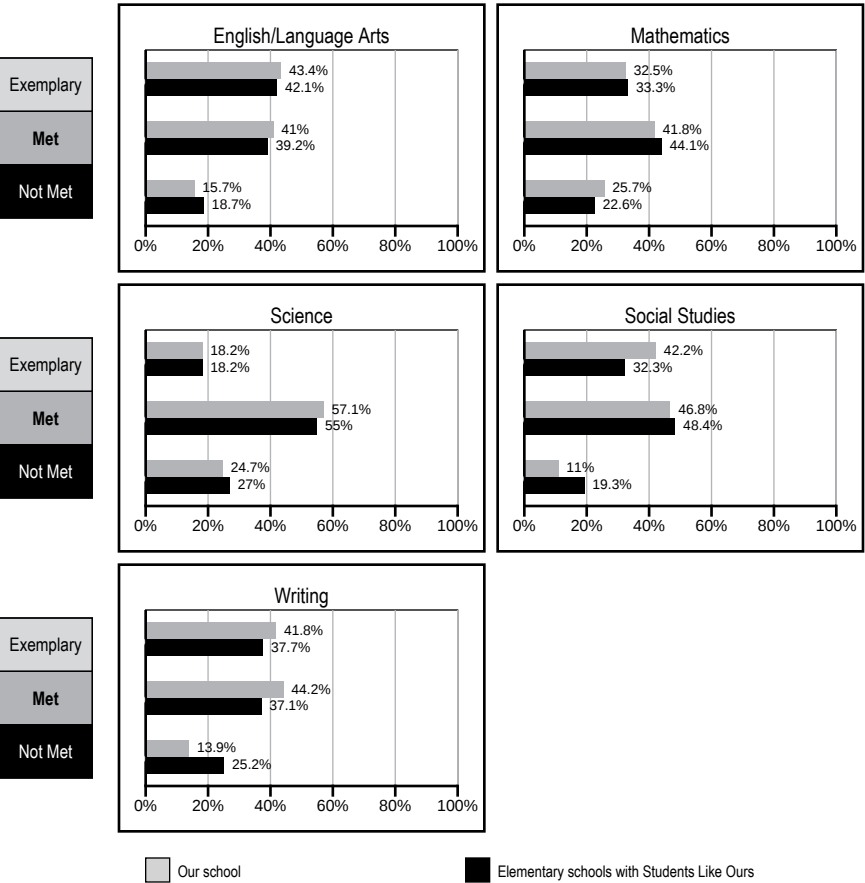
97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	31	50	0	0

* Ratings are calculated with data available by 06/01/2010.

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=473)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Up from 2.2%	2.0%	1.9%
Attendance rate	96.3%	Up from 96.1%	96.3%	96.3%
Eligible for gifted and talented	14.1%	Up from 12.9%	12.8%	10.0%
With disabilities other than speech	9.2%	Down from 11.4%	7.7%	7.7%
Older than usual for grade	0.3%	Down from 1.5%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	54.3%	Up from 52.9%	60.7%	59.4%
Continuing contract teachers	85.7%	Up from 73.5%	82.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.4%	Up from 80.3%	88.2%	85.9%
Teacher attendance rate	95.0%	Up from 94.7%	95.3%	95.1%
Average teacher salary*	\$44,769	Up 3.7%	\$47,290	\$47,149
Professional development days/teacher	10.6 days	Down from 15.9 days	10.8 days	11.1 days
School				
Principal's years at school	3.5	Up from 1.5	5.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 19.3 to 1	19.3 to 1	18.8 to 1
Prime instructional time	91.0%	Up from 90.5%	90.6%	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	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,413	Up 12.7%	\$6,907	\$7,458
Percent of expenditures for instruction**	70.7%	Up from 61.6%	69.4%	68.8%
Percent of expenditures for teacher salaries**	62.0%	Up from 50.8%	64.2%	63.2%

* 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

The 2008-2009 school year was one of new opportunities, new goals, and many accomplishments. We welcomed everyone with open arms and improved upon our We Are Family, a mentoring program designed to make everyone feel right at home. We used our Title One monies to continue utilizing reading specialists and to lower class sizes to work with students in grades one through six to reach our goal of having every child read on grade level by the end of this school year.

Data from Measures of Academic Progress (MAP), a computerized testing program that provides immediate information on each child's progress in reading and math, assists our teachers as they flexibly group students to best meet each child's academic needs. Through careful analysis of MAP data and other assessments, we are constantly revising our instruction to individualize our methods of teaching so that we know we are doing all we can to teach all children.

Our faculty and staff continue to participate in various professional development opportunities, and the entire faculty took part in a graduate class, The Nature and Needs of the Gifted, to make sure that we continually teach using a variety of strategies with high expectations. Our students had many opportunities for growth this year as we continued to implement a variety of programs to meet the needs of each and every child. We enhanced our Accelerated Reader program by implementing a Jump for George incentive for reaching personal goals. This continues to be a huge hit with our students!

All of our related arts teachers work closely with our regular classroom teachers to integrate their lessons and activities with what is being studied in the regular classrooms in order to make learning more meaningful for our students. They are also a vital part of our academic assistance plan for grades one through six. Each related arts teacher works with a grade level to assist the regular classroom teachers achieve their goal of having all of their students reading on grade level.

Our expectations for student growth in all areas remain high and our goal is to challenge all of our students each day. The La France Elementary Parent and Teacher Organization and the La France Elementary School Improvement Council are crucial partners in supporting and assisting our students and teachers. They provide items needed for instruction and give of their time to volunteer for our many events and fundraisers. In the 2009-2010 school year, we look forward to new challenges and opportunities as we continue to explore ways to improve La France Elementary where Learning Equals Success!

Hope Atyeo, Principal
Viola Austin, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	69	30
Percent satisfied with learning environment	94.1%	76.8%	90.0%
Percent satisfied with social and physical environment	91.2%	82.6%	90.0%
Percent satisfied with school-home relations	76.5%	83.8%	82.8%

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

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School Adequate Yearly Progress

YES

This school met 21 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	
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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	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	268	100	15.1	39.5	45.3	91.9	89.1	82.8	Yes	Yes
Gender										
Male	143	100	15.9	34.8	49.3	91.3	87.9	79.3	N/A	N/A
Female	125	100	14.2	45	40.8	92.5	90.6	86.5	N/A	N/A
Racial/Ethnic Group										
White	202	100	12.8	35.7	51.5	93.9	91.5	89.5	Yes	Yes
African American	59	100	21.4	51.8	26.8	83.9	80.6	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	82.4	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	82.6	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	44	100	37.2	25.6	37.2	79.1	68.5	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	50	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	141	100	21.2	45.5	33.3	87.9	85.4	75.5	Yes	Yes

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

All Students	268	100	24.8	40.7	34.5	84.9	86.2	78.9	Yes	Yes
Gender										
Male	143	100	26.1	36.2	37.7	81.2	85.9	77	N/A	N/A
Female	125	100	23.3	45.8	30.8	89.2	86.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	202	100	21.4	39.8	38.8	88.3	89.4	87.2	Yes	Yes
African American	59	100	33.9	44.6	21.4	75	75.6	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	76.5	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	44	100	46.5	25.6	27.9	62.8	64.4	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	41.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	141	100	31.8	41.7	26.5	78	81.7	70.2	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
Science								
All Students	170	100	23.6	54.7	21.7	76.4	76.8	67.5
Gender								
Male	94	100	23.3	47.8	28.9	76.7	79.2	67
Female	76	100	23.9	63.4	12.7	76.1	74.1	68
Racial/Ethnic Group								
White	122	100	16.2	57.3	26.5	83.8	82.3	79.5
African American	43	100	45	45	10	55	53.5	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	70	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	31	100	33.3	40	26.7	66.7	51.9	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status								
Subsided meals	93	100	27.1	56.5	16.5	72.9	68.8	55.1

Social Studies

All Students	166	100	10.6	46	43.5	89.4	77.6	72.3
Gender								
Male	89	100	9.2	44.8	46	90.8	77.3	71.5
Female	77	100	12.2	47.3	40.5	87.8	78	73.2
Racial/Ethnic Group								
White	130	100	10.2	43.8	46.1	89.8	82.2	80.7
African American	33	100	12.9	51.6	35.5	87.1	61	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	58.3	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	69.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	29	100	28.6	42.9	28.6	71.4	54.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsided meals	87	100	9.6	56.6	33.7	90.4	70.9	62.1

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	270	96.7	13.9	44.2	41.8	86.1	78.2	70.2	96.3	96.5
Gender										
Male	143	94.4	18.5	44.6	36.9	81.5	73.1	63.2	96.3	96.4
Female	127	99.2	9.1	43.8	47.1	90.9	84	77.5	96.3	96.6
Racial/Ethnic Group										
White	202	96	15.3	40.2	44.4	84.7	81.3	79.1	96.1	96.3
African American	59	98.3	9.1	58.2	32.7	90.9	67.6	57.6	96.7	97.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	77.8	86.2	98.5	98
Hispanic	5	I/S	I/S	I/S	I/S	I/S	60	62.6	96.6	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	N/A
Disability Status										
Disabled	46	80.4	48.6	40	11.4	51.4	35.7	26.1	95.8	95.8
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	33.3	61.2	97.1	97.6
Socio-Economic Status										
Subsidized meals	140	95.7	20.8	48.8	30.4	79.2	70.1	58.9	95.6	95.9

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	63	100	9.8	29.5	60.7	90.2
	4	65	100	8.2	44.3	47.5	91.8
	5	66	100	13.8	50.8	35.4	86.2
	6	74	100	26.8	33.8	39.4	73.2
	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							
2009	3	63	100	19.7	27.9	52.5	80.3
	4	65	100	9.8	52.5	37.7	90.2
	5	66	100	46.2	41.5	12.3	53.8
	6	74	100	22.5	40.8	36.6	77.5
	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
Science							
2009	3	34	100	25	34.4	40.6	75
	4	65	100	18	67.2	14.8	82
	5	34	100	33.3	54.5	12.1	66.7
	6	37	100	22.9	51.4	25.7	77.1
	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
Social Studies							
2009	3	32	100	6.3	21.9	71.9	93.8
	4	64	100	8.3	45	46.7	91.7
	5	32	100	12.5	56.3	31.3	87.5
	6	38	100	16.2	59.5	24.3	83.8
	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
Writing							
2009	3	62	93.6	12.3	28.1	59.6	87.7
	4	65	96.9	13.6	50.8	35.6	86.4
	5	69	98.6	13.4	41.8	44.8	86.6
	6	74	97.3	16.2	54.4	29.4	83.8
	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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