



LARNE ELEMENTARY

3598 Filbert Highway
Clover, South Carolina

Grades	PK-5 Elementary School	
Enrollment	564 Students	
Principal	Georgia Westmoreland	803-810-8600
Superintendent	Dr. Marc Sosne	803-810-8000
Board Chair	Franklin Pendleton	803-810-8000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Good
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A

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

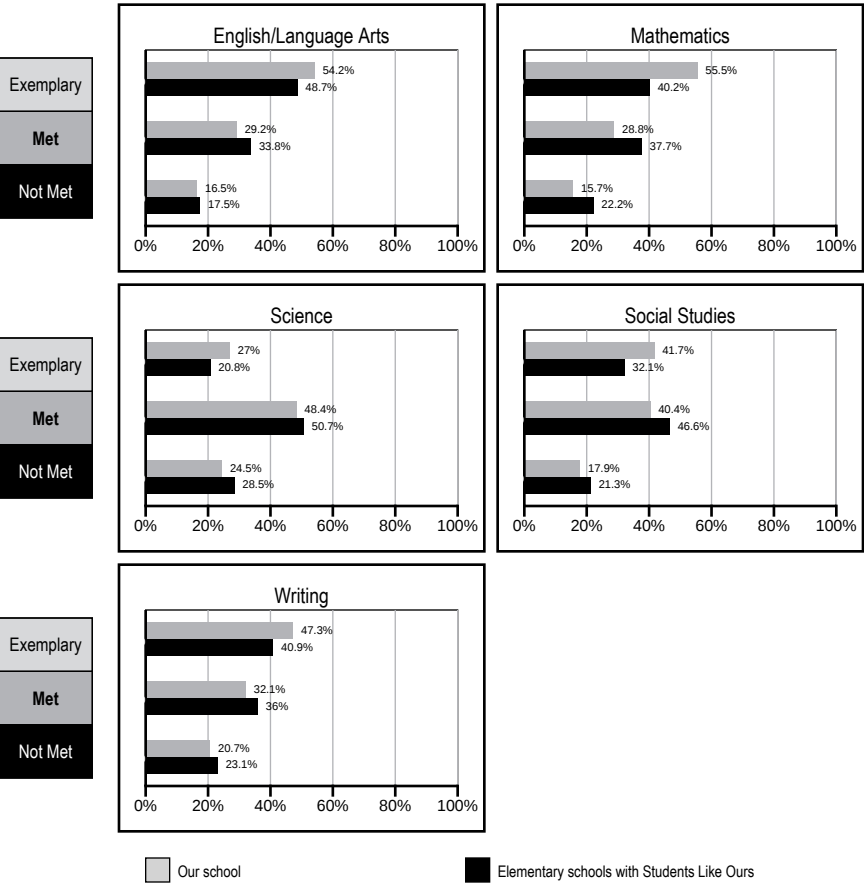
94.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
27	37	31	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=564)				
First graders who attended full-day kindergarten	100.0%	N/R	100.0%	100.0%
Retention rate	0.0%	N/A	1.2%	1.2%
Attendance rate	96.3%	N/A	96.3%	96.1%
Eligible for gifted and talented	17.0%	N/A	17.0%	11.7%
With disabilities other than speech	4.7%	N/A	7.2%	8.0%
Older than usual for grade	0.5%	N/A	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	74.4%	N/A	62.5%	60.5%
Continuing contract teachers	74.4%	N/A	86.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	90.2%	87.0%
Teacher attendance rate	97.8%	N/R	95.6%	95.4%
Average teacher salary*	\$51,822	I/S	\$48,190	\$47,288
Professional development days/teacher	11.3 days	N/R	10.9 days	10.5 days
School				
Principal's years at school	1.0	N/R	5.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	N/R	20.1 to 1	19.2 to 1
Prime instructional time	92.8%	N/R	91.6%	90.8%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	99.7%	N/R	100.0%	100.0%
Character development program	Excellent	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$7,022	\$7,548
Percent of expenditures for instruction**	N/A	N/A	69.1%	68.7%
Percent of expenditures for teacher salaries**	N/A	N/A	66.1%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

In the summer of 2009, Larne Elementary opened its doors and welcomed students from various elementary schools to blend as one family to continue sharing our district’s Eagle Pride. Many decisions, once set in stone, changed to create the culture and build traditions at Larne. Our motto: A community of learners, inspiring all to think, to learn, to achieve, and to care has served as the blueprint for this year. This motto supports an educationally enriched environment where the students and staff have agreed to cooperate, act responsibly, respect others, enjoy learning, and seek smart solutions.

At Larne Elementary, we believe that student success is promoted through purposeful and engaging work. Student progress is monitored through benchmark testing, while teachers design lessons with academic rigor and provide academic assistance opportunities. One of our goals is to help build character and a good work ethic in all children. Many of our efforts are spent on uniting the home, school, and community in order to increase the educational value offered to our children. The faculty and staff at Larne realize that parent support and involvement are vital to a child’s success in school. Parents take an active interest in their child’s education by attending workshops, student showcases, and PTO Family Night activities. We believe these endeavors form partnerships with the parent and the community to share the responsibility for providing students a safe and supportive environment.

Educators at Larne are provided with encouragement, time, resources, and professional development. We believe in empowering teachers to become leaders and masters of their craft. Larne is a Title I funded school that promotes data and technology-driven instruction. Instruction is brought to life by use of an Arts Integration teacher, who plans with teachers to use state standards and the arts to immerse students in artistically enriched lessons. As we educate the whole child, we use The Love and Logic discipline model to help children be responsible for decisions made in regards to their behavior.

Georgia D. Westmoreland, Principal
Douglas McCarter, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	63	48
Percent satisfied with learning environment	97.4%	83.9%	97.9%
Percent satisfied with social and physical environment	100.0%	87.1%	91.3%
Percent satisfied with school-home relations	100.0%	85.7%	91.5%

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

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	
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	1.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	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	250	99.6	16.1	29.2	54.7	90.7	89.8	83.5	Yes	Yes
Gender										
Male	129	100	22.8	30.1	47.2	86.2	86.8	80.1	N/A	N/A
Female	121	99.2	8.8	28.3	62.8	95.6	93	87	N/A	N/A
Racial/Ethnic Group										
White	197	99.5	12.5	25	62.5	94	91.3	89.6	Yes	Yes
African American	36	100	34.3	40	25.7	77.1	80.4	74.6	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	81.4	92.7	I/S	I/S
Hispanic	13	100	23.1	53.8	23.1	76.9	79.2	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	85.1	I/S	I/S
Disability Status										
Disabled	22	95.5	45	30	25	65	52.8	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	15	100	18.8	50	31.3	81.3	79.5	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	132	99.2	25.2	35	39.8	84.6	80	76.9	Yes	Yes

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

All Students	250	99.6	15.3	29.2	55.5	91.5	91.2	80.4	Yes	Yes
Gender										
Male	129	100	20.3	30.1	49.6	89.4	89.5	78.4	N/A	N/A
Female	121	99.2	9.7	28.3	61.9	93.8	93.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	197	99.5	11.4	26.1	62.5	94	92.5	87.8	Yes	Yes
African American	36	100	31.4	40	28.6	82.9	82	69.3	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.3	93.5	I/S	I/S
Hispanic	13	100	30.8	46.2	23.1	76.9	87	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92.3	83.2	I/S	I/S
Disability Status										
Disabled	22	95.5	40	35	25	60	56.6	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	15	100	25	37.5	37.5	81.3	87.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	132	99.2	24.4	33.3	42.3	85.4	83.8	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

NAV–Not Available

N/C–Not Collected

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
Science								
All Students	168	100	24.1	48.7	27.2	75.9	82.9	67.3
Gender								
Male	83	100	29.1	50.6	20.3	70.9	82	66.9
Female	85	100	19	46.8	34.2	81	84	67.7
Racial/Ethnic Group								
White	130	100	17.4	49.6	33.1	82.6	85.8	79.6
African American	27	100	N/A	N/A	N/A	57.7	63.3	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	78.8	84.4
Hispanic	10	I/S	I/S	I/S	I/S	I/S	73.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	13	100	N/A	N/A	N/A	38.5	47.2	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	10	I/S	54.5	18.2	27.3	45.5	69.8	58.6
Socio-Economic Status								
Subsidized meals	88	100	34.6	48.1	17.3	65.4	70.1	55.4

Social Studies

All Students	166	99.4	17.4	40.6	41.9	82.6	81.5	70.9
Gender								
Male	88	100	20	38.8	41.2	80	80.6	70.1
Female	78	98.7	14.3	42.9	42.9	85.7	82.5	71.7
Racial/Ethnic Group								
White	137	99.3	14.2	37.8	48	85.8	82.8	79.2
African American	19	100	38.9	50	11.1	61.1	69.3	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.7	86.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	79.2	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	12	91.7	I/S	I/S	I/S	I/S	47	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	80.8	68
Socio-Economic Status								
Subsidized meals	83	100	27.6	43.4	28.9	72.4	68.1	60.8

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
Writing										
All Students	249	99.2	20.7	32.1	47.3	79.3	83.7	72.1	96.3	96.3
Gender										
Male	129	100	28.2	39.5	32.3	71.8	78.2	65.2	96.2	96.3
Female	119	99.2	12.4	23.9	63.7	87.6	89.5	79.2	96.4	96.4
Racial/Ethnic Group										
White	195	99	16.3	30.4	53.3	83.7	85.6	80.8	96.1	96.2
African American	36	100	40	34.3	25.7	60	68.9	59.7	96.9	97
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.4	87	98.1	97.9
Hispanic	14	100	28.6	50	21.4	71.4	84.4	64.6	97.4	97
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	73.4	98.3	94.4
Disability Status										
Disabled	23	100	65.2	26.1	8.7	34.8	35.4	27.7	95	95.5
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	16	100	23.5	47.1	29.4	76.5	78.4	63.7	97.9	97.5
Socio-Economic Status										
Subsidized meals	123	100	32.5	33.3	34.2	67.5	69.2	61.9	95.9	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							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	91	100	14.8	26.1	59.1	85.2
	4	86	98.8	15.4	30.8	53.8	84.6
	5	72	100	18.8	31.9	49.3	81.2
	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	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	91	100	12.5	21.6	65.9	87.5
	4	86	98.8	11.5	38.5	50	88.5
	5	72	100	23.2	27.5	49.3	76.8
	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	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	46	100	27.3	45.5	27.3	72.7
	4	85	100	20.5	57.7	21.8	79.5
	5	37	100	27.8	33.3	38.9	72.2
	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	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	45	100	20.5	36.4	43.2	79.5
	4	85	100	11.5	38.5	50	88.5
	5	35	100	27.3	51.5	21.2	72.7
	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
Writing							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	92	98.9	27	25.8	47.2	73
	4	85	98.8	11.4	41.8	46.8	88.6
	5	72	100	23.2	29	47.8	76.8
	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

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