



SC Annual School Report Card Summary

LARNE ELEMENTARY
Clover

Grades: PK-5

Enrollment: 564

Principal: Georgia Westmoreland

Superintendent: Dr. Marc Sosne

Board Chair: Franklin Pendleton

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2010	Excellent	Good	TBD	TBD	Met	N/A
2009	N/A	N/A	N/A	N/A	N/A	N/A
2008	N/A	N/A	N/A	N/A	N/A	N/A

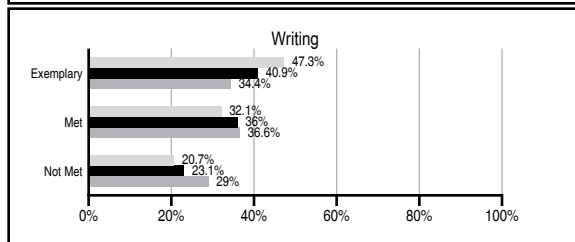
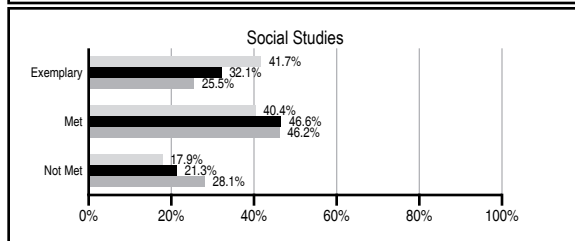
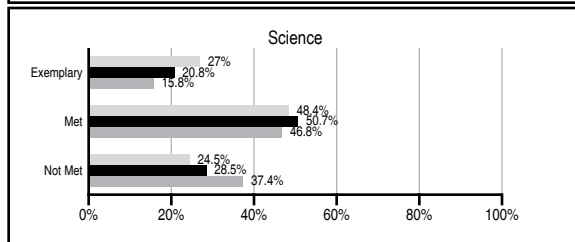
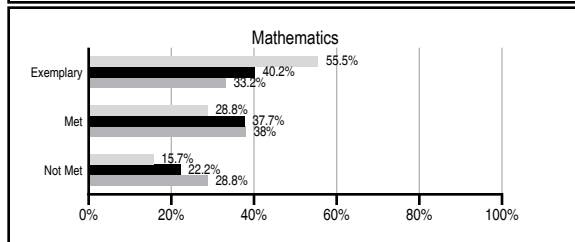
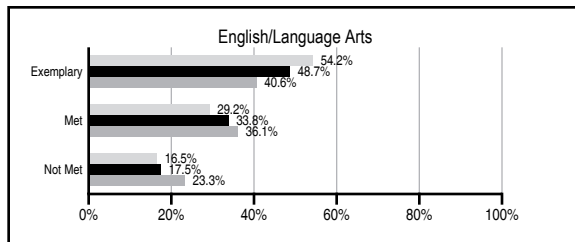
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
27	37	31	0	0

* Ratings are calculated with data available by 03/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

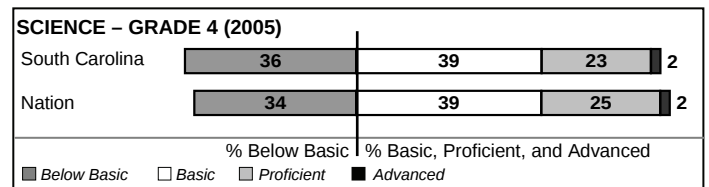
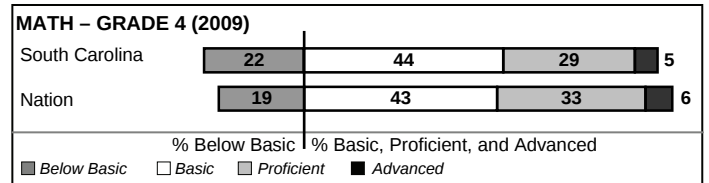
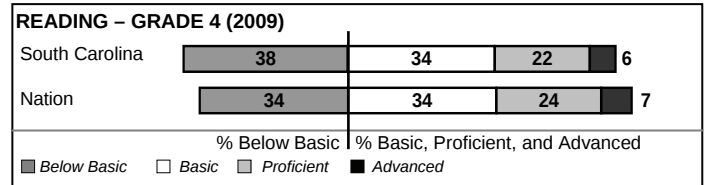
PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 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.

2020 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

LARNE ELEMENTARY [Clover]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=564)				
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
Classes not taught by highly qualified teachers	0.0%	N/A	0.0%	0.0%
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%
% of AYP objectives met	100.0%		100.0%	100.0%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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

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