



LONG CANE ELEMENTARY

815 E. Greenwood Street
Abbeville, South Carolina

Grades	PK-2 Primary School	
Enrollment	458 Students	
Principal	Charles A. Costner, Ph.D.	864-366-5924
Superintendent	Dr. Ivan Randolph	864-366-5427
Board Chair	James B. Tisdale, Jr.	864-459-4782

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	N/A	N/A
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.

ABSOLUTE RATINGS OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
11	0	0	0	0

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

Performance Rating Criteria

Prime instructional time	87.7%
Student-teacher ratio in core subjects	17.0 to 1
Teachers with advanced degrees	64.7%
Teachers returning from previous year	N/A
Percent of parents attending conferences	98.4%
Days of professional development devoted exclusively to knowledge and skills working with children less than eight years old	. days

Types Of Accreditation (More Than One May Apply)

Not pursuing accreditation
Conducting a self-study
South Carolina Department of Education
Southern Association of Colleges and School
American Montessori Society
National Association for the Education of Young Children

School Profile

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n=458)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.4%	Up from 4.0%	3.2%	2.8%
Attendance rate	95.1%	Down from 95.6%	95.9%	95.6%
With disabilities other than speech	4.5%	Down from 6.2%	4.5%	4.0%
Older than usual for grade	0.0%	No Change	0.0%	0.0%
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	64.7%	Down from 65.7%	62.6%	62.2%
Continuing contract teachers	97.1%	Up from 88.6%	90.7%	90.9%
Teachers with emergency or provisional certificates	0.0%	Down from 2.9%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.8%	89.8%
Teacher attendance rate	93.1%	Down from 96.2%	94.5%	95.1%
Average teacher salary*	\$47,725	Down 0.4%	\$47,823	\$47,006
Professional development days/teacher	3.8 days	Down from 6.7 days	15.0 days	17.1 days
School				
Principal's years at school	5.0	Up from 4.0	6.0	5.0
Student-teacher ratio in core subjects	17.0 to 1	Up from 15.9 to 1	19.7 to 1	19.3 to 1
Prime instructional time	87.7%	Down from 91.2%	89.6%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.4%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,568	Up 11.6%	\$6,902	\$7,207
Percent of expenditures for instruction**	72.7%	Up from 71.9%	69.5%	68.5%
Percent of expenditures for teacher salaries**	66.1%	Down from 66.5%	65.5%	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

Dear Parent/Guardian,

The 2009-2010 school year has been an exciting and educational year. The faculty and staff have been working exceptionally hard to help every child exceed his/her potential. Although our state's educational system has been faced with many economic challenges, our teachers have remained focused on each child's performance and utilized the trends within the school's data to help prepare each student for the next grade level. In conjunction with focusing on academics, Long Cane Primary has established a very positive character education program to help our students become well rounded children. Everyone's goal is to have each individual child do his/her best.

On behalf of Long Cane Primary, I would like to thank all of our parents, school volunteers, and SIC and PTO members. In order for each child to have the opportunity to succeed, the community, school, teachers, students, and parents must continue to make the commitment to work together.

As we prepare to move into the 2010-2011 school year, we will continue to make it a priority that your child receives a strong beginning to their educational career in a safe and nurturing environment.

Charles A. Costner, Ph.D.
Principal

Iguana Goodwin
SIC Chairperson

Evaluations by Teachers	
	Teachers
Number of surveys returned	38
Percent satisfied with learning environment	100.0%
Percent satisfied with social and physical environment	100.0%
Percent satisfied with school-home relations	92.1%

School Adequate Yearly Progress

YES

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.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	12.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.1%	94.0%*	Yes

* Or greater than last year