



## LARNE ELEMENTARY

3598 Filbert Hwy  
Clover, SC 29710

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	589 Students	
<b>Principal</b>	Georgia Westmoreland	803-810-8600
<b>Superintendent</b>	Marc. J. Sosne	803-810-8000
<b>Board Chair</b>	Franklin Pendleton	803-810-8000

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Good
2009	N/A	N/A
2008	N/A	N/A
2007	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 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**

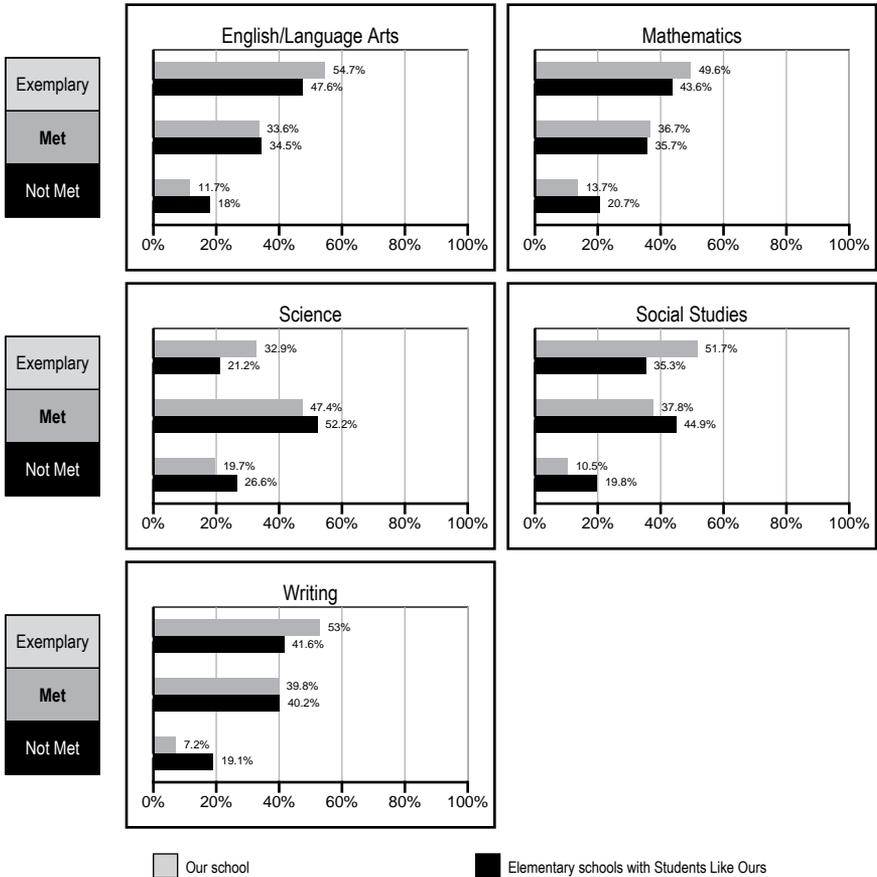
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.5%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
31	39	24	0	0

\* 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
<b>Students (n=589)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	Up from 0.0%	1.0%	1.1%
Attendance rate	96.2%	Down from 96.3%	96.2%	96.2%
Served by gifted and talented program	21.2%	Up from 17.0%	18.0%	13.4%
With disabilities other than speech	1.0%	Down from 4.7%	4.1%	4.1%
Older than usual for grade	0.2%	Down from 0.5%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=37)</b>				
Teachers with advanced degrees	73.0%	Down from 74.4%	62.7%	62.5%
Continuing contract teachers	78.4%	Up from 74.4%	90.3%	88.2%
Teachers returning from previous year	N/A	N/A	89.4%	87.8%
Teacher attendance rate	97.1%	Down from 97.8%	95.3%	95.2%
Average teacher salary*	\$49,276	Down 4.9%	\$47,826	\$46,773
Professional development days/teacher	12.2 days	Up from 11.3 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 19.1 to 1	20.7 to 1	19.9 to 1
Prime instructional time	91.1%	Down from 92.8%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,559	N/A	\$6,965	\$7,447
Percent of expenditures for instruction**	70.1%	N/A	68.9%	68.4%
Percent of expenditures for teacher salaries**	64.8%	N/A	66.1%	65.8%

\* 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

At Larne, our motto: A community of learners, inspiring all to think, to learn, to achieve and to care has served as the blueprint to building an educationally enriching environment where the staff has agreed to be the guiding force behind the work that we do to get children to succeed. This year our school was honored by the state with a Palmetto Gold Award for the number of children that scored advanced or proficient on PASS.

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 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. 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. Our teachers were recognized for being the most engaged teachers in the district based on results from a district survey.

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. A school survey revealed that our parents are involved and satisfied with the instruction and safety at our school.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	79	71
Percent satisfied with learning environment	97.6%	94.9%	100.0%
Percent satisfied with social and physical environment	97.6%	91.0%	97.1%
Percent satisfied with school-home relations	100.0%	88.5%	100.0%

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

Abbreviations for Missing Data

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

No Child Left Behind

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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%**	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	269	100	12.4	33.6	54.1	92.7	89.4	82.4	Yes	Yes
<b>Gender</b>										
Male	143	100	15.6	36.2	48.2	90.1	86.7	78.7	N/A	N/A
Female	126	100	8.5	30.5	61	95.8	92.4	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	223	100	10.6	31	58.3	93.1	90.7	88.9	Yes	Yes
African American	31	100	24.1	48.3	27.6	89.7	80	72.9	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.9	93	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	88.3	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	83	I/S	I/S
<b>Disability Status</b>										
Disabled	26	100	48	36	16	68	50.8	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	13	100	16.7	41.7	41.7	91.7	87.2	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	152	100	17.9	37.9	44.1	89	81.2	75.4	Yes	Yes

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

All Students	269	100	13.9	37.1	49	92.3	90.8	81.9	Yes	Yes
<b>Gender</b>										
Male	143	100	16.3	37.6	46.1	90.8	88.8	79.9	N/A	N/A
Female	126	100	11	36.4	52.5	94.1	92.9	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	223	100	11.1	35.6	53.2	94	92	88.9	Yes	Yes
African American	31	100	31	41.4	27.6	82.8	82.9	71.4	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.9	94.6	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	87.2	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	26	100	48	44	8	64	59.4	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	13	100	25	50	25	83.3	86	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	152	100	20	42.8	37.2	89.7	82.5	74.9	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
<b>Science</b>								
All Students	182	100	20	47.4	32.6	80	83.6	68.6
<b>Gender</b>								
Male	97	100	24.2	46.3	29.5	75.8	81.6	68.3
Female	85	100	15	48.8	36.3	85	85.9	68.9
<b>Racial/Ethnic Group</b>								
White	149	100	17.4	43.8	38.9	82.6	86.4	80.7
African American	23	100	33.3	61.9	4.8	66.7	67.6	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.1	85.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	76.5	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
<b>Disability Status</b>								
Disabled	21	100	65	30	5	35	44.6	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	70.7	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	106	100	25.7	51.5	22.8	74.3	72.9	57.3
<b>Social Studies</b>								
All Students	181	100	10.9	37.9	51.1	89.1	84.9	72.5
<b>Gender</b>								
Male	99	100	12.1	33.3	54.5	87.9	84.6	72
Female	82	100	9.3	44	46.7	90.7	85.2	73.1
<b>Racial/Ethnic Group</b>								
White	148	100	10.4	38.2	51.4	89.6	86.4	81
African American	22	100	15	45	40	85	72.7	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.1	89
Hispanic	7	I/S	I/S	I/S	I/S	I/S	83.6	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
<b>Disability Status</b>								
Disabled	14	100	28.6	50	21.4	71.4	50.3	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	86.8	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	105	100	16	44	40	84	73.5	62.9

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
<b>Writing</b>										
All Students	83	100	7.2	39.8	53	92.8	83.6	73.2	96.2	96.4
<b>Gender</b>										
Male	40	100	10	47.5	42.5	90	78.7	67.2	96	96.4
Female	43	100	4.7	32.6	62.8	95.3	88.8	79.4	96.3	96.5
<b>Racial/Ethnic Group</b>										
White	70	100	5.7	40	54.3	94.3	85.2	81.5	96	96.3
African American	9	I/S	I/S	I/S	I/S	I/S	71	61.3	96.4	97
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	87	98.3	97.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	87.5	66.7	97.9	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	98.5	95.6
<b>Disability Status</b>										
Disabled	5	I/S	I/S	I/S	I/S	I/S	35.5	26	95.3	95.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	67.7	65.7	98.5	97.6
<b>Socio-Economic Status</b>										
Subsidized meals	43	100	9.3	51.2	39.5	90.7	73.8	63.2	95.6	95.7

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	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
<b>2011</b>	3	93	100	12.6	25.3	62.1	87.4
	4	93	100	16.9	33.7	49.4	83.1
	5	83	100	7.2	42.2	50.6	92.8
	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
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	3	93	100	16.1	26.4	57.5	83.9
	4	93	100	13.5	44.9	41.6	86.5
	5	83	100	12	39.8	48.2	88
	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
<b>Science</b>							
<b>2010</b>	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
<b>2011</b>	3	47	100	25	34.1	40.9	75
	4	93	100	20.2	52.8	27	79.8
	5	42	100	14.3	50	35.7	85.7
	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	3	47	100	9.1	50	40.9	90.9
	4	93	100	9	34.8	56.2	91
	5	41	100	17.1	31.7	51.2	82.9
	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
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	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	83	100	7.2	39.8	53	92.8
	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

Abbreviations for Missing Data

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