



Ladson Elementary

3321 Ladson Road
Ladson, SC 29456

Grades	PK-5 Elementary School	
Enrollment	525 Students	
Principal	Reginald L. Bright	843-764-2225
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Average
2007	Below Average	Average
2006	Below Average	At-Risk
2005	Below Average	Good
2004	Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

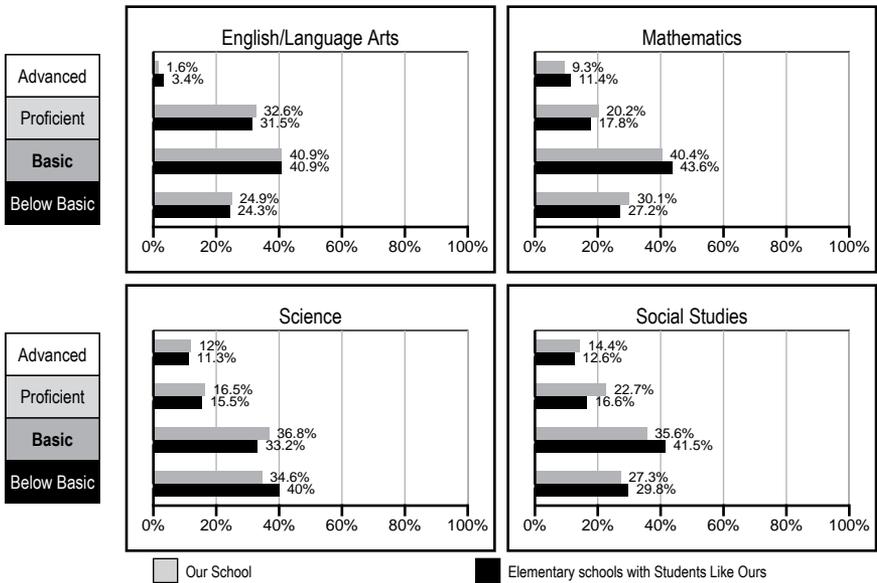
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	32	55	2

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=525)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Down from 4.7%	2.8%	2.3%
Attendance rate	96.1%	Up from 95.2%	96.0%	96.3%
Eligible for gifted and talented	4.9%	Up from 4.6%	6.5%	10.4%
With disabilities other than speech	3.0%	Down from 3.8%	9.0%	7.5%
Older than usual for grade	0.8%	Down from 2.5%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	48.6%	Down from 50.0%	54.2%	56.7%
Continuing contract teachers	70.3%	Down from 70.6%	75.0%	77.3%
Teachers with emergency or provisional certificates	7.4%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	87.1%	Up from 86.7%	85.5%	86.4%
Teacher attendance rate	93.7%	Down from 94.2%	94.9%	94.9%
Average teacher salary	\$44,473	Up 3.7%	\$44,371	\$45,345
Professional development days/teacher	6.8 days	Down from 30.0 days	13.0 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Down from 20.7 to 1	18.1 to 1	18.5 to 1
Prime instructional time	88.9%	Up from 88.2%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,407	Up 7.9%	\$7,412	\$7,052
Percent of expenditures for instruction*	72.2%	Up from 71.1%	69.1%	69.1%
Percent of expenditures for teacher salaries*	54.9%	Down from 65.8%	63.9%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

During this school year, 2007-2008, we are seeing more and more positive results from all of the programs and initiatives we have implemented. Our staff, our students, and our community have all come together with the common goal of ensuring that Ladson Elementary School is the best possible environment for the growth and education of our children. As principal, I am amazed daily at the positive changes that continue to take place. I am truly grateful to be a part of the Ladson Elementary School family.

Our Positive Behavior Support program has provided the opportunity for our children to not only learn to behave in the most positive ways, but to understand and relate their own lives to the program's goals. It is a wonderful thing to watch children remind one another to honor the expectations they have set.

Our teachers are deeply engaged in the coherent curriculum and work closely as teams to be sure that students work and learn at their highest level. With a focus on flexible grouping and instructional differentiation in the classrooms, we can provide a setting that ensures success for all of our children.

Our Success Maker lab provides a continuing opportunity for academic support for many of our children in order to help them move ahead in their studies. Walk to Read, March to Math, and RBI are also tools that we continue to use and refine in order to meet the diverse needs of our students. Our CORE team meets weekly to provide support for children who are having academic problems by supporting their teachers and providing intervention as needed. We are fortunate to have a part-time interventionist who has been instrumental in giving support to these same teachers and children.

Ladson continues to grow, change, and become the school of our vision. We are blessed to have the support of a wonderful community, caring and concerned parents and staff, and the best students in Charleston County.

Reginald L. Bright, Principal
June Gingrich, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	65	49
Percent satisfied with learning environment	100.0%	95.3%	91.8%
Percent satisfied with social and physical environment	100.0%	96.9%	77.6%
Percent satisfied with school-home relations	87.5%	98.5%	80.9%

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

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School Adequate Yearly Progress

NO

This school met 13 out of 17 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

Newly Identified

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. Sanction: Implement the restructuring plan.
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	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	231	99.6	24.9	40.9	32.6	1.6	42.5	53.5	48.2	Yes	Yes
Gender											
Male	112	100	36.5	33.3	29.2	1	38.5	47.3	41.7	N/A	N/A
Female	119	99.2	13.4	48.5	36.1	2.1	46.4	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	61	100	12	34	54	0	66	77.6	60	Yes	Yes
African American	140	100	28.9	43.8	24.8	2.5	33.9	32.1	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	28	96.4	30	45	25	0	35	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	15	100	66.7	25	8.3	0	8.3	20.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	28	96.4	33.3	42.9	23.8	0	33.3	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	182	99.5	27.9	41.5	29.3	1.4	39.5	33	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	231	100	30.1	40.4	20.2	9.3	41.5	49.7	45.8	Yes	Yes
Gender											
Male	112	100	34.4	38.5	16.7	10.4	37.5	49.5	45.6	N/A	N/A
Female	119	100	25.8	42.3	23.7	8.2	45.4	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	61	100	8	46	34	12	62	75.6	59	Yes	Yes
African American	140	100	38	36.4	16.5	9.1	34.7	26.2	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	28	100	35	55	10	0	30	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	15	100	58.3	33.3	8.3	0	25	20.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	28	100	38.1	47.6	9.5	4.8	28.6	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	182	100	32.7	42.2	18.4	6.8	38.1	28.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	159	100	34.6	36.8	16.5	12	28.6	39.2	35.7	96.1	96
Gender											
Male	79	100	42	27.5	14.5	15.9	30.4	40.8	37.4	95.8	95.8
Female	80	100	26.6	46.9	18.8	7.8	26.6	37.6	33.8	96.4	96.1
Racial/Ethnic Group											
White	45	100	13.9	44.4	22.2	19.4	41.7	66.4	49.2	94.6	96.1
African American	97	100	44	32.1	15.5	8.3	23.8	15.3	17	96.6	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	98	97.3
Hispanic	16	100	33.3	41.7	8.3	16.7	25	26	24.9	97.4	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	99.9	95.7
Disability Status											
Disabled	13	100	70	20	10	0	10	16.6	14	95	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	15	100	33.3	50	8.3	8.3	16.7	26.5	24.4	97.8	96.3
Socio-Economic Status											
Subsided meals	123	100	39.4	32.3	17.2	11.1	28.3	17.1	21.1	96	95.5
Social Studies											
All Students	157	100	27.3	35.6	22.7	14.4	37.1	40.2	34	96.1	96
Gender											
Male	81	100	32.4	32.4	14.7	20.6	35.3	42	36.6	95.8	95.8
Female	76	100	21.9	39.1	31.3	7.8	39.1	38.3	31.3	96.4	96.1
Racial/Ethnic Group											
White	38	100	6.5	38.7	29	25.8	54.8	63.3	44.5	94.6	96.1
African American	96	100	34.5	36.9	19	9.5	28.6	19.1	19.1	96.6	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	98	97.3
Hispanic	22	100	31.3	25	25	18.8	43.8	29.3	27.5	97.4	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	99.9	95.7
Disability Status											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	18.2	14.4	95	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	22	100	31.3	25	25	18.8	43.8	31.9	27.3	97.8	96.3
Socio-Economic Status											
Subsided meals	122	100	30.3	37.4	19.2	13.1	32.3	20.1	21	96	95.5

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	80	100	20.8	34.7	40.3	4.2	44.4	
	4	68	100	25	45	30	0	30	
	5	67	100	32.8	56.9	10.3	0	10.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	80	98.8	16.7	39.4	40.9	3	43.9	
	4	85	100	26.4	36.1	37.5	0	37.5	
	5	66	100	32.7	49.1	16.4	1.8	18.2	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	80	100	23.6	56.9	8.3	11.1	19.4	
	4	68	100	30	48.3	13.3	8.3	21.7	
	5	67	100	32.8	51.7	10.3	5.2	15.5	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	80	100	34.8	40.9	13.6	10.6	24.2	
	4	85	100	20.8	41.7	25	12.5	37.5	
	5	66	100	36.4	38.2	21.8	3.6	25.5	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	39	100	51.4	34.3	11.4	2.9	14.3	
	4	68	98.5	40.7	33.9	16.9	8.5	25.4	
	5	33	100	48.3	41.4	6.9	3.4	10.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	42	100	40	40	14.3	5.7	20	
	4	85	100	29.2	33.3	20.8	16.7	37.5	
	5	32	100	42.3	42.3	7.7	7.7	15.4	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	41	100	21.6	45.9	32.4	0	32.4	
	4	68	98.5	27.1	39	13.6	20.3	33.9	
	5	34	100	55.2	34.5	6.9	3.4	10.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	38	100	22.6	38.7	29	9.7	38.7	
	4	85	100	19.4	40.3	23.6	16.7	40.3	
	5	34	100	51.7	20.7	13.8	13.8	27.6	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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