

LADSON ELEMENTARY

3321 Ladson Road
Ladson, SC 29456

Grades	PK-5 Elementary School	
Enrollment	607 Students	
Principal	Mary Reynolds	843-764-2225
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Excellent*
2009	Average	Average
2008	Below Average	Average
2007	Below Average	Average
2006	Below Average	At-Risk

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

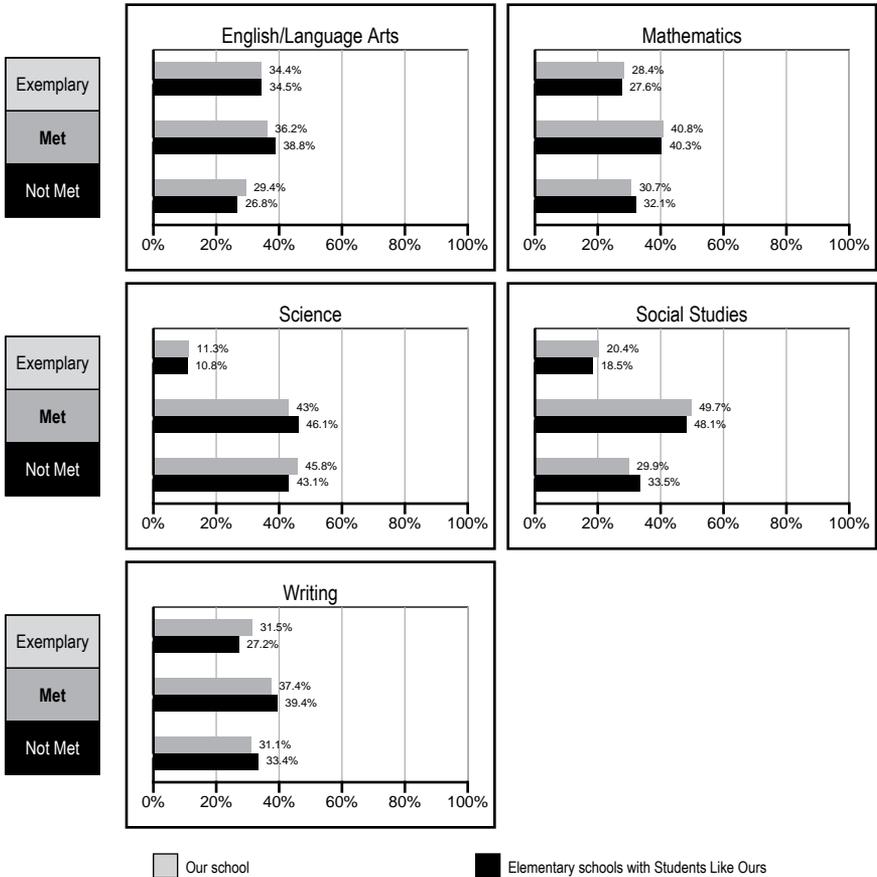
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	10	94	14	1

* 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=607)				
First graders who attended full-day kindergarten	100.0%	Up from 96.2%	100.0%	100.0%
Retention rate	1.8%	No Change	1.6%	1.2%
Attendance rate	95.5%	Down from 96.0%	95.7%	96.1%
Eligible for gifted and talented	7.2%	Up from 5.8%	9.8%	11.7%
With disabilities other than speech	5.1%	Up from 4.6%	9.1%	8.0%
Older than usual for grade	0.2%	No Change	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	51.3%	Down from 53.8%	58.5%	60.5%
Continuing contract teachers	87.2%	Up from 71.8%	84.6%	84.6%
Teachers with emergency or provisional certificates	2.9%	Up from 2.8%	0.0%	0.0%
Teachers returning from previous year	92.2%	Up from 90.7%	86.5%	87.0%
Teacher attendance rate	96.6%	Up from 95.6%	95.0%	95.4%
Average teacher salary*	\$46,825	Up 0.6%	\$46,597	\$47,288
Professional development days/teacher	9.0 days	Up from 8.7 days	11.0 days	10.5 days
School				
Principal's years at school	0.5	Down from 5.0	4.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Down from 21.5 to 1	19.2 to 1	19.2 to 1
Prime instructional time	91.9%	Up from 91.3%	90.0%	90.8%
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**	\$6,371	Down 3.1%	\$7,518	\$7,548
Percent of expenditures for instruction**	71.1%	Up from 69.1%	67.7%	68.7%
Percent of expenditures for teacher salaries**	67.9%	Up from 63.5%	64.6%	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

Ladson Elementary School's faculty and staff have clearly defined specific educational goals as we move through our journey toward academic excellence. It is vital for teachers, students, and parents to know and understand each child's level of understanding so that together we can develop a plan to ensure every child meets Adequate Yearly Progress (AYP). By benchmarking student progress and periodically analyzing various data, which includes Dial 3 for child development, Dibels for K-3, and MAP for grades K-5, administrators, teachers, and students update goals to reflect the data provided by the assessments. As goals are met, celebrations are held, and then new goals are developed or in some cases, revised. Teachers use all of the data to drive instructional decisions so that they can continue to meet the needs of all of our students. As is appropriate to meet the varying needs of our children, interventions are implemented and monitored to be sure we continue to serve our children appropriately.

The South Carolina State Standards, the South Carolina State Support Documents, and the Coherent Curriculum are our guides for all instructional planning and delivery. Because we believe that "high expectations result in exemplary performance," challenging goals are set for all of our children. Student progress is regularly discussed at weekly grade level meetings with the principal, teachers, the IDT, and IRT.

Throughout our school year, we hold "Parenting Nights," where speakers address parent concerns and interests and that provide training and support in areas such as reading, math, and test-taking skills. We also provide opportunities for our parents and families to engage in our school family through activities such as "Love Lunches" on Valentine's Day, Muffins for Mothers, Donuts for Dads, Field Day, and a Fall Carnival.

Our ESOL population at Ladson continues to grow, and we are excited to have two teachers working on our campus to provide the needed support for these children. Ladson's commitment is to ensure that all children are provided the opportunities to feel and know success. Our children have great potential, and we are totally committed to helping them reach that potential.

In order to ensure a friendly and inviting school atmosphere, an "Open Door" policy is maintained by our principal. We know it is essential that we all work together as we move forward, ensuring the success of all of our children at Ladson Elementary.

Mary B. Reynolds, Principal
June Gingrich, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	72	43
Percent satisfied with learning environment	92.9%	81.9%	95.2%
Percent satisfied with social and physical environment	100.0%	76.1%	95.1%
Percent satisfied with school-home relations	73.1%	83.1%	92.7%

* 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 17 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

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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.6%	0.0%	No
Student attendance rate	95.5%	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 = 58.8% (Met or Exemplary)

All Students	245	100	29.4	36.2	34.4	86.2	85	83.5	Yes	Yes
Gender										
Male	123	100	34.2	37.8	27.9	83.8	81.6	80.1	N/A	N/A
Female	122	100	24.3	34.6	41.1	88.8	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	61	100	14.5	30.9	54.5	90.9	95.3	89.6	Yes	Yes
African American	149	100	34.6	38.3	27.1	85.7	75.2	74.6	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	96.1	92.7	I/S	I/S
Hispanic	29	100	37.5	37.5	25	79.2	80.1	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	98.1	85.1	I/S	I/S
Disability Status										
Disabled	29	100	N/A	N/A	N/A	52.2	49	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	25	100	37.5	33.3	29.2	79.2	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	194	100	32.7	41.5	25.7	84.2	76.4	76.9	Yes	Yes

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

All Students	245	100	30.7	40.8	28.4	80.7	81	80.4	Yes	Yes
Gender										
Male	123	100	27.9	46.8	25.2	84.7	78.9	78.4	N/A	N/A
Female	122	100	33.6	34.6	31.8	76.6	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	61	100	14.5	30.9	54.5	96.4	94.5	87.8	Yes	Yes
African American	149	100	39.1	44.4	16.5	73.7	68	69.3	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	96.1	93.5	I/S	I/S
Hispanic	29	100	20.8	45.8	33.3	83.3	77.2	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	94.4	83.2	I/S	I/S
Disability Status										
Disabled	29	100	N/A	N/A	N/A	60.9	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	25	100	25	45.8	29.2	83.3	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	194	100	35.1	44.4	20.5	77.2	70.2	72.8	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
Science								
All Students	164	100	45.8	43	11.3	54.2	67.4	67.3
Gender								
Male	86	100	48.7	39.7	11.5	51.3	66.2	66.9
Female	78	100	42.2	46.9	10.9	57.8	68.5	67.7
Racial/Ethnic Group								
White	39	100	22.9	57.1	20	77.1	89	79.6
African American	104	100	56.7	34.4	8.9	43.3	46.7	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	16	100	41.7	50	8.3	58.3	58.7	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.8	69.5
Disability Status								
Disabled	23	100	N/A	N/A	N/A	30	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	13	100	38.5	53.8	7.7	61.5	58.2	58.6
Socio-Economic Status								
Subsidized meals	132	100	53.6	36.6	9.8	46.4	49.3	55.4
Social Studies								
All Students	166	100	29.9	49.7	20.4	70.1	73.8	70.9
Gender								
Male	84	100	25.7	58.1	16.2	74.3	72.3	70.1
Female	82	100	34.2	41.1	24.7	65.8	75.3	71.7
Racial/Ethnic Group								
White	46	100	14.6	53.7	31.7	85.4	90.1	79.2
African American	93	100	33.7	50.6	15.7	66.3	58.4	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.3	86.8
Hispanic	22	100	44.4	33.3	22.2	55.6	66.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.6	71.2
Disability Status								
Disabled	16	100	N/A	N/A	N/A	45.5	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	19	100	52.9	35.3	11.8	47.1	66.7	68
Socio-Economic Status								
Subsidized meals	127	100	34.5	48.2	17.3	65.5	60.2	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	247	100	31.1	37.4	31.5	68.9	75	72.1	95.5	95.7
Gender										
Male	122	100	38.9	33.6	27.4	61.1	69.1	65.2	95.5	95.5
Female	125	100	22.9	41.3	35.8	77.1	81	79.2	95.5	95.8
Racial/Ethnic Group										
White	59	100	21.4	33.9	44.6	78.6	91	80.8	94.5	95.8
African American	152	100	37	37.8	25.2	63	60.2	59.7	95.7	95.5
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.2	87	97.6	97
Hispanic	30	100	24	44	32	76	63.7	64.6	96.4	96
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.1	73.4	99.9	95.6
Disability Status										
Disabled	26	100	N/AV	N/AV	N/AV	25	28.4	27.7	95	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	26	100	24	44	32	76	63.5	63.7	96.2	96.3
Socio-Economic Status										
Subsidized meals	196	100	34.5	39.1	26.4	65.5	61.1	61.9	95.3	95.2

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
English/Language Arts							
2009	3	95	100	36.9	40.5	22.6	63.1
	4	86	100	31.1	50	18.9	68.9
	5	86	100	31.5	41.1	27.4	68.5
	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
2010	3	84	100	36.4	24.7	39	63.6
	4	85	100	19.7	40.8	39.4	80.3
	5	76	100	31.4	44.3	24.3	68.6
	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	95	100	46.4	33.3	20.2	53.6
	4	86	100	20.3	47.3	32.4	79.7
	5	86	100	35.6	49.3	15.1	64.4
	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
2010	3	84	100	51.9	27.3	20.8	48.1
	4	85	100	11.3	53.5	35.2	88.7
	5	76	100	27.1	42.9	30	72.9
	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	48	100	58.1	34.9	7	41.9
	4	86	100	33.8	55.4	10.8	66.2
	5	43	100	50	44.4	5.6	50
	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
2010	3	41	100	83.3	11.1	5.6	16.7
	4	85	100	23.9	59.2	16.9	76.1
	5	38	100	51.4	42.9	5.7	48.6
	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

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
Social Studies							
2009	3	47	100	41.5	46.3	12.2	58.5
	4	86	100	13.5	58.1	28.4	86.5
	5	43	100	43.2	37.8	18.9	56.8
	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
2010	3	43	100	48.8	41.5	9.8	51.2
	4	85	100	14.1	50.7	35.2	85.9
	5	38	100	40	57.1	2.9	60
	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	94	98.9	43.5	30.6	25.9	56.5
	4	87	100	27.3	49.4	23.4	72.7
	5	84	100	39.2	36.5	24.3	60.8
	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
2010	3	83	100	43.6	33.3	23.1	56.4
	4	87	100	25	33.3	41.7	75
	5	77	100	23.6	45.8	30.6	76.4
	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