



## LADSON ELEMENTARY

3321 Ladson Road  
Ladson, SC 29456

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	673 Students	
<b>Principal</b>	Celeste Couch	843-764-2225
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Chris Fraser	843-725-7200

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Excellent
2009	Average	Average
2008	Below Average	Average
2007	Below Average	Average

## 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

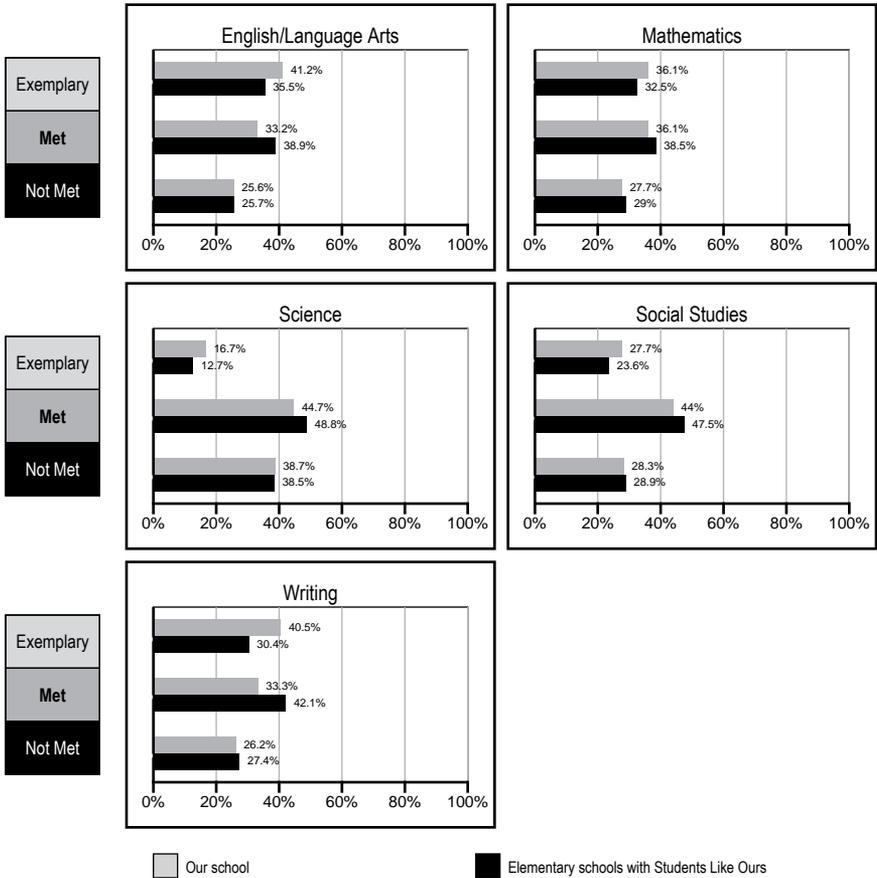
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
5	19	92	9	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=673)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Down from 1.8%	1.3%	1.1%
Attendance rate	95.2%	Down from 95.5%	95.9%	96.2%
Served by gifted and talented program	10.8%	Up from 7.2%	11.6%	13.4%
With disabilities other than speech	2.2%	Down from 5.1%	4.8%	4.1%
Older than usual for grade	0.3%	Up from 0.2%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	39.1%	Down from 51.3%	60.5%	62.5%
Continuing contract teachers	80.4%	Down from 87.2%	89.3%	88.2%
Teachers returning from previous year	91.6%	Down from 92.2%	87.4%	87.8%
Teacher attendance rate	96.8%	Up from 96.6%	95.1%	95.2%
Average teacher salary*	\$43,301	Down 7.5%	\$46,625	\$46,773
Professional development days/teacher	8.4 days	Down from 9.0 days	11.3 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Up from 0.5	4.0	4.0
Student-teacher ratio in core subjects	22.3 to 1	Up from 19.4 to 1	19.6 to 1	19.9 to 1
Prime instructional time	91.9%	No Change	89.8%	90.4%
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**	\$6,611	Up 3.8%	\$7,476	\$7,447
Percent of expenditures for instruction**	71.1%	No Change	67.0%	68.4%
Percent of expenditures for teacher salaries**	68.1%	Up from 67.9%	64.6%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

The 2010-2011 school year at Ladson Elementary proved to be another successful year of learning. Our enrollment continues to grow as well does our academic achievement! Ladson Elementary was recognized as earning the state's Palmetto Silver Award for closing the Achievement gap and the state's Gold Award for excellence in moving students forward academically.

In addition to improved performance on state- identified ratings, Ladson Elementary school earned 17 out of 17 objectives and met Adequate Yearly Progress (AYP) criteria under the Federal No Child Left Behind regulations. We are extremely proud of the fantastic achievements of our students and staff. We continue to place academics and student achievement as priorities as we focus on teaching the South Carolina Standards in preparation for success on the Palmetto Assessment of State Standards (PASS) exam. The school provides a safe and nurturing environment, promoting character development through regularly scheduled guidance classes and the implementation of Positive Behavior Supports.

This year new initiatives were implemented in an effort to enhance academic performance and create a yet safer environment in our school. Our teachers continue to use a Leveled Library to support our Reading Workshop model. Our district's continued focus on literacy provided our school with two First Grade Academy Master Teachers who support the reading progress of a number of first graders. Next year the program will be extended to eligible students in Second Grade Academy.

Teams of teachers and our IRT/IDT meet regularly to map curriculum and analyze student performance data. Fall to Spring MAP (Measures of Academic Performance) continue to demonstrate significant growth of our school in Reading and Math. Teachers meet with students to set goals and discuss strategies to help them continue to demonstrate his/her best ability.

We engage our families and school community in the education process every chance we get through an annual Meet the Teacher/Open house, Monthly School Newsletters, PTA meetings, Family reading nights and wellness seminars. We look forward to establishing new alliances with business partners and volunteers.

At Ladson we believe that it is our charge to develop students to compete in today's society. We will continue to focus on providing a safe, challenging and caring learning environment where academic excellence is expected.

Celeste Couch, Principal  
Kim Lazarus, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	84	50
Percent satisfied with learning environment	100.0%	91.6%	85.1%
Percent satisfied with social and physical environment	96.3%	88.9%	79.6%
Percent satisfied with school-home relations	81.5%	85.5%	87.5%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 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

<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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.6%	0.0%	No
Student attendance rate	95.2%	94.0%**	Yes

\* Or greater than last year

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## 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
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	265	99.6	25.6	33.2	41.2	84.5	83.1	82.4	Yes	Yes
<b>Gender</b>										
Male	140	100	23.8	33.8	42.3	84.6	79.9	78.7	N/A	N/A
Female	125	99.2	27.8	32.4	39.8	84.3	86.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	75	100	13	33.3	53.6	89.9	94.8	88.9	Yes	Yes
African American	151	99.3	30.5	33.6	35.9	82.4	71.9	72.9	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	34	100	32.4	32.4	35.3	79.4	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
<b>Disability Status</b>										
Disabled	28	96.4	73.9	21.7	4.3	34.8	42.6	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	28	100	39.3	42.9	17.9	78.6	76.9	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	205	99.5	31.4	32.4	36.2	81.6	72.9	75.4	Yes	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	265	99.6	27.7	36.1	36.1	80.3	82.8	81.9	Yes	Yes
<b>Gender</b>										
Male	140	100	30	32.3	37.7	80	81.1	79.9	N/A	N/A
Female	125	99.2	25	40.7	34.3	80.6	84.6	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	75	100	15.9	36.2	47.8	91.3	94.9	88.9	Yes	Yes
African American	151	99.3	31.3	37.4	31.3	74	70.9	71.4	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	34	100	41.2	32.4	26.5	79.4	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	28	96.4	82.6	13	4.3	26.1	40.8	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	28	100	42.9	35.7	21.4	78.6	78.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	205	99.5	33.5	36.8	29.7	76.8	72.7	74.9	No	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	167	100	38.7	44.7	16.7	61.3	69.2	68.6
<b>Gender</b>								
Male	93	100	35.7	42.9	21.4	64.3	68.4	68.3
Female	74	100	42.4	47	10.6	57.6	70	68.9
<b>Racial/Ethnic Group</b>								
White	41	100	15.8	60.5	23.7	84.2	90.4	80.7
African American	104	100	48.9	36.7	14.4	51.1	48.4	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.2	85.3
Hispanic	21	100	38.1	47.6	14.3	61.9	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
<b>Disability Status</b>								
Disabled	14	100	N/AV	N/AV	N/AV	16.7	30.6	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	17	100	47.1	47.1	5.9	52.9	60.4	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	124	100	45.9	42.3	11.7	54.1	51.8	57.3
<b>Social Studies</b>								
All Students	173	98.8	28.3	44	27.7	71.7	75.5	72.5
<b>Gender</b>								
Male	85	100	33.3	39.5	27.2	66.7	74.4	72
Female	88	97.7	23.1	48.7	28.2	76.9	76.6	73.1
<b>Racial/Ethnic Group</b>								
White	53	98.1	20.4	38.8	40.8	79.6	91	81
African American	92	98.9	31.3	47	21.7	68.7	60.4	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.3	89
Hispanic	23	100	34.8	43.5	21.7	65.2	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
<b>Disability Status</b>								
Disabled	23	100	N/AV	N/AV	N/AV	30	36.9	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	19	100	31.6	57.9	10.5	68.4	70.5	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	136	98.5	31.7	45.2	23	68.3	61.8	62.9

Abbreviations for Missing Data

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## 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	91	100	26.2	33.3	40.5	73.8	75.8	73.2	95.2	96
<b>Gender</b>										
Male	51	100	31.9	34	34	68.1	70.7	67.2	95.3	95.9
Female	40	100	18.9	32.4	48.6	81.1	81.1	79.4	95.3	96.1
<b>Racial/Ethnic Group</b>										
White	28	100	33.3	18.5	48.1	66.7	90.8	81.5	94.6	96.1
African American	55	100	24.5	40.8	34.7	75.5	61.3	61.3	95.2	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.4	87	97.3	96.9
Hispanic	7	I/S	I/S	I/S	I/S	I/S	69.4	66.7	96.3	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	90	95.9
<b>Disability Status</b>										
Disabled	10	I/S	I/S	I/S	I/S	I/S	23.9	26	93.8	94.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	67.9	65.7	96.3	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	72	100	27.7	35.4	36.9	72.3	62.2	63.2	94.9	95.5

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## 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	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
<b>2011</b>	3	101	99	27.6	24.1	48.3	72.4
	4	76	100	26.8	32.4	40.8	73.2
	5	88	100	22.5	43.8	33.8	77.5
	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
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	3	101	99	39.1	27.6	33.3	60.9
	4	76	100	18.3	33.8	47.9	81.7
	5	88	100	23.8	47.5	28.8	76.3
	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	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
<b>2011</b>	3	48	100	36.6	43.9	19.5	63.4
	4	76	100	29.6	50.7	19.7	70.4
	5	43	100	57.9	34.2	7.9	42.1
	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

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## 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	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
<b>2011</b>	3	52	100	37	41.3	21.7	63
	4	76	100	8.5	50.7	40.8	91.5
	5	45	95.6	52.4	35.7	11.9	47.6
	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	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
<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	91	100	26.2	33.3	40.5	73.8
	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

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