



Lane Elementary School

3598 Filbert Hwy
Clover, SC 29710

Grades	PK-5 Elementary School	
Enrollment	468 Students	
Principal	Georgia D. Westmoreland	803-810-8600
Superintendent	Marc J. Sosne	803 810 8000
Board Chair	Mack McCarter	803 810 8000

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Good
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Good
2009	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://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

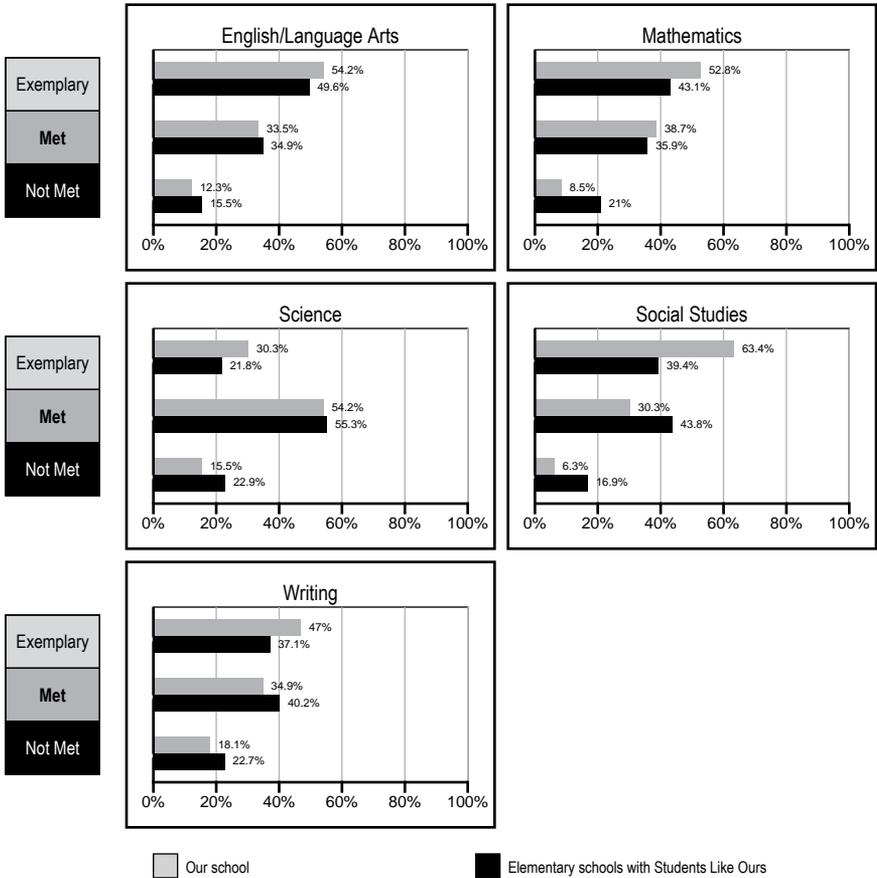
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
42	39	24	0	1

* Ratings are calculated with data available by 12/14/2013.

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=468)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Up from 0.2%	1.1%	0.9%
Attendance rate	96.7%	Down from 97.0%	96.3%	96.3%
Served by gifted and talented program	8.5%	N/A	9.3%	7.2%
With disabilities	12.0%	N/A	12.3%	12.4%
Older than usual for grade	1.9%	N/A	1.8%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	69.8%	Down from 75.0%	64.1%	62.5%
Continuing contract teachers	81.4%	Down from 84.1%	86.7%	83.3%
Teachers returning from previous year	89.1%	N/A	89.4%	88.3%
Teacher attendance rate	96.8%	Down from 97.3%	95.0%	95.0%
Average teacher salary*	\$52,290	Up 4.6%	\$49,206	\$48,193
Professional development days/teacher	9.4 days	Down from 10.7 days	11.5 days	11.0 days
School				
Principal's years at school	4.0	Up from 3.0	6.0	4.0
Student-teacher ratio in core subjects	15.4 to 1	Down from 20.3 to 1	20.6 to 1	20.1 to 1
Prime instructional time	91.6%	Down from 92.5%	90.2%	90.0%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	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**	\$10,544	Up 6.2%	\$6,986	\$7,364
Percent of expenditures for instruction**	63.0%	Up from 61.4%	68.0%	68.0%
Percent of expenditures for teacher salaries**	60.0%	Up from 59.5%	66.0%	66.0%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Building on the district's belief that all students have the ability to learn when immersed in a highly engaged environment, Larne Elementary School strives for teaching excellence. Our goal is to broaden students' horizons, advance their academic achievements, and expose them to a plethora of atypical educational experiences. Students are placed in small classes with highly-qualified, certified teachers. Teachers employ a variety of methods in their classrooms such as individual and small group instruction, hands-on project-based learning, and arts-based integration. We challenge students academically and strive to provide real world applications and instill good citizenship through various clubs and organizations offered to students beyond the academic day.

This year our school was honored by the state with a Palmetto Gold Award in recognition of our students' test scores on PASS. At Larne Elementary, we believe that student success is promoted through purposeful and engaging work. Student progress is monitored through benchmark testing. Teachers design lessons with academic rigor and provide academic assistance through after-school tutoring and special programs such as Reading Recovery and LEAP (Literacy Enrichment and Acceleration Program). Opportunities to experience success beyond the classroom abound at Larne. Before and after-school programs are tremendous motivators for students. Our Arts Integration program collaborates with community and staff to make lessons motivating, active, and engaging. Service learning opportunities this year included an annual canned food drive, participation in Jump Rope for Heart, and Student Council projects.

One of our goals is to 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.

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 help students achieve success.

Karen Farris, School Improvement Chairperson
Georgia Westmoreland, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	72	53
Percent satisfied with learning environment	100%	97.2%	100%
Percent satisfied with social and physical environment	100%	94.5%	96.2%
Percent satisfied with school-home relations	100%	95.7%	92.3%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	99.0
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Larne Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.5%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	675.8	673.7	644.7	679.0	100.0	100.0
Male	662.3	666.9	634.6	675.6	100.0	100.0
Female	688.3	679.9	654.8	682.1	100.0	100.0
White	678.3	677.6	652.1	680.0	100.0	100.0
African American	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	662.5	661.0	633.1	666.1	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	86	100	9	15.4	75.6	91
	4	86	100	8.8	32.5	58.8	91.3
	5	88	100	11.9	45.2	42.9	88.1
	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
2013	3	74	100	11.6	24.6	63.8	88.4
	4	82	100	16.2	31.1	52.7	83.8
	5	79	100	8.1	44.6	47.3	91.9
	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
Mathematics							
2012	3	86	100	2.6	26.9	70.5	97.4
	4	86	100	8.8	28.8	62.5	91.3
	5	88	100	9.5	40.5	50	90.5
	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
2013	3	74	100	8.7	37.7	53.6	91.3
	4	82	100	8.1	41.9	50	91.9
	5	79	100	8.1	39.2	52.7	91.9
	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
Science							
2012	3	43	100	13.2	47.4	39.5	86.8
	4	85	100	10.1	69.6	20.3	89.9
	5	44	100	14	55.8	30.2	86
	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
2013	3	36	100	22.9	40	37.1	77.1
	4	82	100	12.2	56.8	31.1	87.8
	5	39	100	13.9	61.1	25	86.1
	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
Social Studies							
2012	3	43	100	5	42.5	52.5	95
	4	86	100	8.8	43.8	47.5	91.3
	5	44	100	17.1	41.5	41.5	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
2013	3	38	100	8.8	41.2	50	91.2
	4	82	100	2.7	27	70.3	97.3
	5	40	100	13.2	31.6	55.3	86.8
	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
Writing							
2012	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	88	100	13.1	48.8	38.1	86.9
	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
2013	3	74	100	23.2	24.6	52.2	76.8
	4	81	97.5	21.3	40	38.7	78.7
	5	78	96.2	9.9	39.4	50.7	90.1
	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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