



Long Cane Elementary

815 E. Greenwood Street
Abbeville, South Carolina

Grades	PK-5 Elementary School	
Enrollment	499 Students	
Principal	Charles A. Costner	864-366-5924
Superintendent	Dr. Ivan Randolph	864-366-5427
Board Chair	James B. Tisdale, Jr.	864-366-9094

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

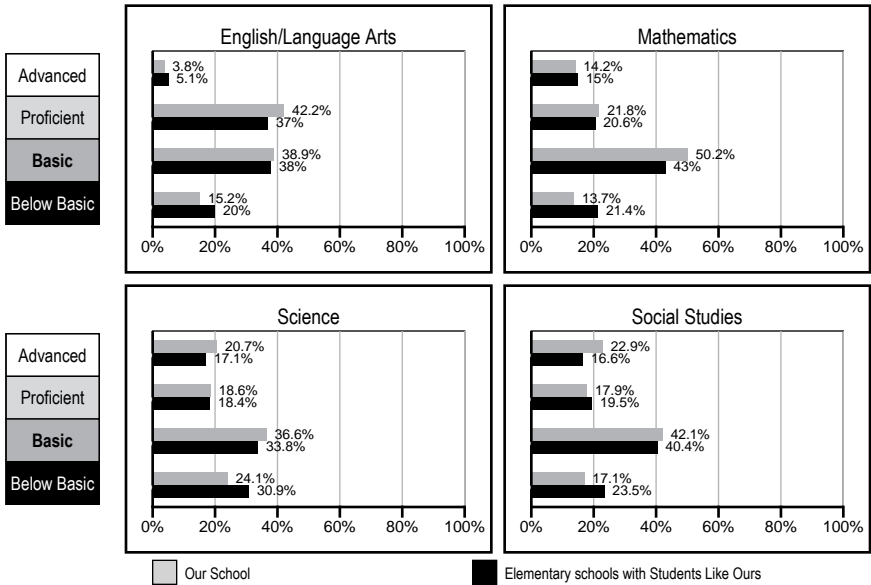
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	7	63	20	1

* 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=499)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.9%	Down from 3.1%	2.7%	2.3%
Attendance rate	96.4%	Up from 96.0%	96.2%	96.3%
Eligible for gifted and talented	9.6%	Down from 14.8%	10.3%	10.4%
With disabilities other than speech	5.0%	Up from 4.6%	8.7%	7.5%
Older than usual for grade	0.5%	Up from 0.3%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	54.3%	Down from 60.0%	57.7%	56.7%
Continuing contract teachers	80.0%	Up from 74.3%	80.7%	77.3%
Teachers with emergency or provisional certificates	3.3%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	82.0%	Up from 81.2%	87.6%	86.4%
Teacher attendance rate	91.7%	Down from 94.2%	94.9%	94.9%
Average teacher salary	\$43,311	Up 5.6%	\$45,568	\$45,345
Professional development days/teacher	6.0 days	Down from 8.0 days	12.1 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Up from 17.4 to 1	18.5 to 1	18.5 to 1
Prime instructional time	87.6%	Down from 89.2%	89.5%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,452	Up 7.4%	\$6,893	\$7,052
Percent of expenditures for instruction*	72.1%	Down from 72.8%	68.7%	69.1%
Percent of expenditures for teacher salaries*	68.4%	Down from 69.4%	65.0%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2007–2008 school year has been an exciting and educational year. The faculty and staff have been working exceptionally hard to raise the learning bar for each child. Our teachers have been focusing on each child's performance and the trends within the school's data. In conjunction with focusing on academics, Long Cane has established a very positive character education program to help our students become well rounded children. Everyone's goal is to have each individual child do his/her best.

On behalf of Long Cane Elementary, I would like to thank all of our parents, school volunteers, and school mentors. In order for each child to have the opportunity to succeed, the community, school, teachers, students, and parents must continue to make the commitment to work together.

Thanks to parents and guardians for all of their help and support.

Charles A. Costner, Principal
Iguana Goodwin, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	57	43
Percent satisfied with learning environment	100.0%	94.6%	95.2%
Percent satisfied with social and physical environment	100.0%	91.2%	83.7%
Percent satisfied with school-home relations	90.9%	91.2%	88.4%

* 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 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

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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	224	99.1	14.5	39.7	41.6	4.2	59.8	51.2	48.2	Yes	Yes
Gender											
Male	117	99.2	15.9	38.9	42.5	2.7	61.9	45.4	41.7	N/A	N/A
Female	107	99.1	12.9	40.6	40.6	5.9	57.4	57.5	55	N/A	N/A
Racial/Ethnic Group											
White	116	100	3.7	30.3	60.6	5.5	81.7	62.4	60	Yes	Yes
African American	99	100	24.5	50	22.4	3.1	36.7	34.6	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.8	38.4	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	24	100	9.1	59.1	27.3	4.5	63.6	22.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	50	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	134	99.3	20.5	46.5	29.9	3.1	46.5	43.2	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	224	100	13.5	50.2	22.3	14	54.9	48.5	45.8	Yes	Yes
Gender											
Male	117	100	10.6	46	26.5	16.8	61.9	50.2	45.6	N/A	N/A
Female	107	100	16.7	54.9	17.6	10.8	47.1	46.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	116	100	2.8	44	28.4	24.8	70.6	59.3	59	Yes	Yes
African American	99	100	24.5	57.1	15.3	3.1	36.7	32	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.4	38.1	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	24	100	22.7	50	22.7	4.5	40.9	20.8	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	51.7	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	134	100	19.5	55.5	18.8	6.3	44.5	40.2	31.4	Yes	Yes

* Adj - 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

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
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Science

All Students	154	100	23.8	37.4	18.4	20.4	38.8	42.1	35.7	96.4	96.2
Gender											
Male	82	100	21.5	38	17.7	22.8	40.5	44.7	37.4	96.4	96.1
Female	72	100	26.5	36.8	19.1	17.6	36.8	39.4	33.8	96.4	96.3
Racial/Ethnic Group											
White	82	100	3.9	36.4	23.4	36.4	59.7	56.1	49.2	96.6	96
African American	66	100	43.1	40	13.8	3.1	16.9	20.6	17	96.3	96.6
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	93.7	94.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	93.9	94.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	99.9	97.4
Disability Status											
Disabled	16	100	7.1	57.1	28.6	7.1	35.7	19.5	14	95.8	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	38.1	24.4	96.5	96
Socio-Economic Status											
Subsided meals	89	100	34.1	35.3	15.3	15.3	30.6	31.8	21.1	96.1	96

Social Studies

All Students	148	98.7	16.2	43	18.3	22.5	40.8	36.4	34	96.4	96.2
Gender											
Male	79	98.7	11.7	44.2	16.9	27.3	44.2	39.6	36.6	96.4	96.1
Female	69	98.6	21.5	41.5	20	16.9	36.9	32.8	31.3	96.4	96.3
Racial/Ethnic Group											
White	79	100	7.9	36.8	23.7	31.6	55.3	45.2	44.5	96.6	96
African American	64	100	27	49.2	12.7	11.1	23.8	22.3	19.1	96.3	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	93.7	94.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	35.7	27.5	93.9	94.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	99.9	97.4
Disability Status											
Disabled	18	100	22.2	50	16.7	11.1	27.8	18.8	14.4	95.8	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.3	96.5	96
Socio-Economic Status											
Subsided meals	87	98.9	20.7	48.8	12.2	18.3	30.5	27.5	21	96.1	96

* 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	76	100	10.7	33.3	41.3	14.7	56
	4	64	98.4	15.5	39.7	37.9	6.9	44.8
	5	78	100	24	30.7	41.3	4	45.3
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	82	98.8	12.8	34.6	48.7	3.8	52.6
	4	78	98.7	10.7	41.3	42.7	5.3	48
	5	64	100	21.3	44.3	31.1	3.3	34.4
	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
Mathematics								
2007	3	76	100	10.7	58.7	28	2.7	30.7
	4	64	100	13.8	56.9	15.5	13.8	29.3
	5	78	100	13.3	49.3	21.3	16	37.3
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	82	100	16.5	59.5	16.5	7.6	24.1
	4	78	100	12	45.3	18.7	24	42.7
	5	64	100	11.5	44.3	34.4	9.8	44.3
	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	38	100	35.1	29.7	32.4	2.7	35.1
	4	64	98.4	36.2	39.7	12.1	12.1	24.1
	5	39	97.4	21.1	34.2	18.4	26.3	44.7
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	42	100	25	37.5	25	12.5	37.5
	4	78	100	17.3	40	20	22.7	42.7
	5	34	100	37.5	31.3	6.3	25	31.3
	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	38	100	7.9	39.5	34.2	18.4	52.6
	4	64	98.4	19	50	17.2	13.8	31
	5	39	97.4	40.5	45.9	0	13.5	13.5
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	40	97.5	7.9	36.8	23.7	31.6	55.3
	4	78	98.7	14.7	48	20	17.3	37.3
	5	30	100	31	37.9	6.9	24.1	31
	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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