



Laurens Elementary

301 Henry Street
Laurens, South Carolina

Grades	PK-5 Elementary School	
Enrollment	637 Students	
Principal	Phillip Dean	864-984-3067
Superintendent	Edgar C. Taylor	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

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	Average
2006	Average	At-Risk
2005	Good	At-Risk
2004	Good	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

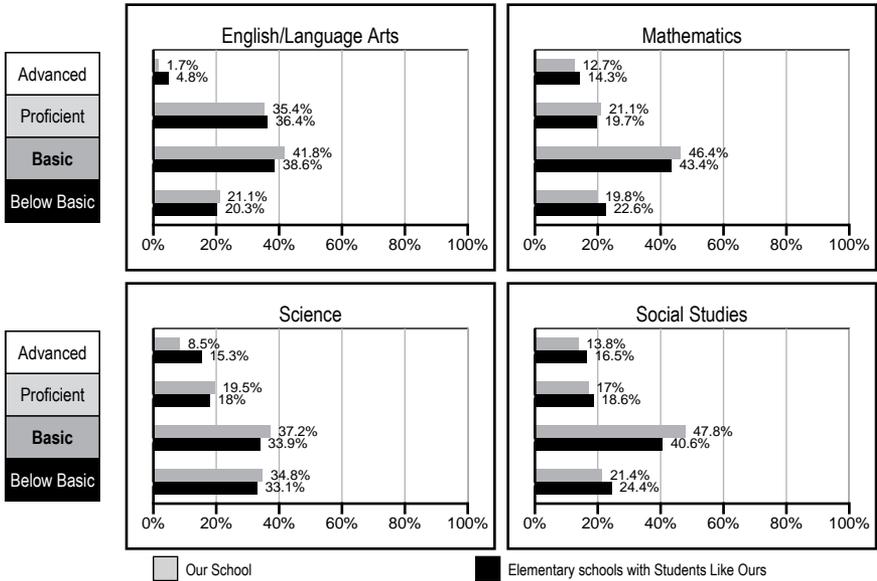
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	7	55	30	0

* 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=637)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.6%	Down from 5.0%	2.7%	2.3%
Attendance rate	96.1%	Up from 95.9%	96.2%	96.3%
Eligible for gifted and talented	3.1%	Down from 7.3%	10.1%	10.4%
With disabilities other than speech	7.0%	Up from 4.9%	8.7%	7.5%
Older than usual for grade	3.3%	Up from 2.8%	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=42)				
Teachers with advanced degrees	45.2%	Down from 48.7%	57.7%	56.7%
Continuing contract teachers	71.4%	Up from 61.5%	80.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 3.3%	0.0%	0.0%
Teachers returning from previous year	79.6%	Down from 83.4%	87.7%	86.4%
Teacher attendance rate	95.3%	Down from 95.4%	94.9%	94.9%
Average teacher salary	\$43,388	Up 4.6%	\$45,509	\$45,345
Professional development days/teacher	12.9 days	Down from 16.7 days	12.5 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 18.8 to 1	18.6 to 1	18.5 to 1
Prime instructional time	90.3%	Up from 90.2%	89.5%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.4%	Up from 98.2%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,323	Up 1.9%	\$6,918	\$7,052
Percent of expenditures for instruction*	66.5%	Down from 66.7%	68.6%	69.1%
Percent of expenditures for teacher salaries*	63.9%	Up from 63.6%	64.9%	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 mission at Laurens Elementary School is to develop productive, independent learners by providing a challenging and diverse education in a safe and supportive environment, utilizing the entire community. We are a Title I school that offers parents a choice of educational settings: STAR (single-aged) and Montessori (multi-aged).

We continue to improve our instructional programs with the use of Thinking Maps, Balanced Literacy Program, and Measures of Academic Progress (MAP). Our teachers participate in Early Release Day staff development to address curricular issues at the school and District levels. We attribute much of our student's academic successes to differentiated instruction driven by MAP and PACT data. We are proud that our students have taken an attitude of pride during MAP testing. Our fine arts teachers have received several grants that were used to enhance the educational experiences in art and music.

Title I funds provide programs key to students' successes: Parenting Coordinator, Title Facilitator, an additional educator Reading Recovery tutor, and additional classroom teachers in lower grades to reduce class size. The Parenting Office strives to provide programs and services such as Math and Reading Nights, school-wide Science Fair, Reading on the Greens, and holiday and special celebration luncheons that promote parental involvement. Parents are always welcome to visit their child's classroom to experience first-hand what a day is like at Laurens Elementary School. To promote parental involvement, a new district-wide volunteer program was implemented to encourage volunteerism. Volunteers now receive valuable training that helps them better serve our students.

Our school motto of "Where all students are All-stars" underscores our belief that with the proper supports, all of our students can achieve excellence in academics, character development, and regular school attendance. The continued successes of Laurens Elementary are dependent of on the involvement of all stakeholders: students, teachers, and community members. We invite you to become involved.

Ferlondo Tullock, Principal
James Murray, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	57	36
Percent satisfied with learning environment	94.9%	89.5%	80.6%
Percent satisfied with social and physical environment	89.7%	86.0%	85.7%
Percent satisfied with school-home relations	84.6%	82.5%	82.9%

* 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 16 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	3.6%	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
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	249	99.6	20.8	41.9	35.6	1.7	51.3	46	48.2	Yes	Yes
Gender											
Male	125	100	23.9	44.4	28.2	3.4	47	38.2	41.7	N/A	N/A
Female	124	99.2	17.6	39.5	42.9	0	55.5	54.5	55	N/A	N/A
Racial/Ethnic Group											
White	123	100	12	39.3	45.3	3.4	62.4	52.6	60	Yes	Yes
African American	118	99.2	30.4	46.4	23.2	0	38.4	33.6	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	37.5	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	39	100	62.2	32.4	2.7	2.7	13.5	13.3	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	35.3	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	160	100	25.8	46.4	27.8	0	45	38.4	34	Yes	Yes

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

All Students	249	100	19.8	46.4	21.1	12.7	51.9	41.6	45.8	Yes	Yes
Gender											
Male	125	100	17.1	43.6	22.2	17.1	57.3	42.1	45.6	N/A	N/A
Female	124	100	22.5	49.2	20	8.3	46.7	40.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	123	100	12.8	47	23.1	17.1	59.8	48.1	59	Yes	Yes
African American	118	100	28.3	46.9	17.7	7.1	40.7	26.8	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	44.8	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	39	100	51.4	29.7	8.1	10.8	18.9	14.6	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	46	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	160	100	22.5	49	17.2	11.3	45.7	34.2	31.4	Yes	Yes

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

Abbreviations for Missing Data

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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	169	100	34.8	37.2	19.5	8.5	28	23.6	35.7	96.1	96
Gender											
Male	88	100	35.3	34.1	20	10.6	30.6	24.6	37.4	95.8	96
Female	81	100	34.2	40.5	19	6.3	25.3	22.5	33.8	96.3	96
Racial/Ethnic Group											
White	78	100	16	40	28	16	44	30.9	49.2	96.1	95.8
African American	85	100	53	32.5	12	2.4	14.5	10.6	17	96.1	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	96.9
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	11.2	24.9	95.4	97
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.6
Disability Status											
Disabled	28	100	59.3	22.2	11.1	7.4	18.5	9.7	14	96.1	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	93.1
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	12.8	24.4	95.5	97.1
Socio-Economic Status											
Subsided meals	111	100	43	41.1	14	1.9	15.9	17.4	21.1	95.7	95.6
Social Studies											
All Students	170	100	21.4	47.8	17	13.8	30.8	21.4	34	96.1	96
Gender											
Male	90	100	24.1	41	19.3	15.7	34.9	25.6	36.6	95.8	96
Female	80	100	18.4	55.3	14.5	11.8	26.3	16.8	31.3	96.3	96
Racial/Ethnic Group											
White	83	100	19.2	37.2	20.5	23.1	43.6	25.9	44.5	96.1	95.8
African American	81	100	25	56.6	13.2	5.3	18.4	11.9	19.1	96.1	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	96.9
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	17.6	27.5	95.4	97
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.6
Disability Status											
Disabled	27	100	46.2	11.5	30.8	11.5	42.3	13	14.4	96.1	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	93.1
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	18	27.3	95.5	97.1
Socio-Economic Status											
Subsided meals	107	100	24.2	53.5	15.2	7.1	22.2	16.4	21	95.7	95.6

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

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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	92	98.9	18.6	38.4	41.9	1.2	43
	4	74	100	22.1	38.2	38.2	1.5	39.7
	5	89	100	28.2	41.2	28.2	2.4	30.6
	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	90	98.9	18.3	32.9	45.1	3.7	48.8
	4	90	100	11.6	44.2	43	1.2	44.2
	5	69	100	35.3	50	14.7	0	14.7
	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	92	98.9	24.4	53.5	15.1	7	22.1
	4	74	100	20.6	35.3	29.4	14.7	44.1
	5	89	100	29.4	44.7	11.8	14.1	25.9
	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	90	100	20.5	50.6	16.9	12	28.9
	4	90	100	9.3	46.5	27.9	16.3	44.2
	5	69	100	32.4	41.2	17.6	8.8	26.5
	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	46	100	37.2	39.5	18.6	4.7	23.3
	4	74	100	44.1	25	14.7	16.2	30.9
	5	45	100	45.2	33.3	4.8	16.7	21.4
	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	45	100	31.8	29.5	27.3	11.4	38.6
	4	90	100	31.4	41.9	19.8	7	26.7
	5	34	100	47.1	35.3	8.8	8.8	17.6
	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
Social Studies								
2007	3	46	97.8	14	58.1	20.9	7	27.9
	4	74	100	20.6	45.6	20.6	13.2	33.8
	5	44	100	37.2	37.2	9.3	16.3	25.6
	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	45	100	10.3	51.3	15.4	23.1	38.5
	4	90	100	18.6	50	18.6	12.8	31.4
	5	35	100	41.2	38.2	14.7	5.9	20.6
	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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