



## LAURENS ELEMENTARY

301 Henry Street  
Laurens, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	656 Students	
<b>Principal</b>	Phillip Dean	864-984-3067
<b>Superintendent</b>	Billy R. Strickland	864-984-3568
<b>Board Chair</b>	Rev. Charlie Short	864-681-3664

# 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	Average
2009	Average	Average
2008	Average	Below Average
2007	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

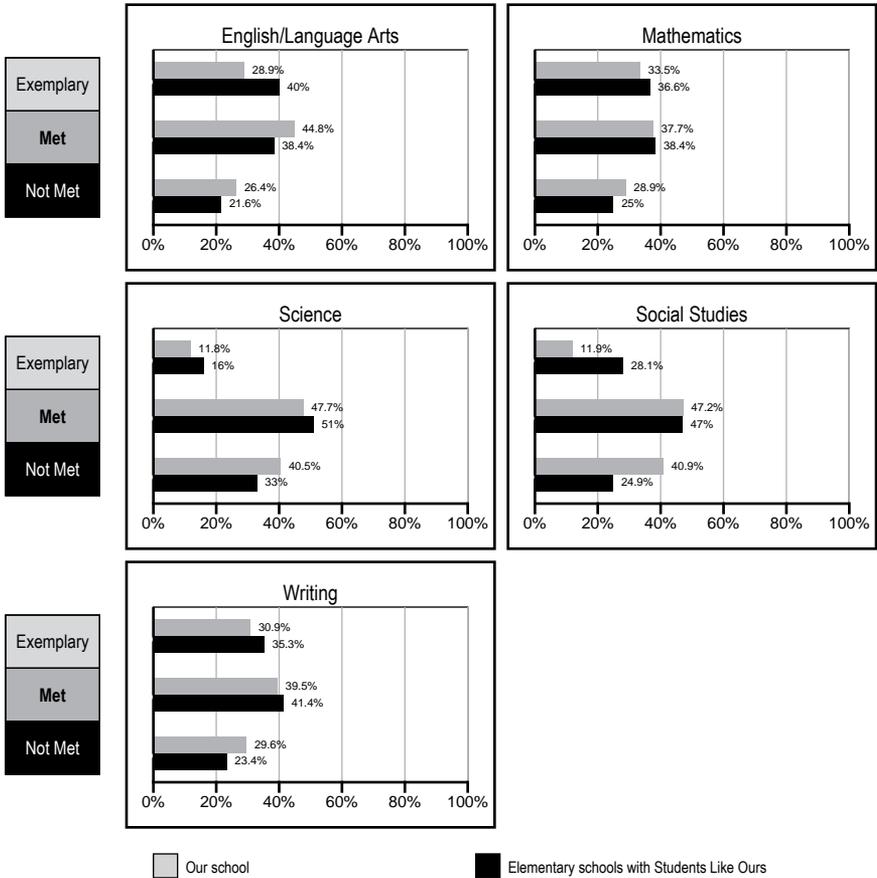
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
16	35	70	3	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=656)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.0%	Up from 2.2%	1.2%	1.1%
Attendance rate	96.3%	Up from 95.5%	96.0%	96.2%
Served by gifted and talented program	10.5%	Up from 10.0%	13.9%	13.4%
With disabilities other than speech	3.4%	Down from 6.6%	5.2%	4.1%
Older than usual for grade	0.5%	Down from 1.1%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	65.7%	Up from 58.3%	60.7%	62.5%
Continuing contract teachers	85.7%	Up from 75.0%	90.6%	88.2%
Teachers returning from previous year	84.4%	Up from 80.9%	88.3%	87.8%
Teacher attendance rate	94.6%	Down from 97.2%	95.1%	95.2%
Average teacher salary*	\$45,733	Up 1.2%	\$46,831	\$46,773
Professional development days/teacher	9.5 days	Up from 6.7 days	10.4 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	23.4 to 1	Up from 21.1 to 1	20.0 to 1	19.9 to 1
Prime instructional time	90.2%	Down from 91.8%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.7%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,628	Down 23.6%	\$7,221	\$7,447
Percent of expenditures for instruction**	67.5%	Up from 65.8%	68.1%	68.4%
Percent of expenditures for teacher salaries**	66.2%	Up from 64.4%	66.2%	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

A major focus for us this year was a school-wide character education program. Laurens Elementary was one of 41 schools from across the nation and the only school in South Carolina to receive a grant from the Sprint Foundation. Proceeds from the grant were used to purchase literature and materials to help our teachers teach the four character traits of Respect, Responsibility, Cooperation, and Honesty. In addition to teaching our students the core academic subjects, we feel that it is also important to teach character education in order to develop students who will be successful in school, the workplace, and in life.

We continue to offer Montessori education as an option, providing classes for primary (grades 4K-5K), lower elementary (grades 1-3), and upper elementary (grades 4-5). We also continue to use looping, when possible, as a means of helping our students develop and maintain a close relationship with teachers. Looping has also proven to be very successful in terms of increased student achievement. We were able to offer our after school program again this year and for the first time in several years we offered a summer program. New curriculum was added for our GT program this year. Our GT students used Kidbiz for ELA and M3 for math.

We have also made a commitment to equip our classrooms with technology that will help teachers provide engaging instruction for students. In spite of reduced funding, we were able to purchase two additional Promethean boards for classrooms, with a goal of having interactive whiteboards for all classrooms, as well as additional computers and software within the next few years.

All of our teachers participated in districtwide professional development on using our new district pacing guides and literacy expectation guides. Many teachers also took district-sponsored mini-courses during the year, with several of our teachers leading some of these courses. Participation in the Literacy SC Pilot Project provided our first and second grade teachers with access to a literacy specialist from the State Department of Education. The specialist provided coaching and training in literacy. We had one teacher who completed Upper Elementary Montessori training and she participated in the Teaching American History grant. Another teacher completed a master's degree in Language and Literacy, a program sponsored by our district through the University of South Carolina.

In partnership with Bojangles of Laurens and the Laurens Kiwanis Club, we continued recognizing students through the Terrific Kids program. Our monthly Terrific Kids celebrations have been a great way to recognize students and their families, while building strong home-school relationships.

Our goal is to be a school where all students achieve and where all people are treated with respect. We invite all parents and community members to join us as we continue to strive for excellence.

Phillip Dean, Principal

Randy Dendy, SIC/Title One Planning Team Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	83	59
Percent satisfied with learning environment	90.3%	89.2%	88.1%
Percent satisfied with social and physical environment	96.9%	94.0%	84.2%
Percent satisfied with school-home relations	71.9%	91.6%	86.4%

\* 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 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. 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%**	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	256	100	26.4	44.8	28.9	82	79.7	82.4	Yes	Yes
<b>Gender</b>										
Male	145	100	29.1	47	23.9	79.1	76.1	78.7	N/A	N/A
Female	111	100	22.9	41.9	35.2	85.7	83.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	114	100	16.8	42.5	40.7	88.5	84.9	88.9	Yes	Yes
African American	123	100	36.1	45.4	18.5	74.1	71.8	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	17	100	31.3	56.3	12.5	87.5	70.9	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	33	100	60	23.3	16.7	43.3	51.3	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	9	I/S	I/S	I/S	I/S	I/S	70	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	182	100	35.5	44	20.5	75.9	75.6	75.4	Yes	Yes

## Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	256	100	28.9	37.7	33.5	81.6	78.6	81.9	Yes	Yes
<b>Gender</b>										
Male	145	100	31.3	34.3	34.3	79.9	76.8	79.9	N/A	N/A
Female	111	100	25.7	41.9	32.4	83.8	80.6	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	114	100	23.9	31.9	44.2	87.6	83.6	88.9	Yes	Yes
African American	123	100	31.5	42.6	25.9	75.9	70.7	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	17	100	50	37.5	12.5	75	70.9	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	33	100	70	16.7	13.3	46.7	48.9	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	9	I/S	I/S	I/S	I/S	I/S	71.9	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	182	100	33.7	37.3	28.9	77.1	74.3	74.9	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
<b>Science</b>								
All Students	165	100	40.5	47.7	11.8	59.5	62.4	68.6
<b>Gender</b>								
Male	95	100	36	54.7	9.3	64	63	68.3
Female	70	100	46.3	38.8	14.9	53.7	61.9	68.9
<b>Racial/Ethnic Group</b>								
White	76	100	25.3	54.7	20	74.7	73.1	80.7
African American	75	100	56.3	39.1	4.7	43.8	46.3	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	13	100	N/AV	N/AV	N/AV	46.2	47.7	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
<b>Disability Status</b>								
Disabled	21	100	73.7	21.1	5.3	26.3	34.3	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	7	I/S	I/S	I/S	I/S	I/S	47.7	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	114	100	50.5	41.7	7.8	49.5	55.6	57.3
<b>Social Studies</b>								
All Students	169	100	40.9	47.2	11.9	59.1	67.7	72.5
<b>Gender</b>								
Male	96	100	42.7	42.7	14.6	57.3	68.3	72
Female	73	100	38.6	52.9	8.6	61.4	66.9	73.1
<b>Racial/Ethnic Group</b>								
White	71	100	30	50	20	70	75.2	81
African American	86	100	48.7	44.9	6.4	51.3	57.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	10	I/S	I/S	I/S	I/S	I/S	50.8	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
<b>Disability Status</b>								
Disabled	18	100	70.6	23.5	5.9	29.4	41.3	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	5	I/S	I/S	I/S	I/S	I/S	50	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	126	100	47.4	44.8	7.8	52.6	61.3	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	85	100	29.6	39.5	30.9	70.4	70.2	73.2	96.3	95.8
<b>Gender</b>										
Male	52	100	40	34	26	60	61.8	67.2	96.2	95.8
Female	33	100	12.9	48.4	38.7	87.1	79	79.4	96.5	95.9
<b>Racial/Ethnic Group</b>										
White	41	100	31.7	22	46.3	68.3	75	81.5	96.2	95.5
African American	40	100	27	56.8	16.2	73	61.8	61.3	96.6	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99.3	96.7
Hispanic	4	I/S	I/S	I/S	I/S	I/S	61.1	66.7	96	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	96.8	94.5
<b>Disability Status</b>										
Disabled	12	100	I/S	I/S	I/S	I/S	28.7	26	96.3	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	99.3
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	64.4	65.7	95.5	97.4
<b>Socio-Economic Status</b>										
Subsidized meals	58	100	34.5	40	25.5	65.5	64.5	63.2	96.1	95.5

Abbreviations for Missing Data

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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	86	100	29.3	32.9	37.8	70.7
	4	78	100	29.3	40	30.7	70.7
	5	91	100	24.4	51.2	24.4	75.6
	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	93	100	24.7	40	35.3	75.3
	4	78	100	32.9	43.8	23.3	67.1
	5	85	100	22.2	50.6	27.2	77.8
	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
<b>Mathematics</b>							
<b>2010</b>	3	86	100	50	29.3	20.7	50
	4	78	100	9.3	53.3	37.3	90.7
	5	91	100	24.4	51.2	24.4	75.6
	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	93	100	47.1	25.9	27.1	52.9
	4	78	100	19.2	53.4	27.4	80.8
	5	85	100	18.5	35.8	45.7	81.5
	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>Science</b>							
<b>2010</b>	3	45	100	48.8	34.9	16.3	51.2
	4	78	100	26.7	64	9.3	73.3
	5	47	100	40.5	54.8	4.8	59.5
	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	44	100	48.7	33.3	17.9	51.3
	4	78	100	34.2	54.8	11	65.8
	5	43	100	43.9	48.8	7.3	56.1
	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

Abbreviations for Missing Data

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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	41	100	59	35.9	5.1	41
	4	78	100	25.3	57.3	17.3	74.7
	5	44	100	40.9	45.5	13.6	59.1
	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	49	100	54.3	37	8.7	45.7
	4	78	100	27.4	58.9	13.7	72.6
	5	42	100	50	37.5	12.5	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
<b>Writing</b>							
<b>2010</b>	3	86	100	39	29.3	31.7	61
	4	79	100	31.6	38.2	30.3	68.4
	5	92	100	20.7	50.6	28.7	79.3
	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>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	85	100	29.6	39.5	30.9	70.4
	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

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