



LAURENS ELEMENTARY

301 Henry Street
Laurens, South Carolina

Grades	PK-5 Elementary School	
Enrollment	671 Students	
Principal	Phillip Dean	864-984-3067
Superintendent	Dr. Billy R. Strickland	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Average	Below Average
2007	Average	Average
2006	Average	At-Risk

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 GOAL

By 2010, SC'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.

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.

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

Percent of students tested in 2009-10 whose 2008-09 test scores were located

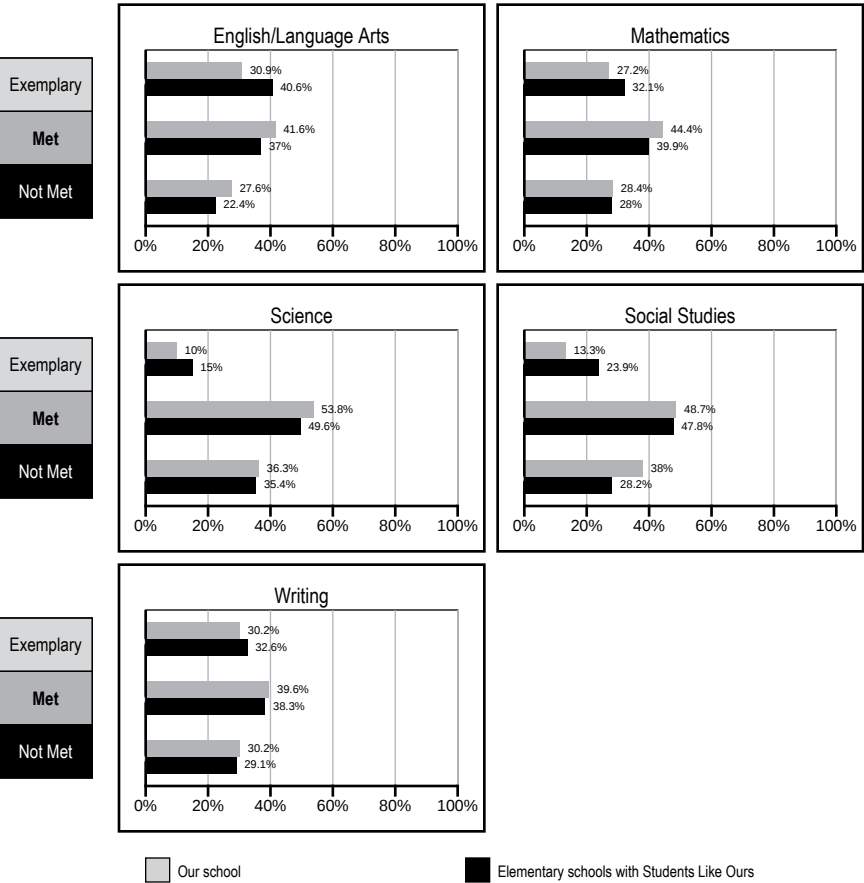
99.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	24	85	2	0

* Ratings are calculated with data available by 03/09/2011.

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
Students (n=671)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Down from 2.7%	1.2%	1.2%
Attendance rate	95.5%	Down from 96.3%	95.9%	96.1%
Eligible for gifted and talented	10.0%	Up from 6.8%	11.8%	11.7%
With disabilities other than speech	6.6%	Up from 5.8%	8.6%	8.0%
Older than usual for grade	1.1%	Down from 1.8%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	58.3%	Down from 60.5%	59.3%	60.5%
Continuing contract teachers	75.0%	Down from 83.7%	86.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.9%	Down from 81.1%	88.5%	87.0%
Teacher attendance rate	97.2%	Up from 96.5%	95.4%	95.4%
Average teacher salary*	\$45,172	Down 1.8%	\$47,002	\$47,288
Professional development days/teacher	6.7 days	Down from 12.1 days	10.3 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 17.9 to 1	19.2 to 1	19.2 to 1
Prime instructional time	91.8%	Down from 92.5%	90.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.7%	Down from 98.9%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,365	Up 8.0%	\$7,400	\$7,548
Percent of expenditures for instruction**	65.8%	Up from 61.7%	67.4%	68.7%
Percent of expenditures for teacher salaries**	64.4%	Up from 60.2%	64.3%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Great things are happening at Laurens Elementary School! As a Title I school, we strive to provide a challenging education in a safe, supportive environment. The 2009-2010 school year was difficult in many ways. State budget cuts resulted in reduced teaching positions and fewer assistants, causing class sizes to increase. Despite these challenges, we continue to be proud of the opportunities our students have.

At Laurens Elementary, we have several choices for parents. All parents of students in 4K through fifth grade have the option of traditional classes or multi-age Montessori classes. Also, we were able to offer single-gender classes to our fifth-grade students. In addition to single-gender in fifth grade, one teacher looped from fourth grade to fifth grade with her students. Looping is another initiative that is gaining in popularity as a means of increasing student achievement.

We are fortunate to have a literacy and a math/science coach, even though we now share these coaches with another school, thereby reducing the amount of time available for them to spend working with teachers and students at Laurens Elementary. Even with this reduction, we have been able to provide important staff development for our teachers in these areas. In response to concerns about our students' reading comprehension, we have implemented a school-wide initiative using The Comprehension Toolkit by Stephanie Harvey and Anne Goudvis. We continue to use Dominie Assessments to inform our instruction in reading. Results from MAP testing are used by teachers in grades 2-5 to identify areas of weakness, group students for Academy, and select students for our after school program.

Although we lost one of two Reading Recovery teachers as a result of budget cuts, we continue to offer Reading Recovery as an intervention to struggling first-grade students both individually and in small groups. Our resource teacher is also trained in Reading Recovery and is able to use this knowledge as she instructs her students. While some districts and schools have reduced the amount of instruction in the arts, we are fortunate to have a full-time teacher in Art and Music. Also, we have a full-time Media Specialist and two PE teachers—one full-time and one part-time. We continue to offer students enrichment in math and reading in our computer lab. Another computer lab is available for student research and special projects. Using Title I and school funds, we were able to install Promethean boards in three classrooms.

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
Tracy McNuer, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	86	65
Percent satisfied with learning environment	91.4%	95.3%	87.5%
Percent satisfied with social and physical environment	100.0%	92.9%	81.5%
Percent satisfied with school-home relations	74.3%	92.9%	84.6%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 17 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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	255	100	27.6	41.6	30.9	83.1	83.5	83.5	Yes	Yes
Gender										
Male	134	100	31.5	39.4	29.1	79.5	80.1	80.1	N/A	N/A
Female	121	100	23.3	44	32.8	87.1	87.2	87	N/A	N/A
Racial/Ethnic Group										
White	131	100	14	42.6	43.4	92.2	88.5	89.6	Yes	Yes
African American	114	100	45.2	39.4	15.4	72.1	74.8	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	77.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
Disability Status										
Disabled	35	100	59.4	25	15.6	56.3	62.7	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	77	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	178	100	33.5	44.3	22.2	78.4	80.3	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	255	100	28.4	44.4	27.2	81.1	80.2	80.4	Yes	Yes
Gender										
Male	134	100	32.3	40.2	27.6	76.4	78.4	78.4	N/A	N/A
Female	121	100	24.1	49.1	26.7	86.2	82.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	131	100	17.1	43.4	39.5	88.4	85.8	87.8	Yes	Yes
African American	114	100	40.4	47.1	12.5	72.1	71.1	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	70.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Disability Status										
Disabled	35	100	56.3	31.3	12.5	50	52.2	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	71.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	178	100	35.3	46.7	18	77.2	76.1	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	170	100	36.3	53.8	10	63.8	63.9	67.3
Gender								
Male	91	100	36	51.2	12.8	64	63.4	66.9
Female	79	100	36.5	56.8	6.8	63.5	64.5	67.7
Racial/Ethnic Group								
White	91	100	21.3	64	14.6	78.7	74.8	79.6
African American	73	100	55.4	41.5	3.1	44.6	43.5	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	50.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	22	100	45	45	10	55	43.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	51.9	58.6
Socio-Economic Status								
Subsidized meals	115	100	46.2	50	3.8	53.8	57.1	55.4

Social Studies

All Students	163	100	38	48.7	13.3	62	65.8	70.9
Gender								
Male	89	100	34.9	45.3	19.8	65.1	65.7	70.1
Female	74	100	41.7	52.8	5.6	58.3	66	71.7
Racial/Ethnic Group								
White	79	100	23.1	53.8	23.1	76.9	72.7	79.2
African American	78	100	51.4	44.6	4.1	48.6	53.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	56.9	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	22	100	60	35	5	40	42.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	58.1	68
Socio-Economic Status								
Subsidized meals	119	100	46.5	48.2	5.3	53.5	60.8	60.8

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	257	100	30.2	39.6	30.2	69.8	71.7	72.1	95.5	95.5
Gender										
Male	136	100	36.4	37.2	26.4	63.6	64.7	65.2	95.2	95.3
Female	121	100	23.3	42.2	34.5	76.7	79.3	79.2	95.9	95.6
Racial/Ethnic Group										
White	131	100	17.1	38.8	44.2	82.9	78.2	80.8	95.6	95.2
African American	115	100	44.8	41	14.3	55.2	60.8	59.7	95.5	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	94.7
Hispanic	8	I/S	I/S	I/S	I/S	I/S	61.4	64.6	95.1	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	87.8
Disability Status										
Disabled	35	100	65.6	21.9	12.5	34.4	35.8	27.7	95.6	94.8
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	91.5
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	61	63.7	95.7	97.3
Socio-Economic Status										
Subsidized meals	179	100	38.5	40.8	20.7	61.5	66.2	61.9	95.1	95.1

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	74	100	18.1	45.8	36.1	81.9
	4	95	100	24.4	50	25.6	75.6
	5	92	100	19.5	54	26.4	80.5
	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
2010	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
Mathematics							
2009	3	74	100	20.8	50	29.2	79.2
	4	95	100	13.3	60	26.7	86.7
	5	92	100	23	63.2	13.8	77
	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
2010	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
Science							
2009	3	37	100	36.1	47.2	16.7	63.9
	4	95	100	41.1	55.6	3.3	58.9
	5	46	100	43.2	52.3	4.5	56.8
	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
2010	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

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
Social Studies							
2009	3	37	100	13.9	63.9	22.2	86.1
	4	95	100	15.6	65.6	18.9	84.4
	5	46	100	41.9	44.2	14	58.1
	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
2010	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
Writing							
2009	3	75	97.3	36.1	27.8	36.1	63.9
	4	95	100	17.6	54.9	27.5	82.4
	5	89	100	32.2	40.2	27.6	67.8
	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
2010	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample