



MCLAURIN ELEMENTARY

1400 McMillan Lane
Florence, SC 29506

Grades	PK-4 Elementary School	
Enrollment	829 Students	
Principal	Deborah Cribb	843-664-8457
Superintendent	Dr. Allie E. Brooks	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Average
2010	Average	Average
2009	Average	Average
2008	Average	Average
2007	Average	Excellent

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

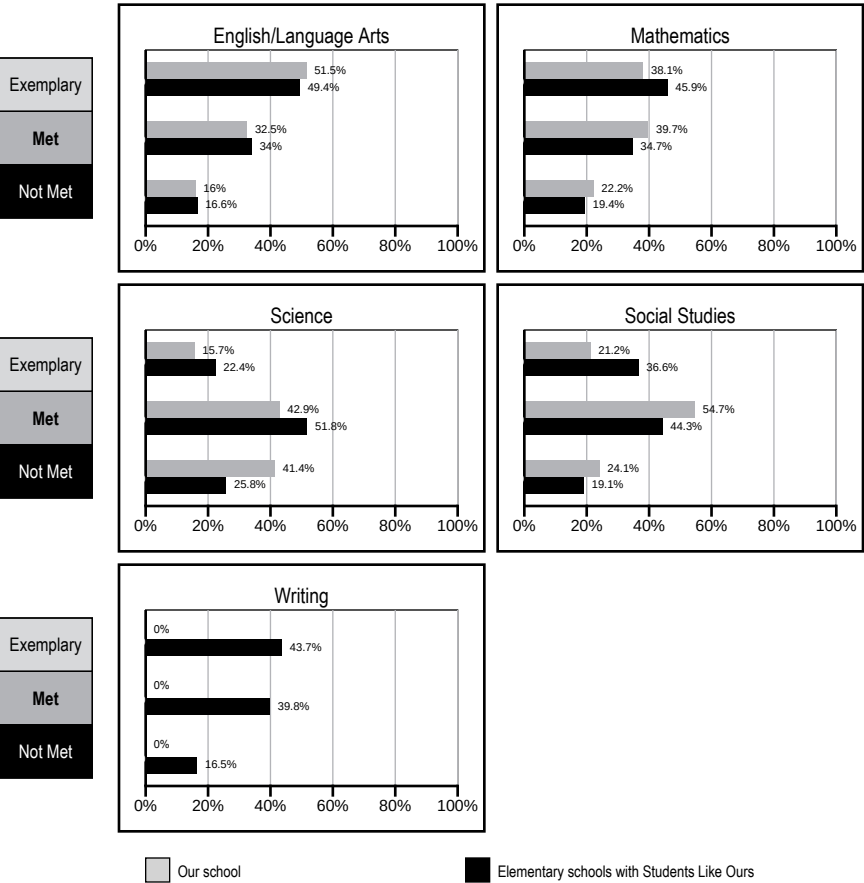
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
32	35	15	0	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
Students (n=829)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Down from 3.9%	0.9%	1.1%
Attendance rate	95.8%	Up from 95.4%	96.2%	96.2%
Served by gifted and talented program	16.5%	Up from 9.6%	20.2%	13.4%
With disabilities other than speech	3.0%	Down from 7.9%	3.7%	4.1%
Older than usual for grade	1.0%	Down from 1.3%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	52.1%	Down from 53.2%	65.9%	62.5%
Continuing contract teachers	91.7%	Up from 83.0%	90.8%	88.2%
Teachers returning from previous year	95.0%	Up from 94.1%	90.2%	87.8%
Teacher attendance rate	94.5%	Down from 96.8%	95.1%	95.2%
Average teacher salary*	\$45,768	Down 1.4%	\$48,100	\$46,773
Professional development days/teacher	11.2 days	Down from 12.0 days	11.0 days	10.5 days
School				
Principal's years at school	12.0	Up from 11.0	5.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Up from 17.3 to 1	20.8 to 1	19.9 to 1
Prime instructional time	89.8%	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 97.6%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,999	Down 3.5%	\$7,063	\$7,447
Percent of expenditures for instruction**	68.8%	Up from 68.6%	68.8%	68.4%
Percent of expenditures for teacher salaries**	66.1%	Up from 65.1%	66.6%	65.8%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The staff, students, and parents at McLaurin Elementary are proud of the progress we have made this year. McLaurin students continue to improve academically and we continue to see the attendance rate for students and teachers increase. McLaurin received an average rating on the School Report Card for the 2009-10 school year.

Among our other accomplishments are the following:

- Our teachers continued extensive professional study sessions this year with a focus on building community in the classroom and with our parents.
- We provided after school tutoring for 73 students.
- Early intervention was provided to students needing additional instruction in reading.
- Our school-wide walking program was recognized as a DHEC All Health Team winner and McLaurin received a \$500.00 award to expand the program next year.
- Students, staff, and parents walked over 20,000 miles this year during our walking program.
- McLaurin students read over 56,000 books this year.

Our staff is dedicated to providing our students with a strong academic program enhanced with an equally strong focus on character. Daily communication with our parents through student agenda books is a means to keep parents informed and involved in their child's education. In addition to the agenda book communications, teachers provided good news messages to all students throughout the year. Our school also held two additional conference days to allow our parents more opportunities to be involved.

McLaurin's Association of Parents (APT) and our School Improvement Council are vital to the success of McLaurin. Our APT raised funds to offer financial support for the overall program at McLaurin. Our School Improvement Council and APT focus for this year was increasing parental involvement and making improvements to our playground by paving the walking trail. We continue to have strong parental involvement in meetings, conferences, and other events offered at our school. McLaurin is a community where expectations are high, and everyone is encouraged to be a lifelong learner.

Deborah Cribb, Principal

Jay Terry, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	86	52
Percent satisfied with learning environment	100.0%	89.5%	92.2%
Percent satisfied with social and physical environment	97.7%	83.7%	84.0%
Percent satisfied with school-home relations	93.0%	87.2%	90.0%

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

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

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N/R–Not Reported

I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	6.5%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	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 = 79.4% (Met or Exemplary)

All Students	208	99	17.3	32	50.8	90.4	84.3	82.4	Yes	Yes
Gender										
Male	92	98.9	14.9	36.8	48.3	92	81.6	78.7	N/A	N/A
Female	116	99.1	19.1	28.2	52.7	89.1	87	86.2	N/A	N/A
Racial/Ethnic Group										
White	81	100	5	18.8	76.3	97.5	90.6	88.9	Yes	Yes
African American	119	98.3	27.5	42.2	30.3	84.4	78.2	72.9	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	95.5	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	85.6	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	96	83	I/S	I/S
Disability Status										
Disabled	32	93.8	65.4	23.1	11.5	46.2	54.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	85.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	125	98.4	25.2	41.7	33	84.3	78.5	75.4	Yes	Yes

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

All Students	208	100	24.1	38.7	37.2	84.9	81.6	81.9	Yes	Yes
Gender										
Male	92	100	22.7	45.5	31.8	85.2	79.2	79.9	N/A	N/A
Female	116	100	25.2	33.3	41.4	84.7	84.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	81	100	16.3	30	53.8	91.3	90.1	88.9	Yes	Yes
African American	119	100	30.6	46.8	22.5	79.3	73.3	71.4	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	97	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	85.6	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	96	84.4	I/S	I/S
Disability Status										
Disabled	32	100	71.4	17.9	10.7	46.4	49.2	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	89.5	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	125	100	32.5	45.3	22.2	78.6	74.9	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

	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	150	100	43.1	41.7	15.3	56.9	69.7	68.6
Gender								
Male	68	100	36.9	52.3	10.8	63.1	70	68.3
Female	82	100	48.1	32.9	19	51.9	69.4	68.9
Racial/Ethnic Group								
White	57	100	16.1	53.6	30.4	83.9	83.9	80.7
African American	87	100	62.2	34.1	3.7	37.8	56.4	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	87.1	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69.7	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	70.8
Disability Status								
Disabled	27	100	69.6	21.7	8.7	30.4	42.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	72.7	60.7
Socio-Economic Status								
Subsidized meals	96	100	61.1	31.1	7.8	38.9	58.7	57.3

Social Studies								
All Students	149	100	26.2	53.2	20.6	73.8	72.8	72.5
Gender								
Male	68	100	20.3	57.8	21.9	79.7	72.3	72
Female	81	100	31.2	49.4	19.5	68.8	73.4	73.1
Racial/Ethnic Group								
White	55	100	11.1	46.3	42.6	88.9	81.2	81
African American	91	100	36.9	57.1	6	63.1	64.4	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.5	89
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	74.1	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	73.5
Disability Status								
Disabled	25	100	N/AV	N/AV	N/AV	23.8	45.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	81.6	69.7
Socio-Economic Status								
Subsidized meals	93	100	36	53.5	10.5	64	64.6	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
Writing										
All Students	N/A	N/AV	N/A	N/A	N/A	N/A	73.8	73.2	95.8	95.9
Gender										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	67.8	67.2	95.6	95.8
Female	N/A	N/AV	N/A	N/A	N/A	N/A	79.8	79.4	95.9	96.1
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	82	81.5	95.9	95.7
African American	N/A	N/AV	N/A	N/A	N/A	N/A	66	61.3	95.7	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	80	87	97	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	66.7	91.1	95.1
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.3
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	28	26	93.9	95
Migrant Status										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	65.5	65.7	97.1	96
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	65.2	63.2	95.2	95.5

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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							
2010	3	102	94.1	18.2	27.3	54.5	81.8
	4	109	93.6	35.4	35.4	29.3	64.6
	5	0	N/A	N/A	N/A	N/A	N/A
	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
2011	3	115	100	12.6	18.9	68.5	87.4
	4	93	97.9	23.3	48.8	27.9	76.7
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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							
2010	3	102	100	28.3	46.5	25.3	71.7
	4	109	99.1	35.4	40.4	24.2	64.6
	5	0	N/A	N/A	N/A	N/A	N/A
	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
2011	3	115	100	18.9	30.6	50.5	81.1
	4	93	100	30.7	48.9	20.5	69.3
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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							
2010	3	48	97.9	54.3	26.1	19.6	45.7
	4	107	100	37.8	53.1	9.2	62.2
	5	0	N/A	N/A	N/A	N/A	N/A
	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
2011	3	58	100	35.1	36.8	28.1	64.9
	4	92	100	48.3	44.8	6.9	51.7
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
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Social Studies

2010	3	54	98.2	21.6	47.1	31.4	78.4
	4	106	100	26.8	59.8	13.4	73.2
	5	0	N/A	N/A	N/A	N/A	N/A
	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
2011	3	57	100	16.7	46.3	37	83.3
	4	92	100	32.2	57.5	10.3	67.8
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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

2010	3	103	97.1	34.7	36.7	28.6	65.3
	4	110	95.5	33.7	37.8	28.6	66.3
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2011	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

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