



Laurens Elementary

301 Henry Street
Laurens, South Carolina

Grades	PK-5 Elementary School	
Enrollment	662 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 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Below Average
2007	Average	Average
2006	Average	At-Risk
2005	Good	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 2008-09 whose 2007-08 test scores were located

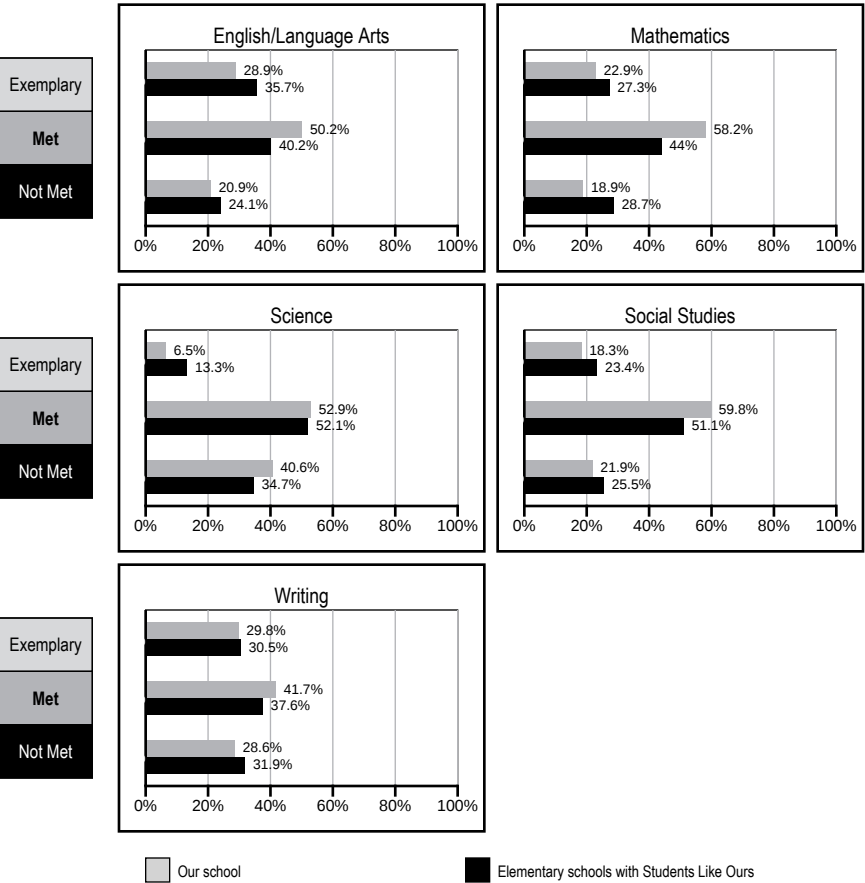
98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	20	81	7	0

* Ratings are calculated with data available by 06/01/2010.

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=662)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.7%	Up from 2.6%	2.2%	1.9%
Attendance rate	96.3%	Up from 96.1%	96.2%	96.3%
Eligible for gifted and talented	6.8%	Up from 3.1%	9.3%	10.0%
With disabilities other than speech	5.8%	Down from 7.0%	9.3%	7.7%
Older than usual for grade	1.8%	Down from 3.3%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	60.5%	Up from 45.2%	60.4%	59.4%
Continuing contract teachers	83.7%	Up from 71.4%	83.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.1%	Up from 79.6%	88.0%	85.9%
Teacher attendance rate	96.5%	Up from 95.3%	95.1%	95.1%
Average teacher salary*	\$45,998	Up 6.0%	\$47,419	\$47,149
Professional development days/teacher	12.1 days	Down from 12.9 days	11.6 days	11.1 days
School				
Principal's years at school	1.0	Down from 4.0	4.5	4.0
Student-teacher ratio in core subjects	17.9 to 1	Down from 18.3 to 1	19.0 to 1	18.8 to 1
Prime instructional time	92.5%	Up from 90.3%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.9%	Up from 98.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,818	Up 7.8%	\$7,357	\$7,458
Percent of expenditures for instruction**	61.7%	Down from 66.5%	67.9%	68.8%
Percent of expenditures for teacher salaries**	60.2%	Down from 63.9%	61.5%	63.2%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Great things are happening at Laurens Elementary School! We are a Title I school seeking to provide a challenging education in a safe, supportive environment. Recently, the idea of choice in education has become very important. At Laurens Elementary, we offer several choice options to our parents. Traditional classes are offered from 4K through fifth grade. Or parents can choose Montessori classes for their child, beginning at age 3 and continuing through fifth grade. Also, single gender classes were added as a choice option for parents of fourth graders. Our single gender classes were very successful, and in addition to leading the district in Reading and MAP growth, our fourth grade students reported having more self-confidence and a stronger desire to participate and be successful in class. We are fortunate to have Literacy, Math/Science, and Technology Coaches to provide support and resources to our teachers as they implement a challenging curriculum. These coaches also provide staff development for our teachers. We continue to improve our instructional program through Balanced Literacy, Thinking Maps, and Measures of Academic Progress. Data from MAP testing is used to drive our instruction and to group our traditional students for additional instruction in math, reading, and writing during Academy time. Two full-time and one half-time Reading Recovery teachers provide intensive, one-on-one instruction to struggling first grade readers and to second graders in small groups. Full-time teachers in art, music, computer lab, and PE provide a full range of related arts classes and allow our teachers to have common planning time. Our media specialist provides resources to students and teachers alike. Our Parenting Coordinator provides a full slate of activities to encourage parent involvement, such as Fall Festival, Reading on the Greens, and special holiday luncheons. We have a very active volunteer program that encourages parents and community members to assist in classrooms and on field trips. We have partnerships with several businesses in the area that have supported our Terrific Kids program and a campus beautification project. We invite all of our parents and community members to become involved as we continue to strive for educational excellence. Phillip Dean, Principal; Jackie Williams, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	84	34
Percent satisfied with learning environment	92.9%	82.9%	97.1%
Percent satisfied with social and physical environment	97.6%	76.8%	91.2%
Percent satisfied with school-home relations	85.7%	78.3%	97.0%

* 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		1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%		5.8%
	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

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	261	100	20.9	50.2	28.9	90	85.4	82.8	Yes	Yes
Gender										
Male	135	100	19.8	52.4	27.8	88.1	81.5	79.3	N/A	N/A
Female	126	100	22	48	30.1	91.9	89.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	134	100	11.9	48.4	39.7	96	89.5	89.5	Yes	Yes
African American	119	100	30.4	53	16.5	84.3	77.1	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	80.1	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	39	100	38.2	47.1	14.7	76.5	62.4	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	79.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	156	100	24.7	54	21.3	88.7	81.5	75.5	Yes	Yes

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

All Students	261	100	18.9	58.2	22.9	87.1	81.1	78.9	Yes	Yes
Gender										
Male	135	100	21.4	50.8	27.8	85.7	78.5	77	N/A	N/A
Female	126	100	16.3	65.9	17.9	88.6	84	80.9	N/A	N/A
Racial/Ethnic Group										
White	134	100	11.1	57.1	31.7	93.7	84.9	87.2	Yes	Yes
African American	119	100	28.7	58.3	13	79.1	72.8	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	80.8	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	39	100	55.9	32.4	11.8	55.9	50.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	156	100	22.7	61.3	16	85.3	76.5	70.2	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
Science								
All Students	178	100	40.6	52.9	6.5	59.4	65.7	67.5
Gender								
Male	85	100	35	52.5	12.5	65	65.3	67
Female	93	100	45.6	53.3	1.1	54.4	66.1	68
Racial/Ethnic Group								
White	92	100	28.4	62.5	9.1	71.6	74.5	79.5
African American	80	100	55.3	40.8	3.9	44.7	48.5	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	53.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	25	100	63.6	31.8	4.5	36.4	38.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	52.9	59.6
Socio-Economic Status								
Subsided meals	106	100	51.5	44.6	4	48.5	58.2	55.1

Social Studies								
All Students	178	100	21.9	59.8	18.3	78.1	69.3	72.3
Gender								
Male	85	100	25.6	51.3	23.1	74.4	66.6	71.5
Female	93	100	18.7	67	14.3	81.3	72.1	73.2
Racial/Ethnic Group								
White	97	100	15.4	59.3	25.3	84.6	74.3	80.7
African American	77	100	29.7	62.2	8.1	70.3	61.5	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	56.7	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	26	100	56.5	34.8	8.7	43.5	42.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	55.6	67.9
Socio-Economic Status								
Subsided meals	102	100	24.5	63.3	12.2	75.5	63.6	62.1

Abbreviations for Missing Data

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	259	99.2	28	42	30	72	72.1	70.2	96.3	96
Gender										
Male	133	99.3	37	35.4	27.6	63	65.4	63.2	96.1	95.9
Female	126	99.2	18.7	48.8	32.5	81.3	79.4	77.5	96.6	96.1
Racial/Ethnic Group										
White	131	99.2	23.2	35.2	41.6	76.8	76.3	79.1	96.1	95.6
African American	120	99.2	33.3	48.7	17.9	66.7	64.5	57.6	96.8	96.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	97.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	66	62.6	95.7	97.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	93.1
Disability Status										
Disabled	35	100	67.7	19.4	12.9	32.3	30.8	26.1	95.9	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	94.4
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	66.2	61.2	96	97.5
Socio-Economic Status										
Subsidized meals	159	98.7	29.8	49	21.2	70.2	67.9	58.9	96	95.7

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
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
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
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
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

Abbreviations for Missing Data

N/A–Not Applicable

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N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample