

## L.E.S. Highlights

- Montessori Program (Primary, Lower, & Upper).
- Participants in the Laurens County School District 55 Art Show.
- 21<sup>st</sup> Century Afterschool Program.
- Gifted & Talented Program.
- Celebrated *Red Ribbon Week* and *Read Across America Week*.
- Jessica Tate (Art Teacher) is L.E.S.'s 2024-2025 Teacher-of-the-Year.
- Flor Ospina (K5 Assistant) is L.E.S.'s 2024-2025 Support Employee-of-the-Year.



## Laurens Elementary School S.I.C. Members

*Chair: Brennan Davis, Teacher*  
*Vice-Chair: Ashley Coggins, Teacher*  
*Merica Dyar, Instructional Coach*  
*Claire Pratt, Teacher*  
*Gabrielle Bates, Parent*  
*Laure Cody, Parent*  
*Ashleigh Williams, Parent*  
*Jena Curry, Assistant Principal*  
*Carlos J. Littlejohn, Principal*



## Laurens Elementary School

## Annual School Improvement Council Report to Parents 2023-2024

301 Henry Street  
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[www.laurensel.org](http://www.laurensel.org)

### Purpose of the Report

This report is issued by the Laurens Elementary School Improvement Council in accordance with South Carolina law to share information on the school's progress in meeting various goals and objectives, the work of the S.I.C., and other accomplishments during the school year.

*Empowering and Inspiring All to be  
Educated and Informed*

Principal: Dr. Carlos J. Littlejohn  
Assistant Principal: Ms. Jena Curry

## SIC Annual Goals

- L.E.S. will increase the number of families reporting satisfaction with school-home relations by 5% each year until >95% are reporting that they trust the school.
- The percentage of students scoring meeting or exceeding expectations on the SC READY ELA Test will increase by 8% from 2018/2019 data each school year until 2025 when 70% or more students will meet or exceed expectations.
- The percentage of students scoring meeting or exceeding expectations on the SC READY Math Test will increase by 5% from 2018/2019 data each school year until 2025 when 75% or more students will meet or exceed expectations.
- L.E.S. will increase the number of teachers who have completed the requirements for *Read-to-Succeed* legislation.

## Actions/Outcomes

- Parents are an integral part of L.E.S.'s stakeholder group. L.E.S. will continue to provide opportunities for additional parenting events to educate them on positive practices.
- L.E.S. will continue to provide programs for students who need additional opportunities for high-quality instruction.
- L.E.S. will continue to focus on a strong Tier I instructional program to increase the percentage of students that meet and/or exceed the expectations on standardized tests.
- L.E.S. will continue to cultivate more innovative learning experiences to assist students with developing essential skills, making sound choices to support their learning, and being accountable for their own academic experiences.

## Student Achievement 2023 – 2024

### Winter 2024 MAP Reading (% of Students that Scored Average or Higher)

- First Grade: 48%
- Second Grade: 44%
- Third Grade: 53%
- Fourth Grade: 46%
- Fifth Grade: 58%

### Winter 2024 MAP Math (% of Students that Scored Average or Higher)

- First Grade: 40%
- Second Grade: 41%
- Third Grade: 51%
- Fourth Grade: 54%
- Fifth Grade: 47%



## Additional Information

### L.E.S. Enrollment Summary (as of April 2024)

- Total # of Students: 504 (53% Males; 47% Females)
  - Scholars Program: 316 Students
  - Montessori Program: 188 Students
  - Demographics: 45% White; 41% Black; 9% Hispanic; 4% Multiple Races; 1% Asian/American Indian.
- L.E.S. believes that it's important to:**
- Work in partnership with families and the community at large to ensure student achievement.
  - Promote tolerance, trust, and respect among all members of its multicultural school community.
  - Provide a safe, inviting, and stimulating school environment.
  - Provide rigorous, balanced curricula and exemplary teaching.
  - Maintain a disciplined, highly academic atmosphere and maintain high expectations.
  - Foster personal responsibility, citizenship, and civility by enforcing high standards of student behavior.

