



LAURENS ELEMENTARY SCHOOL

Annual School Improvement Report to the Parents

2021-2022

Empowering and Inspiring All to be Educated and Informed

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Mr. Carlos Littlejohn, Principal
Mrs. Johna Finley, Assistant Principal

Laurens Elementary SIC Members

- Chair: Carlos J. Littlejohn, Principal
- Vice-Chair: Johna Finley, Assistant Principal
- Lynn Bailes, Instructional Coach
- Bailey Hurt, Instructional Coach
- Balinda Mayfield, Teacher
- Melanie Samol, School Nurse
- Brantley Wiggins, Teacher
- Emily Dasher, Parent
- Lillie Williams, Community Member
- Tammy Frazier, Parent
- Ashleigh Williams, Parent

PURPOSE OF THE SCHOOL IMPROVEMENT COUNCIL 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.

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.

For more information, you may view E. B. Morse’s “SC School Report Card” for the previous year online at <https://screportcards.ed.sc.gov/>

LES Achievements and Highlights

- Montessori Program (Primary, Lower, & Upper);
- Participants in the Laurens County School District 55 Art Show;
- 21st Century Afterschool Program;
- Gifted & Talented Program;
- Celebrated Red Ribbon Week and Read Across America Week;
- Brennan Boroff (First Grade Teacher) is L.E.S.’s Distinguished Literacy Teacher for the 2021-2022 school year and 2022-2023 Teacher-of-the-Year.
- Melanie Samol (Nurse) is L.E.S.’s 2022-2023 Support Employee-of-the-Year.



Student Achievement

Winter 2022 MAP Reading

(% of Students that Scored Average or Higher)

- First Grade: 54%
- Second Grade: 47%
- Third Grade: 47%
- Fourth Grade: 56%
- Fifth Grade: 43%

Winter 2022 MAP Math

(% of Students that Scored Average or Higher)

- First Grade: 63%
- Second Grade: 56%
- Third Grade: 52%
- Fourth Grade: 59%
- Fifth Grade: 50%

L.E.S. Enrollment Summary

(as of March 2022)

- Total # of students: 521 (52% males; 48% females);
- Scholars Program: 315 students;
- Montessori Program: 206 students;
- Demographics: 47% White; 42% Black; 7% Hispanic; 3% Multiple Races; 1% Asian/American Indian

Additional Information

L.E.S. believes that it's important to:

- Work in partnership with families and 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.
- Actions/Outcomes
- Parents are an integral part of L.E.S.'s stakeholder group. We will continue to provide opportunities for additional parenting events to educate them on positive practices.
- L.E.S. will continue to provide an afterschool program and Summer School for students that need additional opportunities for instruction.
- L.E.S. will continue to focus on a strong Tier 1 instructional program to increase the percentage of students that meet 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.

