



## Laurens Middle

1035 W. Main St.  
Laurens, SC 29360

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	388 Students	
<b>Principal</b>	Rhett Harris	864-984-2400
<b>Superintendent</b>	Edgar C. Taylor	864-984-3568
<b>Board Chair</b>	Rev. Charlie Short	864-681-3664

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	Average	Below Average
2006	Average	Below Average
2005	Average	At-Risk
2004	Good	Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

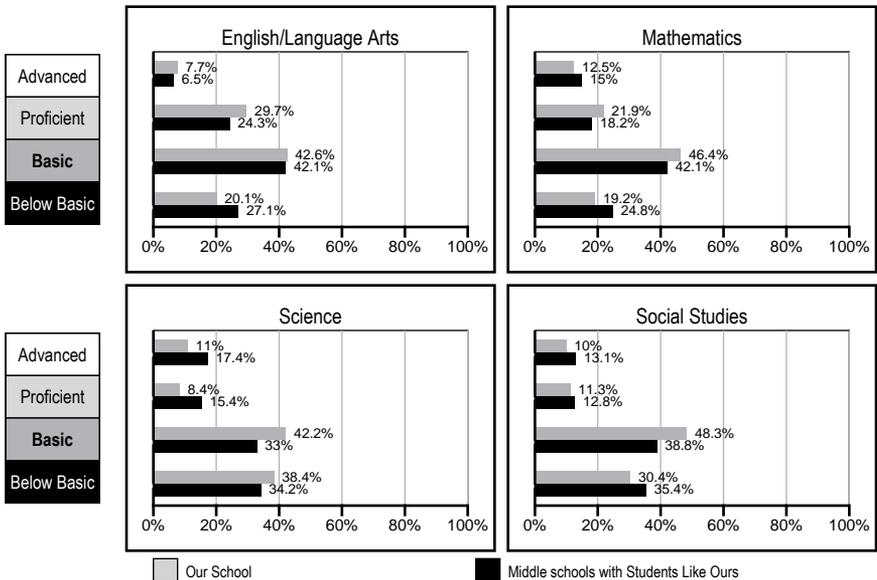
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.1%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	15	24	2

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

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

## End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	97.3	97.7
English 1	0	96.7
Physical Science	0	59.2
All Subjects	97.3	97.0

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=388)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	15.4%	Up from 6.8%	22.8%	19.4%
Retention rate	0.8%	Down from 1.9%	1.5%	1.8%
Attendance rate	96.6%	Up from 96.1%	95.9%	95.8%
Eligible for gifted and talented	15.1%	Up from 11.9%	18.9%	15.3%
With disabilities other than speech	9.6%	Down from 9.7%	13.1%	12.9%
Older than usual for grade	4.6%	Up from 3.5%	2.6%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.7%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=26)</b>				
Teachers with advanced degrees	50.0%	Up from 46.2%	57.1%	55.0%
Continuing contract teachers	84.6%	Up from 73.1%	75.0%	70.6%
Teachers with emergency or provisional certificates	4.3%	Down from 4.8%	4.3%	5.4%
Teachers returning from previous year	78.1%	Up from 76.4%	86.8%	83.4%
Teacher attendance rate	97.5%	Up from 95.8%	95.2%	94.9%
Average teacher salary	\$45,027	Up 7.3%	\$45,344	\$44,706
Professional development days/teacher	18.2 days	Down from 21.0 days	12.6 days	11.8 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	3.0	3.0
Student-teacher ratio in core subjects	20.1 to 1	Down from 20.4 to 1	21.4 to 1	20.1 to 1
Prime instructional time	93.3%	Up from 90.0%	89.3%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.9%	Down from 99.3%	98.8%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$6,320	Up 2.0%	\$6,706	\$7,097
Percent of expenditures for instruction*	59.9%	Down from 60.3%	63.6%	64.4%
Percent of expenditures for teacher salaries*	55.8%	Up from 54.4%	59.4%	59.4%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

Laurens Middle School enjoyed a tremendous year in 2007-2008. Choices abounded at LMS as our Single Gender and Montessori programs housed over half our students. Single Gender education has been a catalyst for higher achievement and fewer discipline problems as teachers have tuned into how to better deliver instruction to different learning styles and needs. This program will expand into another grade in 2008-2009, as we continue to seek the best avenues to raise achievement levels for all students.

Montessori education continued to grow at LMS with additional staff and more and more students choosing this educational philosophy for the middle grades. Montessori teachers neared the completion of an accreditation and certification process through the Montessori School of Athens, GA. This has already added credence and depth to the program of study. Our Montessori students and teachers took on many school and community projects that provided students invaluable, hands-on learning experiences while maintaining rigorous standards-based classroom lessons and instruction.

Strong academic achievement was the focal point for students, teachers, and staff in 2007-2008. LMS ranked first among district middle schools in all categories for Spring 2008 Measures of Academic Progress (MAP) testing for Math, Reading, and Language usage. In terms of growth, LMS ranked first in five of nine categories, 2nd in three others, and 3rd in another. Contributing to these high scores was our continuing involvement with the South Carolina Reading Initiative (SCRI), a district wide learning community for math teachers with emphasis on the Connected Mathematics series, and quality staff development offered by the curriculum and instruction team in Laurens District 55.

LMS continued to build strong community relations, as we both provided and received services. Efforts at Agape Extended Care, National Healthcare, E.B. Morse Elementary, and the Laurens Fire Department were rewarding for students and supplied needed help for a variety of people in the community. Our strong partnerships with Michelin Proving Grounds and the Presbyterian College baseball team enabled several of our students to have tutors and mentors. Our students and staff raised over \$1400 to support the fight against cancer through Relay for Life. Due to these opportunities to act on behalf of others, our students continued to learn the importance of giving back to the community.

This school year was another stepping stone toward our goal of consistent excellence at LMS. Our staff and students stand ready to accept with optimism and eagerness the challenges that 2008-2009 will bring.

Rhett Harris, Ed.D., Principal  
Cathy Crofts, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	24	110	71
Percent satisfied with learning environment	100.0%	80.7%	82.9%
Percent satisfied with social and physical environment	100.0%	80.0%	82.6%
Percent satisfied with school-home relations	91.7%	83.6%	80.0%

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

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School Adequate Yearly Progress

NO

This school met 13 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. Sanction: Implement the restructuring plan.
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	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%	Yes

\* Or greater than last year

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	376	100	20.1	42.6	29.7	7.7	49.5	46	48.2	Yes	Yes
<b>Gender</b>											
Male	200	100	26.4	43	25.9	4.7	43.5	38.2	41.7	N/A	N/A
Female	176	100	12.9	42.1	33.9	11.1	56.1	54.5	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	210	100	12.6	39.8	37.4	10.2	61.2	52.6	60	Yes	Yes
African American	152	100	31	46.2	17.9	4.8	31.7	33.6	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	13	100	16.7	50	33.3	0	58.3	37.5	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	36	100	67.6	26.5	5.9	0	11.8	13.3	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	12	100	27.3	36.4	36.4	0	54.5	35.3	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	200	100	27.9	46.8	21.6	3.7	37.4	38.4	34	No	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	376	100	19.2	48.4	19.8	12.6	44.5	41.6	45.8	Yes	Yes
<b>Gender</b>											
Male	200	100	22.8	43	18.1	16.1	44	42.1	45.6	N/A	N/A
Female	176	100	15.2	54.4	21.6	8.8	45	40.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	210	100	10.2	48.1	25.2	16.5	56.8	48.1	59	Yes	Yes
African American	152	100	31.7	48.3	12.4	7.6	28.3	26.8	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	13	100	25	58.3	16.7	0	25	44.8	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	36	100	61.8	29.4	2.9	5.9	11.8	14.6	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	12	100	27.3	45.5	18.2	9.1	36.4	46	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	200	100	26.3	48.4	16.3	8.9	33.7	34.2	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	247	99.6	38.1	42.4	8.5	11	19.5	23.6	35.7	96.6	96
<b>Gender</b>											
Male	131	99.2	38.2	36.6	8.1	17.1	25.2	24.6	37.4	96.5	96
Female	116	100	38.1	48.7	8.8	4.4	13.3	22.5	33.8	96.7	96
<b>Racial/Ethnic Group</b>											
White	138	99.3	26.1	48.5	10.4	14.9	25.4	30.9	49.2	96.7	95.8
African American	100	100	55.3	33	6.4	5.3	11.7	10.6	17	96.3	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	96.3	96.9
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	11.2	24.9	97.4	97
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.6
<b>Disability Status</b>											
Disabled	26	100	75	16.7	0	8.3	8.3	9.7	14	94.9	95.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	93.1
<b>English Proficiency</b>											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	12.8	24.4	97.4	97.1
<b>Socio-Economic Status</b>											
Subsized meals	135	99.3	48	39.2	6.4	6.4	12.8	17.4	21.1	96.4	95.6
<b>Social Studies</b>											
All Students	244	100	30.4	48.3	11.3	10	21.3	21.4	34	96.6	96
<b>Gender</b>											
Male	135	100	27.6	44	14.2	14.2	28.4	25.6	36.6	96.5	96
Female	109	100	34	53.8	7.5	4.7	12.3	16.8	31.3	96.7	96
<b>Racial/Ethnic Group</b>											
White	131	100	23.8	50.8	11.5	13.8	25.4	25.9	44.5	96.7	95.8
African American	102	100	41.4	43.4	12.1	3	15.2	11.9	19.1	96.3	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	96.3	96.9
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	17.6	27.5	97.4	97
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.6
<b>Disability Status</b>											
Disabled	22	100	77.3	18.2	4.5	0	4.5	13	14.4	94.9	95.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	93.1
<b>English Proficiency</b>											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	18	27.3	97.4	97.1
<b>Socio-Economic Status</b>											
Subsized meals	140	100	39.9	42	8.7	9.4	18.1	16.4	21	96.4	95.6

\* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	126	99.2	17.9	39.3	35	7.7	42.7
	7	142	100	21.8	34.6	36.8	6.8	43.6
	8	139	99.3	17.6	55.7	21.4	5.3	26.7
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	135	100	19.8	35.1	35.1	9.9	45
	7	115	100	17.7	49.6	28.3	4.4	32.7
	8	126	100	22.5	44.2	25	8.3	33.3
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	126	100	16.1	44.9	26.3	12.7	39
	7	142	100	12.8	51.1	18	18	36.1
	8	139	99.3	16	60.3	16	7.6	23.7
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	135	100	22.9	38.2	19.8	19.1	38.9
	7	115	100	15.9	48.7	19.5	15.9	35.4
	8	126	100	18.3	59.2	20	2.5	22.5
<b>Science</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	62	100	41.7	33.3	13.3	11.7	25
	7	142	99.3	31.6	44.4	17.3	6.8	24.1
	8	70	100	28.8	50	12.1	9.1	21.2
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	68	98.5	46	34.9	9.5	9.5	19
	7	115	100	31.9	50.4	4.4	13.3	17.7
	8	64	100	41.7	35	15	8.3	23.3
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	64	100	29.3	51.7	15.5	3.4	19
	7	142	99.3	42.9	32.3	16.5	8.3	24.8
	8	69	98.6	23.9	56.7	14.9	4.5	19.4
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	67	100	22.4	55.2	14.9	7.5	22.4
	7	115	100	37.2	38.9	9.7	14.2	23.9
	8	62	100	26.7	58.3	10	5	15

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