



Laing Middle

2213 Hwy 17 N.

Mt. Pleasant, SC 29466

Grades	6-8 Middle School	
Enrollment	445 Students	
Principal	Deborah G. Price	843-849-2809
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	At-Risk
2006	Good	Below Average
2005	Good	Below Average
2004	Good	Below 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

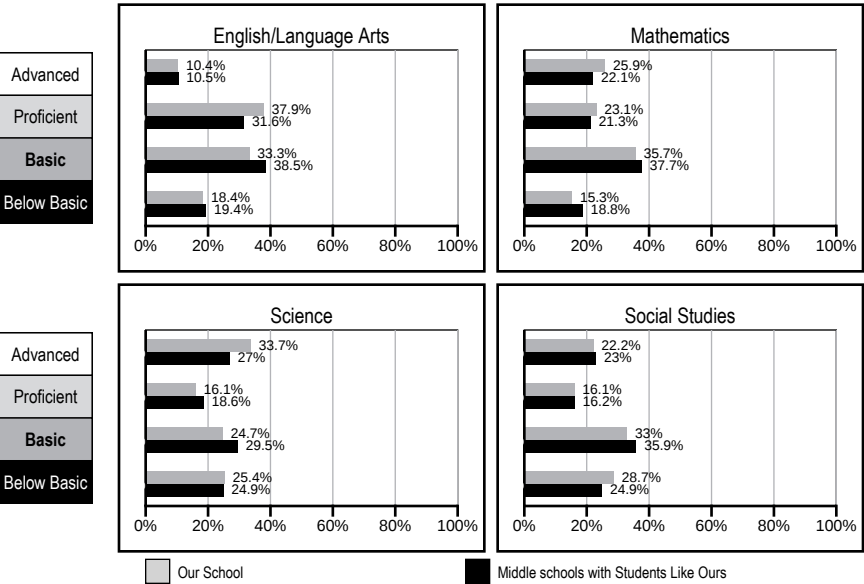
94.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	7	14	1	1

* 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	100.0	96.6
English 1	0	96.6
Physical Science	100.0	50.0
All Subjects	100.0	96.7

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=445)				
Students enrolled in high school credit courses (grades 7 & 8)	67.9%	Up from 25.5%	32.0%	19.4%
Retention rate	1.8%	Up from 1.1%	1.6%	1.8%
Attendance rate	96.3%	Up from 95.7%	96.3%	95.8%
Eligible for gifted and talented	30.6%	Up from 29.7%	25.6%	15.3%
With disabilities other than speech	7.4%	Down from 7.8%	11.0%	12.9%
Older than usual for grade	3.8%	Up from 1.3%	1.6%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.6%	Down from 9.7%	1.1%	0.7%
Annual dropout rate	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	36.4%	Down from 48.5%	59.6%	55.0%
Continuing contract teachers	63.6%	Down from 72.7%	75.4%	70.6%
Teachers with emergency or provisional certificates	4.2%	Up from 0.0%	3.9%	5.4%
Teachers returning from previous year	76.5%	Up from 75.3%	85.0%	83.4%
Teacher attendance rate	95.5%	Down from 95.8%	95.3%	94.9%
Average teacher salary	\$44,170	Up 3.1%	\$46,856	\$44,706
Professional development days/teacher	7.2 days	Down from 14.3 days	11.7 days	11.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 19.3 to 1	20.1 to 1	20.1 to 1
Prime instructional time	89.9%	Up from 89.7%	90.2%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	84.7%	Down from 95.8%	98.0%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$7,000	Down 9.2%	\$6,285	\$7,097
Percent of expenditures for instruction*	65.3%	Down from 67.8%	67.3%	64.4%
Percent of expenditures for teacher salaries*	52.7%	Down from 64.4%	63.6%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Laing Middle School is a place where all students matter. Our school, which has a 150-year history of excellence, has focused on developing three core strategies: rigor, relevance, and relationships. Academically, Laing offers a rigorous and comprehensive program that includes honors and regular classes in four academic subjects, as well as high school credit courses in Algebra I, Spanish, and Keyboarding. Laing's academic excellence is reflected not only in the increased student achievement, but also through the tremendous success the school has achieved at various academic competitions. Laing Middle School's Acceleration Program (MGAP) has been recognized by the District as a model program. Now in its fourth year, the MGAP program provides an intensive learning environment to move students toward their age-appropriate grade level. The test results of Measures of Academic Performance (MAP) and Rit Band Instruction (RBI) are used to improve academic achievement. Students receive differentiated instruction through RBI in their academic areas of greatest need.

While academics continue to be given the highest priority, we believe that we must develop the total child. In its fifth year as a Positive Behavioral Supports (PBS) school, Laing was one of two middle schools to receive the PBS Banner School status. In an effort to foster positive relationships, we have implemented an advisory program to meet the social and emotional needs of middle-level students in a positive atmosphere. Students are paired with an adult who believes in helping to foster the success of middle-grade students. Laing Middle School students have many opportunities to participate in a strong arts program. The award-winning band, chorus, and strings programs have been invited to participate in competitions throughout the state and the southeast, where they have continually earned superior ratings. In addition, students in the visual arts program have won many awards and contests. Our student athletes are given the opportunity to participate in a variety of sports, either through the school or the Mount Pleasant Recreation Department. Many students participate in football, basketball, tennis, and track. Several students participate at the junior varsity and B-team levels for Wando High School.

Laing Middle School has strong parental and community support. This is evidenced by the number of individuals who volunteer in the school and support the efforts of the PTA, School Improvement Council, academics, and fine arts programs.

Laing Middle School faces several challenges, including closing the achievement gap of our ethnic and low socio-economic groups, reducing the number of over-aged students, and meeting the AYP benchmark. The teachers, staff, and administrators of Laing are committed to providing a high-quality education for all of our students. It is no wonder that Laing Middle School is considered Mount Pleasant's best kept secret.

Deborah Graham Price, Ed.S, Principal
Robin Sheek, Ed.S., SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	146	96
Percent satisfied with learning environment	82.9%	66.9%	71.6%
Percent satisfied with social and physical environment	94.1%	66.9%	62.1%
Percent satisfied with school-home relations	73.5%	86.2%	75.0%

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

School Adequate Yearly Progress

NO

This school met 14 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	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.3%	0.0%	No
Student attendance rate	96.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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	428	100	18.4	33.3	37.9	10.4	56.1	53.5	48.2	Yes	Yes
Gender											
Male	229	100	24.1	32.3	35.9	7.7	51.8	47.3	41.7	N/A	N/A
Female	199	100	12	34.4	40.1	13.5	60.9	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	271	100	5.8	30	48.8	15.4	71.5	77.6	60	Yes	Yes
African American	139	100	40.7	40.7	16.3	2.2	27.4	32.1	31.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	12	100	25	25	50	0	58.3	41.9	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	32	100	79.3	20.7	0	0	0	20.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	135	100	38	40.3	18.6	3.1	31.8	33	34	Yes	Yes

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

All Students	428	100	16	38.3	21.8	23.8	55.3	49.7	45.8	Yes	Yes
Gender											
Male	229	100	18.6	33.6	21.4	26.4	55.5	49.5	45.6	N/A	N/A
Female	199	100	13	43.8	22.4	20.8	55.2	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	271	100	5.4	33.5	27.7	33.5	69.2	75.6	59	Yes	Yes
African American	139	100	37	44.4	11.9	6.7	28.9	26.2	26.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	12	100	8.3	58.3	16.7	16.7	50	40.3	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	32	100	72.4	24.1	3.4	0	3.4	20.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	135	100	36.4	42.6	11.6	9.3	31	28.3	31.4	No	Yes

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

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
Science											
All Students	287	100	25.5	24.8	15.8	33.8	49.6	39.2	35.7	96.3	96
Gender											
Male	155	100	24	22	14	40	54	40.8	37.4	96.3	95.8
Female	132	100	27.3	28.1	18	26.6	44.5	37.6	33.8	96.2	96.1
Racial/Ethnic Group											
White	178	100	11.6	26.2	16.3	45.9	62.2	66.4	49.2	96.3	96.1
African American	97	100	51.1	22.3	14.9	11.7	26.6	15.3	17	96.2	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	98.3	97.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	96.4	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	96.1	95.7
Disability Status											
Disabled	20	100	78.9	15.8	0	5.3	5.3	16.6	14	95	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	97	96.3
Socio-Economic Status											
Subsided meals	93	100	46.1	25.8	12.4	15.7	28.1	17.1	21.1	95.5	95.5
Social Studies											
All Students	290	100	28.7	33	16.1	22.2	38.4	40.2	34	96.3	96
Gender											
Male	157	100	29.1	27.2	15.9	27.8	43.7	42	36.6	96.3	95.8
Female	133	100	28.1	39.8	16.4	15.6	32	38.3	31.3	96.2	96.1
Racial/Ethnic Group											
White	190	100	13.8	34.8	21	30.4	51.4	63.3	44.5	96.3	96.1
African American	87	100	59.3	27.9	5.8	7	12.8	19.1	19.1	96.2	95.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	98.3	97.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	96.4	96.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	96.1	95.7
Disability Status											
Disabled	25	100	81.8	13.6	4.5	0	4.5	18.2	14.4	95	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	97	96.3
Socio-Economic Status											
Subsided meals	90	100	51.2	30.2	7	11.6	18.6	20.1	21	95.5	95.5

* 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*
English/Language Arts								
2007	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	160	100	23.3	34.7	32.7	9.3	42
	7	152	100	23.9	34.8	34.1	7.2	41.3
	8	130	100	17.5	47.6	29.4	5.6	34.9
2008	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	140	100	15.7	28.4	42.5	13.4	56
	7	148	100	16	37.5	38.9	7.6	46.5
	8	140	100	23.9	33.6	32.1	10.4	42.5
Mathematics								
2007	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	160	100	15.3	33.3	26.7	24.7	51.3
	7	152	100	18.8	43.5	13	24.6	37.7
	8	130	100	27.8	42.1	19	11.1	30.2
2008	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	140	100	12.7	29.9	24.6	32.8	57.5
	7	148	100	12.5	34	20.8	32.6	53.5
	8	140	100	23.1	51.5	20.1	5.2	25.4
Science								
2007	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	81	100	37.3	29.3	16	17.3	33.3
	7	152	100	26.8	24.6	21.7	26.8	48.6
	8	62	100	42.6	26.2	14.8	16.4	31.1
2008	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	69	100	31.3	16.4	16.4	35.8	52.2
	7	148	100	19.4	28.5	13.9	38.2	52.1
	8	70	100	32.8	25.4	19.4	22.4	41.8
Social Studies								
2007	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	78	100	14.7	32	32	21.3	53.3
	7	152	100	34.1	27.5	11.6	26.8	38.4
	8	68	100	20	40	10.8	29.2	40
2008	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	71	100	11.9	34.3	22.4	31.3	53.7
	7	148	100	34	25.7	13.9	26.4	40.3
	8	71	100	33.8	47.1	14.7	4.4	19.1

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample