

Latta Middle

602 North Richardson
Latta, South Carolina

Grades	6-8 Middle School	
Enrollment	380 Students	
Principal	George H. Liebenrood, Jr.	843-752-7117
Superintendent	Dr. John M. Kirby, Jr.	843-752-7101
Board Chair	Betty Jo Johnson	843-774-1412

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Below Average**	**Average**
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	Below Average	Below Average
2005	Below Average	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.

http://ed.sc.gov
http://www.eoc.sc.gov

Latta Middle	06/01/10-1703021

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

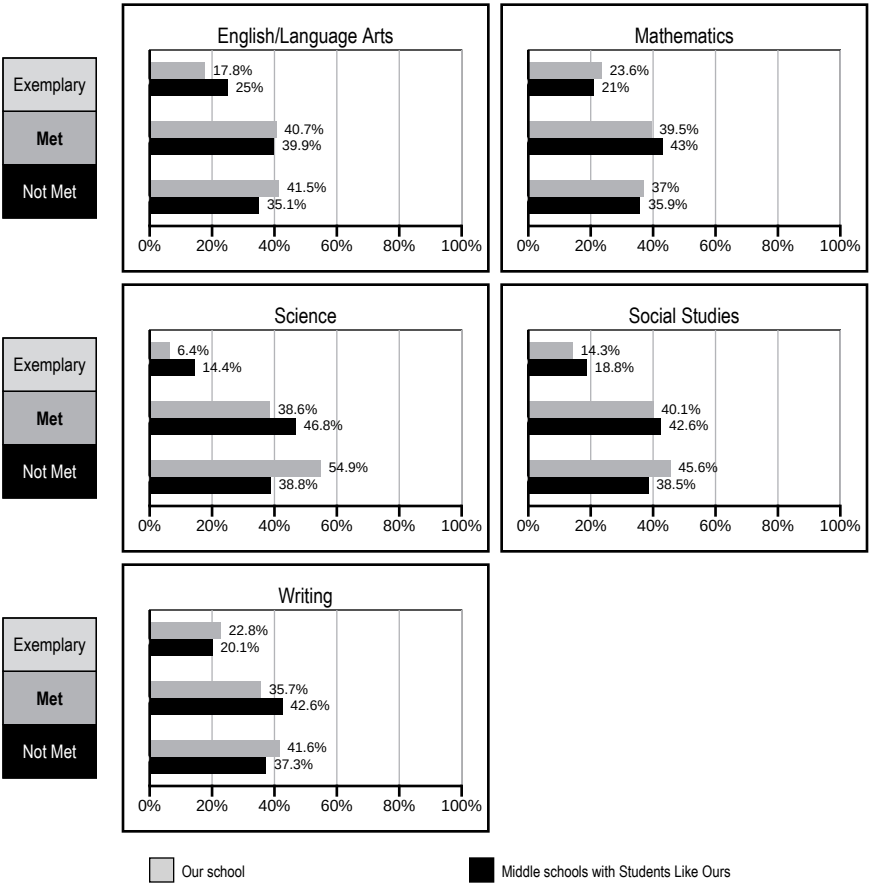
Percent of students tested in 2008-09 whose 2007-08 test scores were located	99.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	31	11	0

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

Palmetto Assessment of State Standards (PASS)



* 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

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

Latta Middle 06/01/10-1703021

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	90.5%	94.0%
English 1	N/A	91.7%
Physical Science	N/A	94.8%
US History and the Constitution	N/A	N/A
All Subjects	90.5%	93.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=380)				
Students enrolled in high school credit courses (grades 7 & 8)	46.6%	Up from 0.0%	21.6%	21.6%
Retention rate	2.1%	Down from 4.6%	1.5%	1.2%
Attendance rate	95.3%	Down from 95.6%	95.4%	95.9%
Eligible for gifted and talented	14.1%	Up from 13.3%	14.1%	14.8%
With disabilities other than speech	10.7%	Down from 11.6%	13.5%	12.6%
Older than usual for grade	4.2%	Down from 6.2%	3.4%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.6%	Up from 0.0%	1.0%	0.6%
Annual dropout rate	0.4%	Down from 0.7%	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	57.1%	Up from 48.1%	55.9%	56.9%
Continuing contract teachers	78.6%	Down from 81.5%	71.4%	72.7%
Teachers with emergency or provisional certificates	7.7%	Down from 8.3%	7.0%	5.3%
Teachers returning from previous year	95.2%	Up from 87.9%	79.8%	82.9%
Teacher attendance rate	98.0%	Up from 95.4%	95.3%	95.2%
Average teacher salary*	$42,480	Up 1.8%	$45,893	$46,599
Professional development days/teacher	6.8 days	Down from 8.6 days	10.8 days	10.8 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	3.0
Student-teacher ratio in core subjects	20.2 to 1	Down from 21.7 to 1	19.4 to 1	20.1 to 1
Prime instructional time	92.5%	Up from 89.7%	89.9%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.1%	Down from 100.0%	97.8%	97.8%
Character development program	Below Average	Up from At-Risk	Good	Good
Dollars spent per pupil**	$6,688	Up 13.5%	$7,797	$7,645
Percent of expenditures for instruction**	63.0%	Up from 61.3%	64.2%	63.4%
Percent of expenditures for teacher salaries**	60.5%	Up from 59.2%	56.4%	57.0%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The Latta Middle School Team was excited about offering algebra at three levels to all eighth graders for the first time. Rigor has been the word of the year. Sixth and seventh graders were challenged with more in-depth skills as they prepared for the upcoming years. In other words, everything was moved up a notch in the endeavors of our algebra classes. Eighth graders were also given the opportunity to earn high school credit in French or Spanish. A large number of our seventh graders received French or Spanish Culture classes. Teachers started the year early in order to make preparation for these new challenges. Additional training was provided for the staff because we had single gender core classes for both sixth and seventh grade students. The decision was made to continue with our Enrichment Classes based on the data collected from the administration of MAP. However, due to some scheduling restraints, we again had to use across-grade grouping so as to have the small grouping scenario that is essential for optimal success. Our Functional Behavioral Interventions have played a vital role in our school. The check-in system has been the saving grace for many students. It has truly moved our PBIS (Positive Behavior Interventions and Support) system to the next level. Grade level teams have worked diligently to perfect the positive and proactive traits modeled via the PBIS system.

LMS's partnership with Francis Marion University and the Center of Excellence continues to be beneficial. This partnership continues to help provide professional development opportunities for our staff. It also provides opportunities for grants to assist in providing incentives as we promote school-wide positive behavior. The Art Club was very successful with their First Annual Art Show; which was host by Mojo's on Main. It was truly an evening to be remembered. Students even had the opportunity to sell their art work. Technology remains a major focus. Half of our eighth grade students were a part of a one-to-one laptop initiative. Many great things are in the making via the integration of their core teachers working together to utilize this technological vehicle. Before the school year ended, we were informed that the entire eighth grade class will have these laptops in 2009-2010. PTO meetings, Academic Subject Nights, Career Exploration Sessions, ABC reception, Doughnuts for Dads, Muffins for Moms, and our Winter Festival continue to actively involve parents and community with our school. We also have SIC members who are willing to assist us. Our National Junior Honor Society is growing, and our discipline referrals are decreasing. Staff and students continue to support fundraising efforts for the St. Jude Children Hospital via the Math-a-Thon. We also raised money through the March of Dimes, Relay for Life, and to meet the needs of some of our own students and the troops abroad. In addition, we are up by one with our Junior Scholars. There are seven this school year.

Thanks to our staff, teachers, students, parents, and community members for a job well done.

Maribeth Osborn, SIC Chairperson
Martha W. Heyward, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	96	75
Percent satisfied with learning environment	88.0%	84.9%	90.3%
Percent satisfied with social and physical environment	96.0%	85.1%	84.0%
Percent satisfied with school-home relations	80.0%	89.2%	89.2%

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

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School Adequate Yearly Progress	YES

This school met 19 out of 19 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	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.3%	94.0%*	Yes

* Or greater than last year

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Latta Middle										06/01/10-1703021
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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	368	99.2	41.4	40.9	17.7	71.4	80.7	82.8	Yes	Yes
Gender										
Male	190	98.4	48	36.3	15.6	67.6	76.3	79.3	N/A	N/A
Female	178	100	34.5	45.6	19.9	75.4	84.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	195	99.5	35.1	38.9	25.9	78.4	86.4	89.5	Yes	Yes
African American	163	98.8	50.3	41.9	7.7	61.9	71.8	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	44	93.2	N/AV	N/AV	N/AV	29.7	48.4	52	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	259	99.2	51.8	39.2	9	63.7	75.3	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	368	99.2	37.7	42	20.3	72.6	78.4	78.9	Yes	Yes
Gender										
Male	190	98.4	43	39.1	17.9	69.3	75.4	77	N/A	N/A
Female	178	100	32.2	45	22.8	76	81.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	195	99.5	29.2	40.5	30.3	81.6	85.1	87.2	Yes	Yes
African American	163	98.8	49	42.6	8.4	61.3	69	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	44	93.2	75.7	21.6	2.7	37.8	43.8	45.5	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	259	99.2	44.5	44.5	11	65.7	72.6	70.2	Yes	Yes

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

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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	247	99.2	54.7	38.9	6.4	45.3	54.2	67.5
Gender								
Male	125	99.2	50.8	41.5	7.6	49.2	56.8	67
Female	122	99.2	58.6	36.2	5.2	41.4	51.7	68
Racial/Ethnic Group								
White	126	98.4	43.2	48.3	8.5	56.8	63.8	79.5
African American	115	100	67.3	28.2	4.5	32.7	41.1	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	27	100	N/AV	N/AV	N/AV	12.5	23.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	59.6
Socio-Economic Status								
Subsized meals	179	99.4	67.3	30.4	2.4	32.7	46	55.1
Social Studies								
All Students	245	99.6	45.8	39.9	14.3	54.2	66.3	72.3
Gender								
Male	125	99.2	48.4	37.7	13.9	51.6	62.1	71.5
Female	120	100	43.1	42.2	14.7	56.9	70.2	73.2
Racial/Ethnic Group								
White	130	100	38.6	40.2	21.3	61.4	72.2	80.7
African American	109	99.1	57.1	36.2	6.7	42.9	55.8	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	26	100	79.2	16.7	4.2	20.8	31.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	67.9
Socio-Economic Status								
Subsized meals	172	99.4	57.2	36.7	6	42.8	57.8	62.1

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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	372	98.4	41.6	35.7	22.8	58.4	64.8	70.2	95.3	95.9
Gender										
Male	190	97.4	48.9	33.5	17.6	51.1	53.5	63.2	94.8	95.6
Female	182	99.5	33.9	37.9	28.2	66.1	75.2	77.5	95.8	96.1
Racial/Ethnic Group										
White	195	99	36.4	32.1	31.6	63.6	71.2	79.1	94.8	95.6
African American	167	97.6	49.7	39	11.3	50.3	54.5	57.6	95.7	96.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	86.2	97.4	97.2
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	62.6	99.6	96.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	68.7	97.8	95.7
Disability Status										
Disabled	44	88.6	N/AV	N/AV	N/AV	16.7	22.4	26.1	94.7	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	61.2	N/A	98.3
Socio-Economic Status										
Subsized meals	262	98.5	52.2	35.5	12.4	47.8	55.4	58.9	94.9	95.6

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	111	100	31.5	48.1	20.4	68.5
	7	126	100	48.8	30.6	20.7	51.2
	8	131	97.7	43	44.6	12.4	57
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	111	100	27.8	48.1	24.1	72.2
	7	126	100	33.1	45.5	21.5	66.9
	8	131	97.7	51.2	33.1	15.7	48.8
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	55	100	N/AV	N/AV	N/AV	37.7
	7	126	100	52.9	39.7	7.4	47.1
	8	66	97	51.7	38.3	10	48.3
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	56	100	32.7	56.4	10.9	67.3
	7	126	100	58.7	29.8	11.6	41.3
	8	63	98.4	32.3	45.2	22.6	67.7
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	112	99.1	42.7	40	17.3	57.3
	7	129	99.2	46.3	29.3	24.4	53.7
	8	131	97	35.8	38.2	26	64.2

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