

Longleaf Middle

1160 Longreen Parkway
Columbia, South Carolina

Grades	6-8 Middle School	
Enrollment	540 Students	
Principal	Katinia Blake Davis	803-691-4870
Superintendent	Dr. Stephen Hefner	803-787-1910
Board Chair	Melinda Anderson	803-736-5530

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Average**	**Average**
2008	Below Average	At-Risk
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

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

Longleaf Middle	06/01/10-4002095

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

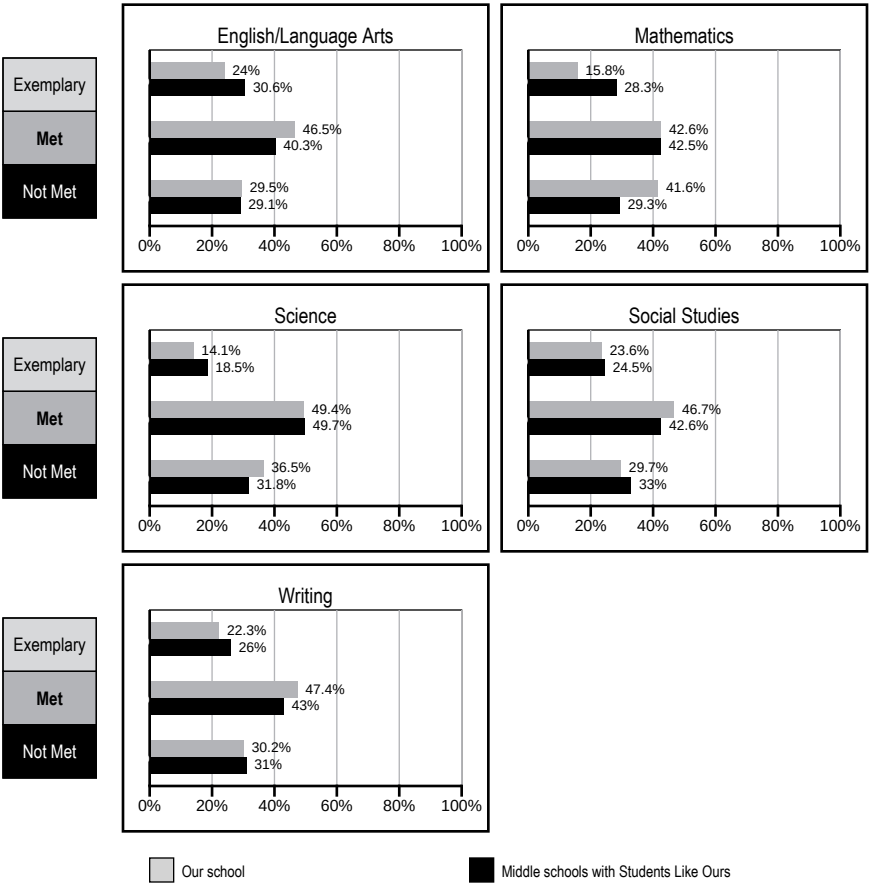
Percent of students tested in 2008-09 whose 2007-08 test scores were located	94.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	46	4	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

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%	96.7%
English 1	N/A	94.7%
Physical Science	N/A	81.0%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=540)				
Students enrolled in high school credit courses (grades 7 & 8)	59.5%	Up from 44.6%	22.1%	21.6%
Retention rate	3.4%	Up from 3.1%	1.3%	1.2%
Attendance rate	97.4%	Up from 97.1%	95.9%	95.9%
Eligible for gifted and talented	6.8%	Down from 9.3%	17.1%	14.8%
With disabilities other than speech	11.0%	Down from 11.1%	14.1%	12.6%
Older than usual for grade	1.1%	Down from 1.3%	2.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.4%	Down from 2.9%	0.6%	0.6%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	55.6%	Down from 61.9%	57.9%	56.9%
Continuing contract teachers	57.8%	Up from 28.6%	76.8%	72.7%
Teachers with emergency or provisional certificates	9.1%	Down from 16.1%	3.6%	5.3%
Teachers returning from previous year	N/A	N/A	85.4%	82.9%
Teacher attendance rate	95.8%	Down from 96.2%	95.5%	95.2%
Average teacher salary*	$46,218	Up 3.4%	$46,639	$46,599
Professional development days/teacher	12.9 days	Up from 12.0 days	12.0 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.5	3.0
Student-teacher ratio in core subjects	22.0 to 1	Down from 22.7 to 1	21.1 to 1	20.1 to 1
Prime instructional time	92.2%	Down from 92.5%	90.2%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.5%	Up from 94.2%	97.2%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	$10,127	N/A	$7,353	$7,645
Percent of expenditures for instruction**	50.0%	N/A	63.2%	63.4%
Percent of expenditures for teacher salaries**	47.4%	N/A	58.6%	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

Longleaf Middle School, home of Courtney Randle, Richland Two's Teacher of the Year for 2008-2009, enjoyed a wonderful second year with the expansion and introduction of several academic and extracurricular programs. Our school motto, "Where Children have Deep Roots and Branching Aspirations," continues to guide our decision-making process and developing school culture. Our school team worked together to develop our strategic plan which will guide our planning and work over the next five years. We continue to connect to our community through a variety of service learning projects, such as our "books for babies" initiative, personal supply baskets for senior citizens, and non-perishable food items drives.

Our instructional staff focused on Creating Professional Learning Teams as a method to improve instruction via focused professional development. Several staff members presented at national, state, and local conferences. A total of eight faculty members are currently certified by the National Board of Professional Teaching Standards. Our media specialist expanded services hours to include early morning homework assistance, food and fun at lunch, and afterschool technology time. Students and staff enjoyed author Janet Lee Carey, who spent a day providing workshops in small groups along with a special luncheon for our star readers.

Our school was one of the recipients of a GEAR UP grant which provided additional academic, leadership, and mentoring services for our seventh grade class. GEAR UP, open to all seventh graders, offered students "The Learning Club," opportunities to participate in special programs at local colleges, and services from Big Brothers & Big Sisters of Greater Columbia. In addition to GEAR UP, we offered TEENBIZ, a nonfiction reading program for students, as a strategy to improve academic achievement. The science and social studies department implemented interactive notebooks to address our students' different learning styles. Many of our teachers are using Blackboard to consistently communicate with students and parents. We hosted two very successful Parent University Nights with several teachers as workshop presenters allowing parents to select topics that were of interest to them.

Extracurricular opportunities were expanded for our students this year, as requested by our School Improvement Council. In addition to the offerings available during our first year, we provided our students with a Lego Robotics Team, Step Team, Jazz Team, intramurals, and a talent show. One of the highlights of the year was our "Spotlight on the Arts," which featured our visual arts program and all of our performing arts groups. One of our visual art students was the overall winner of the 2009 Fair Housing Poster Contest. The LMS band and orchestra received Superior ratings at concert festival.

Longleaf continues to grow, improve, and be defined as a school. Our school report card helps us set goals and challenges our stakeholders to get involved to help us improve in all areas as we work together to provide a quality teaching and learning environment.

Katinia Blake Davis, Principal
Bishop James Eaddy, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	150	95
Percent satisfied with learning environment	73.0%	82.4%	90.4%
Percent satisfied with social and physical environment	81.1%	86.0%	86.3%
Percent satisfied with school-home relations	70.3%	87.9%	84.0%

* 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 19 out of 21 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	1.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.6%	0.0%	No
Student attendance rate	97.4%	94.0%*	Yes

* Or greater than last year

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Longleaf Middle										06/01/10-4002095
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	541	100	29.2	46.2	24.5	81.8	86	82.8	Yes	Yes
Gender										
Male	306	100	34.9	40.2	24.9	77.6	82.8	79.3	N/A	N/A
Female	235	100	22.2	53.8	24	87.1	89.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	60	100	21.8	36.4	41.8	85.5	94.5	89.5	Yes	Yes
African American	430	100	30	47.6	22.3	81.4	81.9	73.7	Yes	Yes
Asian/Pacific Islander	13	100	15.4	46.2	38.5	92.3	92.2	92.3	I/S	I/S
Hispanic	26	100	33.3	54.2	12.5	79.2	78.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	82.5	I/S	I/S
Disability Status										
Disabled	67	100	73.3	16.7	10	36.7	51.6	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	21.4	60.7	17.9	92.9	80.4	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	303	100	33.2	49.1	17.6	77.5	77.8	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	541	100	43.1	43.1	13.8	71.3	80.9	78.9	Yes	Yes
Gender										
Male	306	100	45.9	39.5	14.6	66.2	78.4	77	N/A	N/A
Female	235	100	39.6	47.6	12.9	77.8	83.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	60	100	38.2	36.4	25.5	78.2	93.2	87.2	Yes	Yes
African American	430	100	43.4	44.9	11.7	70.5	74.4	66.7	Yes	Yes
Asian/Pacific Islander	13	100	15.4	46.2	38.5	92.3	94.1	93	I/S	I/S
Hispanic	26	100	58.3	25	16.7	70.8	74.9	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78.6	79.5	I/S	I/S
Disability Status										
Disabled	67	100	81.7	13.3	5	30	46.8	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	28.6	53.6	17.9	85.7	80.1	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	303	100	49.5	41.5	9	67.8	70.6	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	370	98.9	36	49.1	14.9	64	73.4	67.5
Gender								
Male	217	98.6	36.1	45.9	18	63.9	72.4	67
Female	153	99.4	35.9	53.8	10.3	64.1	74.5	68
Racial/Ethnic Group								
White	41	97.6	18.9	51.4	29.7	81.1	91.1	79.5
African American	292	99	38.6	49.8	11.6	61.4	64.1	50.3
Asian/Pacific Islander	11	100	18.2	45.5	36.4	81.8	88.2	84.3
Hispanic	19	100	38.9	33.3	27.8	61.1	67.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	71.2
Disability Status								
Disabled	50	100	73.3	17.8	8.9	26.7	41.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	23	100	30.4	43.5	26.1	69.6	69.4	59.6
Socio-Economic Status								
Subsized meals	212	99.1	45.4	46.3	8.3	54.6	59	55.1
Social Studies								
All Students	374	100	29.3	46.6	24.1	70.7	79.1	72.3
Gender								
Male	209	100	29.2	40.1	30.7	70.8	77.8	71.5
Female	165	100	29.4	54.4	16.3	70.6	80.3	73.2
Racial/Ethnic Group								
White	45	100	27.9	34.9	37.2	72.1	90.6	80.7
African American	295	100	30.7	48	21.3	69.3	72.9	60
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	88.4	88.5
Hispanic	16	100	26.7	33.3	40	73.3	74.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	47	100	61.9	23.8	14.3	38.1	50.2	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	18	100	11.8	58.8	29.4	88.2	77.9	67.9
Socio-Economic Status								
Subsized meals	211	100	32.7	49.5	17.8	67.3	68.6	62.1

Abbreviations for Missing Data

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Longleaf Middle										06/01/10-4002095
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	537	97.4	30.1	47.5	22.4	69.9	75.5	70.2	97.4	97.4
Gender										
Male	301	95.7	36.8	46.6	16.6	63.2	69	63.2	97.2	97.3
Female	236	99.6	21.9	48.7	29.4	78.1	82.3	77.5	97.7	97.5
Racial/Ethnic Group										
White	60	95	16.4	47.3	36.4	83.6	88.1	79.1	96.4	97.3
African American	427	97.7	33.1	47	19.9	66.9	68.9	57.6	97.5	97.4
Asian/Pacific Islander	13	100	15.4	38.5	46.2	84.6	90.6	86.2	97.9	98
Hispanic	25	96	25	54.2	20.8	75	67.1	62.6	98.2	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	68.7	N/A	97.1
Disability Status										
Disabled	61	90.2	88.9	7.4	3.7	11.1	29.4	26.1	96.5	96.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.9
English Proficiency										
Limited English Proficient	29	100	17.9	50	32.1	82.1	70.4	61.2	98	97.4
Socio-Economic Status										
Subsized meals	314	97.8	38.7	45.1	16.2	61.3	62.3	58.9	97.1	96.8

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Longleaf Middle							06/01/10-4002095
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	181	100	28	42.9	29.2	72
	7	202	100	34.2	48	17.9	65.8
	8	158	100	23.9	47.9	28.2	76.1
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	181	100	48.2	42.3	9.5	51.8
	7	202	100	44.9	41.3	13.8	55.1
	8	158	100	34.5	46.5	19	65.5
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	89	100	45.8	48.2	6	54.2
	7	202	100	36.7	48.5	14.8	63.3
	8	79	94.9	22.5	52.1	25.4	77.5
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	93	100	27.9	64	8.1	72.1
	7	202	100	33.7	37.2	29.1	66.3
	8	79	100	18.6	51.4	30	81.4
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	177	99.4	33.3	49.4	17.3	66.7
	7	203	98.5	34.7	45.9	19.4	65.3
	8	157	93.6	19.9	47.5	32.6	80.1

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