

LONG MIDDLE

1010 West Greene Street
Cheraw, South Carolina

Grades	6-8 Middle School	
Enrollment	551 Students	
Principal	Dannie H. Blair	843-921-1010
Superintendent	Dr. John E. Williams	843-623-2175
Board Chair	Chad Vick	(843)623-6768

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	Average
2007	Below Average	Below Average
2006	Below Average	Average

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.

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

Percent of students tested in 2009-10 whose 2008-09 test scores were located

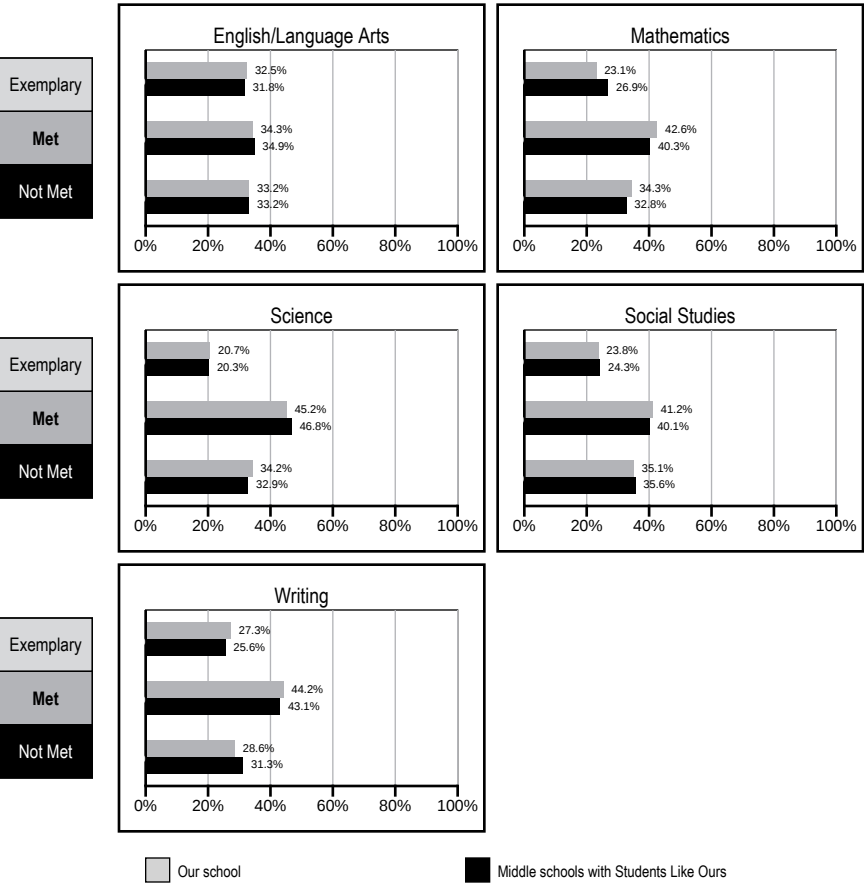
97.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	41	3	0

* Ratings are calculated with data available by 03/09/2011.

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	N/A	96.2%
English 1	N/A	97.1%
Physical Science	N/A	72.0%
US History and the Constitution	N/A	N/A
All Subjects	N/A	96.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=551)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	21.4%	24.2%
Retention rate	1.1%	Down from 2.2%	0.7%	0.7%
Attendance rate	96.7%	Up from 95.5%	95.6%	95.9%
Eligible for gifted and talented	17.9%	Down from 18.6%	15.3%	16.4%
With disabilities other than speech	12.0%	Down from 12.3%	13.1%	12.0%
Older than usual for grade	2.0%	Up from 1.7%	2.6%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	6.2%	Up from 0.0%	0.6%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	56.4%	Down from 56.8%	53.3%	58.5%
Continuing contract teachers	92.3%	Up from 75.0%	81.1%	80.0%
Teachers with emergency or provisional certificates	2.7%	Down from 4.8%	4.3%	4.0%
Teachers returning from previous year	89.5%	Up from 87.8%	84.6%	84.6%
Teacher attendance rate	96.2%	Up from 96.0%	95.2%	95.4%
Average teacher salary*	\$45,280	Down 1.8%	\$45,301	\$46,561
Professional development days/teacher	11.0 days	Up from 6.6 days	10.7 days	10.2 days
School				
Principal's years at school	16.0	Up from 15.0	5.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 17.5 to 1	21.3 to 1	21.1 to 1
Prime instructional time	92.3%	Up from 90.6%	89.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	98.1%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$6,983	Up 1.7%	\$7,733	\$7,802
Percent of expenditures for instruction**	69.7%	Up from 69.5%	64.2%	63.8%
Percent of expenditures for teacher salaries**	68.6%	Up from 66.2%	60.0%	60.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

In 2009-2010, we continue to believe that Educating Everyone Takes Everyone, which is very evident as the number of volunteers for chaperones, working in the library/classrooms, test monitors, and band increased significantly. Our PTO (parent teacher organization), SIC (school improvement council), and our Educational Task Force worked diligently to help us obtain our goal to involve parents. Parents met the challenge by attending/supporting Family Read Night and other academic and extracurricular activities.

Students showed significant gains through our Reading and Math Renaissance programs and MAP (Measure of Academic Progress). On average, each student improved reading and math levels by one level. Students showed significant gains through Single Gender classes and our Inclusion program. Students participated in academic and extracurricular activities, which include Academic Challenge Team, Solo, and Ensemble competition. 30 band members received "superior," and 10 received "excellent" ratings, with four students qualifying for All-Region Band and two students qualifying for All-State Band. Five students were designated as Junior Scholars. One student was named a State TIP winner through Duke University. Two students were named Young Writers for the district. One student won the school spelling bee. Our school, one of 16 middle schools, participated in ELS (Environmental Literacy School), a cooperative effort to improve student learning by integrating the environment into K-12 curricula and school reform.

Staff members attended the math and social studies conferences. Two teachers obtained National Board Certification status. Four teachers participated in the National Board Program, and one National Board Certified teacher was a Single-gender State Committee Member. One teacher is an officer of the South Carolina Council for Social Studies Teachers. The Making Middle Grades Work technical visit and strategies continue to be a major part of Long Middle School's success.

Dannie H. Blair, Principal
Rhonda Chapman, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	165	125
Percent satisfied with learning environment	97.6%	64.6%	80.5%
Percent satisfied with social and physical environment	100.0%	67.5%	76.2%
Percent satisfied with school-home relations	92.9%	78.5%	72.9%

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

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	N/A		1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.7%		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.3%	0.0%	No
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	548	100	33.2	34.3	32.5	78.2	79.7	83.5	Yes	Yes
Gender										
Male	270	100	39.4	33.7	26.9	72.7	76.1	80.1	N/A	N/A
Female	278	100	27.1	34.9	37.9	83.6	83.2	87	N/A	N/A
Racial/Ethnic Group										
White	263	100	19.6	35.4	45	87.3	86.8	89.6	Yes	Yes
African American	270	100	47.9	34	18.1	68.3	69.6	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	100	92.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	79.5	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	81.8	85.1	I/S	I/S
Disability Status										
Disabled	65	100	71	17.7	11.3	37.1	48.6	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	81	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	371	100	42.9	34.1	23	71.5	75	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	548	100	34.3	42.6	23.1	77.1	77.4	80.4	Yes	Yes
Gender										
Male	270	100	39.4	38.3	22.3	71.2	73.6	78.4	N/A	N/A
Female	278	100	29.4	46.8	23.8	82.9	81.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	263	100	22.3	45.8	31.9	86.9	86	87.8	Yes	Yes
African American	270	100	47.5	40.2	12.4	66.8	65.6	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	100	93.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	74.4	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	81.8	83.2	I/S	I/S
Disability Status										
Disabled	65	100	75.8	12.9	11.3	37.1	42	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	81	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	371	100	43.8	41	15.2	69.3	72.8	72.8	Yes	Yes

* 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

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	375	100	34.2	45.2	20.7	65.8	59.1	67.3
Gender								
Male	187	100	35.4	44.2	20.4	64.6	58.2	66.9
Female	188	100	33	46.2	20.9	67	59.9	67.7
Racial/Ethnic Group								
White	178	100	19.4	48.6	32	80.6	72.1	79.6
African American	185	100	49.2	42.4	8.5	50.8	41.9	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	51.4	59.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	43	100	62.5	30	7.5	37.5	33.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	53.6	58.6
Socio-Economic Status								
Subsidized meals	260	100	43	45.4	11.6	57	51.4	55.4

Social Studies

All Students	372	99.5	34.9	41.3	23.8	65.1	62.2	70.9
Gender								
Male	179	99.4	40.8	37.9	21.3	59.2	61.8	70.1
Female	193	99.5	29.4	44.4	26.2	70.6	62.5	71.7
Racial/Ethnic Group								
White	185	100	23.4	43.5	33.2	76.6	72.5	79.2
African American	176	98.9	49.1	38.9	12	50.9	47.4	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	58.5	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	46	97.8	74.4	16.3	9.3	25.6	33.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	64.3	68
Socio-Economic Status								
Subsidized meals	246	99.6	44.5	42	13.4	55.5	54.9	60.8

Abbreviations for Missing Data

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

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	553	99.6	28.3	44.3	27.4	71.7	69.1	72.1	96.7	95.7
Gender										
Male	274	99.3	37.2	43.6	19.2	62.8	60.8	65.2	96.4	95.7
Female	279	100	19.6	45	35.4	80.4	77.3	79.2	97	95.8
Racial/Ethnic Group										
White	265	99.6	19	42.2	38.8	81	78.2	80.8	96.3	95.4
African American	272	99.6	38.8	46.2	15	61.2	56.3	59.7	97.1	96.2
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	100	87	99.7	97.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	68.7	64.6	98.5	96.1
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	81.8	73.4	95.6	95.8
Disability Status										
Disabled	64	98.4	75.4	16.4	8.2	24.6	20	27.7	95.8	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	72.4	63.7	99.3	96.6
Socio-Economic Status										
Subsidized meals	375	99.7	36	46.2	17.9	64	62.4	61.9	96.4	95.4

Abbreviations for Missing Data

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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	210	99.5	27.5	45.9	26.6	72.5
	7	190	100	31.1	38.3	30.6	68.9
	8	186	100	27.2	39.7	33.2	72.8
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	169	100	29.9	38.9	31.1	70.1
	7	199	100	33.3	33.3	33.3	66.7
	8	180	100	36.2	31	32.8	63.8
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	210	99.5	37.7	41.1	21.3	62.3
	7	190	100	36.6	39.3	24	63.4
	8	186	100	26.6	39.7	33.7	73.4
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	169	100	35.3	38.3	26.3	64.7
	7	199	100	34.4	42.7	22.9	65.6
	8	180	100	33.3	46.6	20.1	66.7
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	104	100	36.5	46.2	17.3	63.5
	7	190	100	29.5	50.8	19.7	70.5
	8	92	98.9	36.7	38.9	24.4	63.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	86	100	50	41.7	8.3	50
	7	199	100	27.6	50	22.4	72.4
	8	90	100	33.3	37.9	28.7	66.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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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	105	100	24.3	54.4	21.4	75.7
	7	190	100	36.1	38.8	25.1	63.9
	8	94	97.9	16.5	46.2	37.4	83.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	83	100	24.1	57.8	18.1	75.9
	7	199	99.5	37.7	39.3	23	62.3
	8	90	98.9	39.1	29.9	31	60.9

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	210	98.6	36.4	35	28.6	63.6
	7	191	99.5	33.3	45.2	21.5	66.7
	8	187	99.5	21.2	45.7	33.2	78.8
2010	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	170	99.4	24	48.5	27.5	76
	7	201	100	27	50	23	73
	8	182	99.5	33.9	33.9	32.2	66.1

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