



LONGLEAF MIDDLE

1160 Longreen Parkway
Columbia, South Carolina

Grades	6-8 Middle School	
Enrollment	568 Students	
Principal	Katinia Blake Davis	803-691-4870
Superintendent	Dr. Katie Brochu	803-787-1910
Board Chair	Bill Flemming, Jr., D.M.D.	803-261-1992

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	At-Risk
2007	N/A	N/A
2006	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.

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

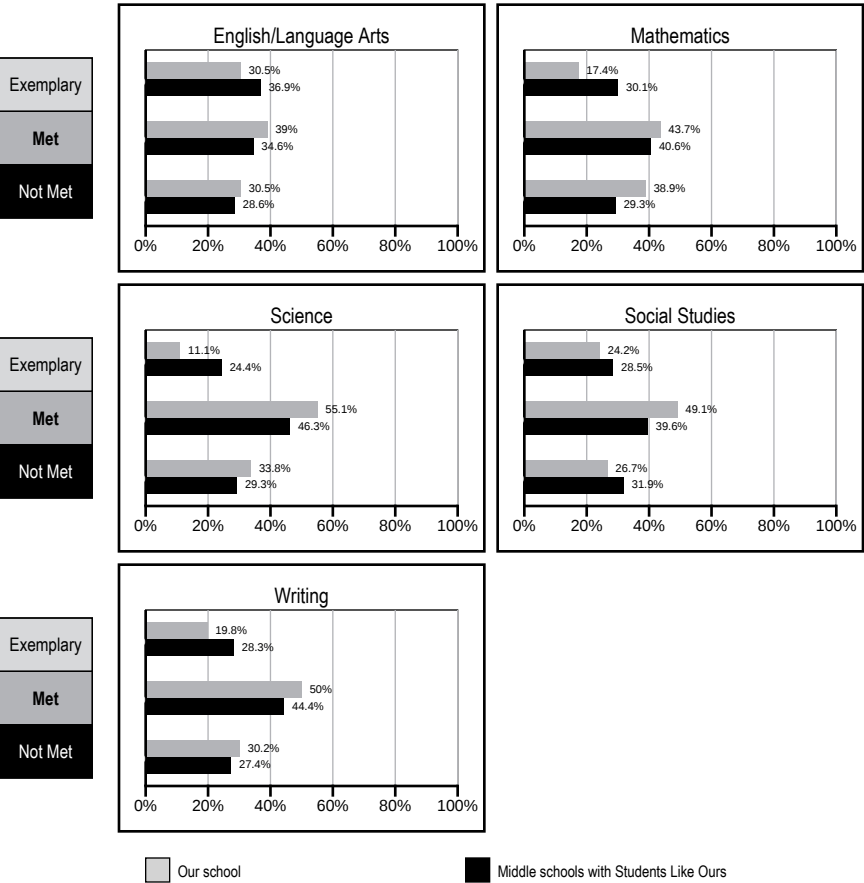
94.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	9	45	0	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	100.0%	96.6%
English 1	N/A	97.6%
Physical Science	N/A	53.0%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=568)				
Students enrolled in high school credit courses (grades 7 & 8)	56.7%	Down from 59.5%	24.3%	24.2%
Retention rate	0.0%	Down from 3.4%	0.8%	0.7%
Attendance rate	97.0%	Down from 97.4%	95.8%	95.9%
Eligible for gifted and talented	5.4%	Down from 6.8%	18.7%	16.4%
With disabilities other than speech	12.1%	Up from 11.0%	12.4%	12.0%
Older than usual for grade	1.2%	Up from 1.1%	2.1%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 2.4%	0.7%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	57.8%	Up from 55.6%	61.5%	58.5%
Continuing contract teachers	68.9%	Up from 57.8%	84.6%	80.0%
Teachers with emergency or provisional certificates	2.9%	Down from 9.1%	2.6%	4.0%
Teachers returning from previous year	N/A	N/A	86.1%	84.6%
Teacher attendance rate	94.9%	Down from 95.8%	95.6%	95.4%
Average teacher salary*	\$46,800	Up 1.3%	\$47,447	\$46,561
Professional development days/teacher	13.1 days	Up from 12.9 days	10.8 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	22.6 to 1	Up from 22.0 to 1	21.9 to 1	21.1 to 1
Prime instructional time	90.6%	Down from 92.2%	90.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.3%	Down from 96.5%	98.8%	98.1%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$9,474	Down 6.4%	\$7,538	\$7,802
Percent of expenditures for instruction**	65.3%	Up from 50.0%	63.9%	63.8%
Percent of expenditures for teacher salaries**	61.5%	Up from 47.4%	60.5%	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

Longleaf Middle School, home of The School for Zoological and Botanical Studies (ZooBot), experienced another successful year with the opening of our magnet program, which is in partnership with the Riverbanks Zoo and Botanical Gardens. The students in the magnet program enjoyed monthly field experiences to the zoo, extended school day, and engaging presentations from practicing scientists in the community. In addition, students had an opportunity to travel to Sewee Environmental Education Center to study invasive species, native plants and animals, threatened and endangered species, and ecosystems.

Our instructional staff continued with the implementation of Professional Learning Teams and used Dr. Todd Whitaker’s book, What Great Teachers Do Differently: Fourteen Things That Matter Most, as a whole faculty book study. One staff member was published in a professional journal, and several staff members presented at national, state, and local conferences. Students and staff enjoyed award winning children’s author, Sharon Flake, who spent the day presenting to students and later attended a special luncheon for students who won a writing and poster contest. A total of ten staff members are certified by the National Board of Professional Teaching Standards. Our technology integration specialist piloted an English course that integrated 21st Century Technology Skills.

This year, we implemented several new academic enrichment courses such as creative writing, forensics, government, leadership and law related education to provide our students more options. Our Guidance Department trained the staff on Second Step, a bullying prevention program, and guided the Social Studies Department as they implemented the curriculum to all students in the school. In addition, the Guidance Department used Project Wisdom to provide a more formalized character education program in collaboration with the English Department. Our School Resource Officer taught G.R.E.A.T., a gang awareness curriculum, to all seventh grade students. We celebrated the improvement of our school report card rating to Average with an end-of-the-year celebration for students, faculty, and staff.

Our extracurricular activities enjoyed another successful year with another Longleaf student winning the Greater Columbia Community Relations Council Fair Housing Poster Contest for the second consecutive year. We held our Second Annual Spotlight on the Arts, which is a showcase of all of our performing and visual arts programs. Longleaf was selected to participate in Columbia College’s Girls Empowered program, which focus on improving leadership skills. The LMS band, orchestra and chorus programs received Excellent and Superior ratings at their various festivals and competitions.

We are sure that we are continuing to live our school motto, “Where Children Have Deep Roots and Branching Aspirations.” We are setting goals for next year that will continue to improve our school in collaboration with our school community.

Katinia Blake Davis, Principal

Bishop James Eaddy, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	149	51
Percent satisfied with learning environment	54.5%	68.9%	86.3%
Percent satisfied with social and physical environment	71.4%	66.7%	80.4%
Percent satisfied with school-home relations	81.8%	75.5%	83.3%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 21 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	2.1%		1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	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	552	99.8	30.9	38.6	30.5	78.1	85.9	83.5	Yes	Yes
Gender										
Male	303	99.7	33	38.3	28.7	74.5	82.7	80.1	N/A	N/A
Female	249	100	28.3	39.1	32.6	82.4	89.3	87	N/A	N/A
Racial/Ethnic Group										
White	68	98.5	13.8	24.1	62.1	89.7	94	89.6	Yes	Yes
African American	443	100	33.2	42	24.8	76.8	81.9	74.6	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94	92.7	I/S	I/S
Hispanic	25	100	40.9	18.2	40.9	68.2	80.3	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	100	85.1	I/S	I/S
Disability Status										
Disabled	70	98.6	67.2	17.9	14.9	43.3	52.7	51.7	Yes	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	25	100	33.3	25.9	40.7	77.8	83.4	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	315	99.7	37.8	36.1	26	73.6	78.5	76.9	Yes	Yes

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

All Students	551	99.6	41.7	45.4	12.9	72.9	82.4	80.4	Yes	Yes
Gender										
Male	302	99.3	46.8	40	13.2	68.6	80	78.4	N/A	N/A
Female	249	100	35.6	51.9	12.4	78.1	84.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	68	98.5	22.4	51.7	25.9	89.7	93.2	87.8	Yes	Yes
African American	442	99.8	45.6	44.8	9.6	70	76.8	69.3	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95.8	93.5	I/S	I/S
Hispanic	25	100	27.3	50	22.7	77.3	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	92.3	83.2	I/S	I/S
Disability Status										
Disabled	70	98.6	76.1	20.9	3	40.3	47.8	46.1	Yes	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	25	100	29.6	51.9	18.5	81.5	83.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	314	99.7	48.5	41	10.5	66.4	73.2	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

	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	361	98.3	33.4	55.5	11	66.6	72.1	67.3
Gender								
Male	203	97	32.8	54.3	12.9	67.2	70.9	66.9
Female	158	100	34.2	57	8.7	65.8	73.3	67.7
Racial/Ethnic Group								
White	34	97.1	20.7	51.7	27.6	79.3	89.6	79.6
African American	301	98.3	35.1	55.7	9.2	64.9	63.1	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.2	84.4
Hispanic	15	100	30.8	61.5	7.7	69.2	65.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	46	95.7	68.2	29.5	2.3	31.8	35	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	16	100	27.8	55.6	16.7	72.2	70.5	58.6
Socio-Economic Status								
Subsidized meals	208	99	37.4	51.8	10.8	62.6	58.6	55.4

Social Studies								
All Students	352	98.6	26.9	48.8	24.4	73.1	77.1	70.9
Gender								
Male	195	98.5	32	42.1	25.8	68	75.3	70.1
Female	157	98.7	20.5	56.8	22.6	79.5	79.1	71.7
Racial/Ethnic Group								
White	51	98	16.7	35.7	47.6	83.3	88.6	79.2
African American	277	98.6	28.2	53.3	18.5	71.8	71.1	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91	86.8
Hispanic	14	100	30.8	30.8	38.5	69.2	71.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	45	95.6	70.7	19.5	9.8	29.3	44.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	14	100	26.7	26.7	46.7	73.3	78.1	68
Socio-Economic Status								
Subsidized meals	199	98.5	34.6	49.7	15.7	65.4	66.2	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	560	97.7	29.7	50.4	20	70.3	76.7	72.1	97	97
Gender										
Male	304	97.4	36.7	45	18.3	63.3	70.2	65.2	96.7	96.9
Female	256	98.1	21.4	56.7	21.8	78.6	83.4	79.2	97.4	97.1
Racial/Ethnic Group										
White	66	90.9	18.2	47.3	34.5	81.8	87.9	80.8	96.3	97.1
African American	450	98.4	31.2	51.2	17.6	68.8	71.3	59.7	97.1	96.9
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	89.8	87	97.2	97.9
Hispanic	28	100	28	48	24	72	66.4	64.6	96.4	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	73.4	N/A	96.5
Disability Status										
Disabled	72	84.7	78.3	20	1.7	21.7	32	27.7	96.1	96.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	96.4
English Proficiency										
Limited English Proficient	26	100	28.6	57.1	14.3	71.4	71.7	63.7	97.3	97.2
Socio-Economic Status										
Subsidized meals	307	97.7	36.2	45.3	18.5	63.8	65.8	61.9	96.7	96.3

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	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
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	198	100	23.4	40.4	36.2	76.6
	7	164	99.4	30.5	38.4	31.1	69.5
	8	190	100	39.2	36.9	23.9	60.8
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	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
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	197	100	31	50.8	18.2	69
	7	164	99.4	51	39.7	9.3	49
	8	190	99.5	45.1	44.6	10.3	54.9
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
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	103	98.1	39.6	57.3	3.1	60.4
	7	162	100	28	61.3	10.7	72
	8	96	95.8	36	43.8	20.2	64

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
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
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	94	98.9	17	63.6	19.3	83
	7	163	100	27.2	45	27.8	72.8
	8	95	95.8	36.5	40	23.5	63.5
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
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	200	98	29.3	43.6	27.1	70.7
	7	167	98.2	36.6	47.1	16.3	63.4
	8	193	96.9	24	60.6	15.4	76

Abbreviations for Missing Data

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