



Latta Middle

602 North Richardson
Latta, South Carolina

Grades	6-8 Middle School	
Enrollment	401 Students	
Principal	Martha W. Heyward	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 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

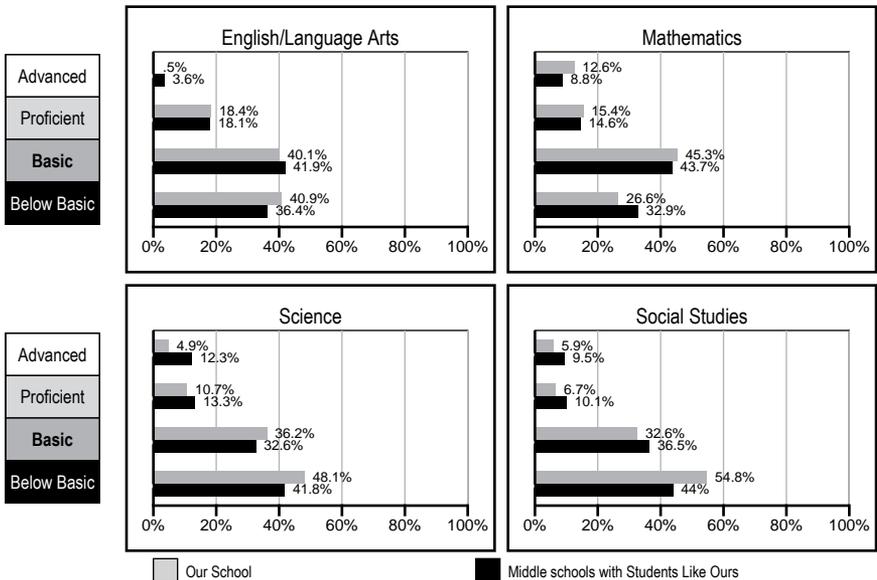
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	2	20	16

* 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	0	93.8
English 1	0	93.6
Physical Science	0	0
All Subjects	0	91.8

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=401)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	15.2%	19.4%
Retention rate	4.6%	Up from 4.2%	2.5%	1.8%
Attendance rate	95.6%	Up from 94.7%	95.6%	95.8%
Eligible for gifted and talented	13.3%	Up from 12.4%	12.7%	15.3%
With disabilities other than speech	11.6%	Up from 9.8%	14.2%	12.9%
Older than usual for grade	6.2%	Up from 3.4%	4.6%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.2%	0.9%	0.7%
Annual dropout rate	0.7%	Up from 0.4%	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	48.1%	Up from 44.0%	51.5%	55.0%
Continuing contract teachers	81.5%	Up from 72.0%	66.7%	70.6%
Teachers with emergency or provisional certificates	8.3%	Up from 0.0%	7.4%	5.4%
Teachers returning from previous year	87.9%	Up from 83.1%	79.7%	83.4%
Teacher attendance rate	95.4%	Down from 96.2%	94.6%	94.9%
Average teacher salary	\$41,721	Up 7.6%	\$43,979	\$44,706
Professional development days/teacher	8.6 days	Down from 8.9 days	11.6 days	11.8 days
School				
Principal's years at school	5.0	Up from 4.0	2.0	3.0
Student-teacher ratio in core subjects	21.7 to 1	Down from 21.8 to 1	20.3 to 1	20.1 to 1
Prime instructional time	89.7%	Up from 89.4%	89.0%	89.3%
Opportunities in the arts	Excellent	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.4%	97.9%	98.0%
Character development program	At-Risk	No Change	Good	Good
Dollars spent per pupil*	\$5,891	Down 2.9%	\$6,959	\$7,097
Percent of expenditures for instruction*	61.3%	Down from 64.2%	64.2%	64.4%
Percent of expenditures for teacher salaries*	59.2%	Up from 58.9%	59.2%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

We are happy to report that our 2007-2008 school year started with major emphases on designing data-driven Enrichment Classes based on MAP results. The ELA and mathematics teachers started the school year early. They were given time to come in and work on lesson plans. Teachers were given the additional challenge of having across-grade grouping so as to have the small grouping scenario that is essential for optimal success.

We also initiated sixth grade single gender classes. Sixth grade teachers received intense training for the start-up of this initiative. Later, but before students arrived, the entire staff received some less intense training. We are happy to report that this was indeed a positive initiative for Latta Middle School. Even as the school year ended, students and teachers alike had many positive things to say about the single gender classes. Our community was very supportive as well.

With ongoing training in the area of Functional Behavioral Interventions, we launched a full scale mentoring and check-in system as a behavioral support. This tied in well with moving our PBIS (Positive Behavior Interventions and Support) system to the next level. Grade level teams have worked diligently perfecting the positive and proactive traits modeled via the PBIS system.

We continued our partnership with Francis Marion University and the Center of Excellence to Prepare Teachers of Children of Poverty. This partnership continues to help make a positive impact on our school via its various initiatives and opportunities. We were a grant recipient of the Center of Excellence.

The media center of LMS received a major face lift. The major renovations have made our media center extremely inviting. There has been a rebirth of our Reading Counts program, which is great. In addition to the huge increase of the book circulation and physical improvements, a complete technology lab was installed with a SMART Board system included.

PTO meetings, Academic Subject Nights, Career Exploration Sessions, ABC receptions, Doughnuts for Dads, Muffins for Moms, and our Winter Festival continue to actively involve parents and community with our school. Our National Junior Honor Society is growing and our discipline referrals are decreasing. Staff and students continue to support fundraising efforts for the March of Dimes and the Relay for Life as well as raising money to help meet the needs of some of our own students. In addition, we had six Junior Scholars and one Duke TIP Scholar.

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

SIC Chairman: Maribeth Osborn

Principal: Martha W. Heyward

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	117	53
Percent satisfied with learning environment	86.4%	82.9%	94.3%
Percent satisfied with social and physical environment	90.9%	73.9%	79.2%
Percent satisfied with school-home relations	72.7%	83.6%	86.5%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 14 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. 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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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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	391	100	40.3	40.3	18.1	1.4	26.2	38.3	48.2	No	Yes
Gender											
Male	191	100	47.5	37.6	13.3	1.7	23.8	34.1	41.7	N/A	N/A
Female	200	100	33.3	42.9	22.8	1.1	28.6	42	55	N/A	N/A
Racial/Ethnic Group											
White	198	100	30.7	41.1	27.1	1	35.9	48.2	60	No	Yes
African American	184	100	52.7	39.1	6.5	1.8	13.6	25.2	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	47	100	80.4	13	0	6.5	6.5	10.5	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	282	100	51.7	37.9	9.2	1.1	15.3	29	34	No	Yes

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

All Students	391	100	26.5	45.1	15.4	13	39.5	42.3	45.8	Yes	Yes
Gender											
Male	191	100	28.2	42	16.6	13.3	42	43.6	45.6	N/A	N/A
Female	200	100	24.9	48.1	14.3	12.7	37	41.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	198	100	17.2	44.8	18.8	19.3	49.5	52.6	59	Yes	Yes
African American	184	100	37.3	46.2	10.7	5.9	27.2	28.6	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	47	100	67.4	26.1	2.2	4.3	4.3	11.8	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	282	100	33	49.8	11.1	6.1	28.4	32	31.4	No	Yes

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

Abbreviations for Missing Data

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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	259	100	48	35.8	10.6	5.7	16.3	22.2	35.7	95.6	95.9
Gender											
Male	136	100	45.7	34.1	14.7	5.4	20.2	26.8	37.4	95	95.6
Female	123	100	50.4	37.6	6	6	12	17.9	33.8	96.1	96.1
Racial/Ethnic Group											
White	130	100	37.8	37	16.5	8.7	25.2	31.5	49.2	95.2	95.6
African American	123	100	60.2	32.7	4.4	2.7	7.1	10.4	17	95.9	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	97.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	95.6	96.7
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.4	96.7
Disability Status											
Disabled	29	100	82.1	10.7	0	7.1	7.1	12	14	95.4	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	96.1
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	24.4	N/A	99.2
Socio-Economic Status											
Subsidized meals	183	100	58.8	32.4	7.1	1.8	8.8	16	21.1	94.9	95.4
Social Studies											
All Students	261	100	54.3	32.5	7	6.2	13.2	19.5	34	95.6	95.9
Gender											
Male	124	100	48.3	34.5	11.2	6	17.2	24.5	36.6	95	95.6
Female	137	100	59.8	30.7	3.1	6.3	9.4	15.2	31.3	96.1	96.1
Racial/Ethnic Group											
White	130	100	46.4	38.4	6.4	8.8	15.2	21.8	44.5	95.2	95.6
African American	125	100	62.5	26.8	7.1	3.6	10.7	16.2	19.1	95.9	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	97.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	95.6	96.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.4	96.7
Disability Status											
Disabled	32	100	67.7	22.6	6.5	3.2	9.7	18.4	14.4	95.4	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	96.1
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	27.3	N/A	99.2
Socio-Economic Status											
Subsidized meals	193	100	61.7	30.3	3.4	4.6	8	13.2	21	94.9	95.4

* 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	131	100	46.3	36.6	15.4	1.6	17.1
	7	127	100	50.4	32.5	15.4	1.6	17.1
	8	132	98.5	34.9	46	17.5	1.6	19
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	126	100	48.8	31.4	18.2	1.7	19.8
	7	128	100	38.1	45.8	16.1	0	16.1
	8	137	100	34.4	43.5	19.8	2.3	22.1
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	131	100	31.7	41.5	16.3	10.6	26.8
	7	127	100	34.1	40.7	11.4	13.8	25.2
	8	132	98.5	26.2	58.7	10.3	4.8	15.1
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	126	100	27.3	34.7	23.1	14.9	38
	7	128	100	20.3	55.1	11	13.6	24.6
	8	137	100	31.3	45.8	12.2	10.7	22.9
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	66	100	57.4	27.9	9.8	4.9	14.8
	7	127	99.2	54.9	26.2	12.3	6.6	18.9
	8	67	100	35.5	50	8.1	6.5	14.5
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	63	100	56.5	24.2	12.9	6.5	19.4
	7	128	100	45.8	41.5	8.5	4.2	12.7
	8	68	100	43.9	36.4	12.1	7.6	19.7
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	65	100	16.4	57.4	13.1	13.1	26.2
	7	127	99.2	46.3	35	6.5	12.2	18.7
	8	66	100	29.5	59	8.2	3.3	11.5
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	64	100	38.3	36.7	11.7	13.3	25
	7	128	100	71.2	22	3.4	3.4	6.8
	8	69	100	38.5	47.7	9.2	4.6	13.8

Abbreviations for Missing Data

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