



## Longleaf Middle

1160 Longreen Parkway  
Columbia, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	547 Students	
<b>Principal</b>	Katinia Blake Davis	803-691-4870
<b>Superintendent</b>	Dr. Stephen Hefner	803-787-1910
<b>Board Chair</b>	Stephen Shellenberg	803-736-5530

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

## 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**

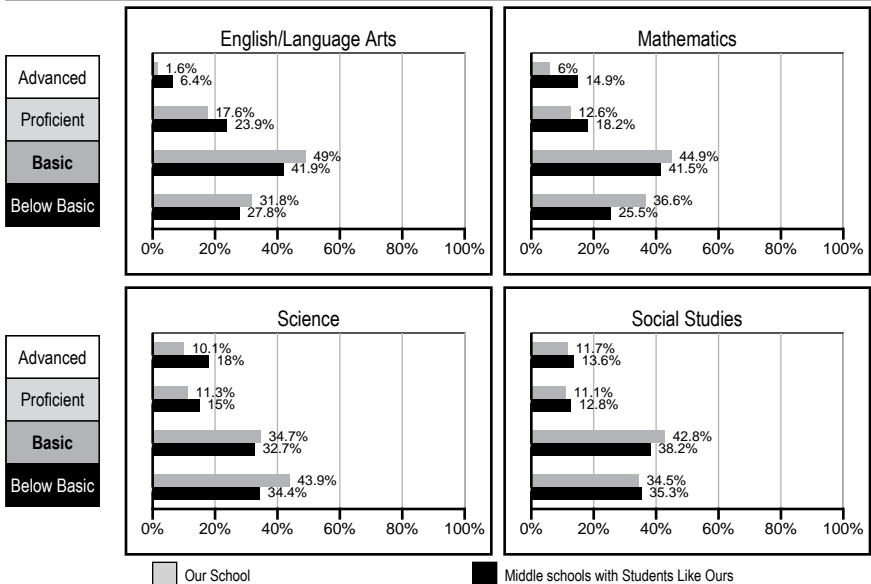
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 88.3%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	15	19	3

\* 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	100.0	97.9
English 1	100.0	96.8
Physical Science	0	49.8
All Subjects	100.0	97.1

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=547)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	44.6%	N/R	27.9%	19.4%
Retention rate	3.1%	N/A	1.8%	1.8%
Attendance rate	97.1%	N/A	95.9%	95.8%
Eligible for gifted and talented	9.3%	N/A	17.8%	15.3%
With disabilities other than speech	11.1%	N/A	13.9%	12.9%
Older than usual for grade	1.3%	N/A	2.9%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.9%	N/R	0.7%	0.7%
Annual dropout rate	N/A	N/A	0.0%	0.0%
<b>Teachers (n=42)</b>				
Teachers with advanced degrees	61.9%	N/A	55.8%	55.0%
Continuing contract teachers	28.6%	N/A	74.5%	70.6%
Teachers with emergency or provisional certificates	16.1%	N/A	5.2%	5.4%
Teachers returning from previous year	N/A	N/A	84.8%	83.4%
Teacher attendance rate	96.2%	N/R	95.0%	94.9%
Average teacher salary	\$44,706	I/S	\$44,670	\$44,706
Professional development days/teacher	12.0 days	N/R	11.3 days	11.8 days
<b>School</b>				
Principal's years at school	1.0	N/R	3.0	3.0
Student-teacher ratio in core subjects	22.7 to 1	N/R	21.1 to 1	20.1 to 1
Prime instructional time	92.5%	N/R	89.3%	89.3%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	94.2%	N/R	98.0%	98.0%
Character development program	Good	N/R	Good	Good
Dollars spent per pupil*	N/A	N/A	\$6,806	\$7,097
Percent of expenditures for instruction*	N/A	N/A	62.2%	64.4%
Percent of expenditures for teacher salaries*	N/A	N/A	58.9%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

**Report of Principal and School Improvement Council**

Longleaf Middle School opened August 2007. Our school motto, "Where Children have Deep Roots and Branching Aspirations," signifies our commitment to providing all children a nurturing learning environment. As a new school, we have connected with our community through service projects such as adopting families, sending letters to our troops, and collecting non-perishable food items.

We implemented numerous programs, strategies, and practices to engage and challenge our students such as Understanding by Design, Differentiated Instruction, AVID, BOSS (Becoming Organized Successful Students), and C.A.R.E (Computerized Academic Resources for Enrichment). As a recipient of an Arts Curricular Grant, we enjoyed the integration of the West African and Gullah cultures in our curriculum, which culminated with a school-wide assembly.

As we prepare to receive our 2008 PACT results, we are compiling data from our first year and will develop a plan for success. Our test scores alone are not able to give a full picture of our efforts and achievements of our students. Our children are motivated and supported by their parents to take advantage of every educational opportunity.

Longleaf is in a new community that is still growing and defining itself. We view this as a wonderful opportunity to create a true community school. As you review this report card, please see it as an opportunity to make a difference in the lives of our students by getting involved in our improvement process. We thank you for your support and being a member of our "village" as it takes all of us to "raise a child!"

Katinia Blake Davis, Principal  
 Pamela Butler, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	36	129	109
Percent satisfied with learning environment	91.2%	77.3%	76.5%
Percent satisfied with social and physical environment	91.7%	78.7%	76.9%
Percent satisfied with school-home relations	91.7%	83.5%	70.9%

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

**School Adequate Yearly Progress**

NO

This school met 11 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**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
<b>DELAY</b>	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."
<b>HOLD</b>	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**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	6.8%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	11.7%	0.0%	No
Student attendance rate	97.1%	94.0%	Yes

\* Or greater than last year

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 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	536	99.6	31.4	48.8	17.8	2	32.2	54.9	48.2	No	Yes
<b>Gender</b>											
Male	283	99.7	39.7	45.8	13	1.5	23.3	47.6	41.7	N/A	N/A
Female	253	99.6	22	52.2	23.3	2.6	42.2	62.6	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	61	100	25.9	51.9	20.4	1.9	38.9	75.1	60	No	Yes
African American	427	99.8	31.7	48.5	17.6	2.2	31.9	44.1	31.7	No	Yes
Asian/Pacific Islander	12	100	12.5	75	12.5	0	25	74.4	70.4	I/S	I/S
Hispanic	24	95.8	36.8	47.4	15.8	0	26.3	45.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	64	100	78	15.3	1.7	5.1	6.8	20.4	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	25	96	21.1	57.9	21.1	0	31.6	51.6	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	288	99.3	38.8	48.6	11.6	1.1	22.8	37.4	34	No	Yes

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

All Students	536	99.8	37.2	45.1	12.1	5.7	29.7	50	45.8	No	Yes
<b>Gender</b>											
Male	283	100	40.3	43.3	9.9	6.5	26.6	48.2	45.6	N/A	N/A
Female	253	99.6	33.6	47	14.7	4.7	33.2	51.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	61	100	33.3	38.9	18.5	9.3	40.7	73.9	59	No	Yes
African American	427	99.8	37.9	46	10.9	5.2	27.2	37	26.9	No	Yes
Asian/Pacific Islander	12	100	0	62.5	37.5	0	62.5	79.1	71.3	I/S	I/S
Hispanic	24	100	45	40	5	10	30	40.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	64	100	79.7	11.9	5.1	3.4	10.2	20.9	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	25	100	10	70	20	0	50	51.5	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	288	99.7	43	41.9	10.8	4.3	24.2	32.2	31.4	No	Yes

\* 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 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
<b>Science</b>											
All Students	356	99.7	43.6	34.5	11.6	10.4	22	43	35.7	97.1	97.3
<b>Gender</b>											
Male	181	100	45.8	33.9	10.1	10.1	20.2	44.2	37.4	96.6	97.2
Female	175	99.4	41.3	35	13.1	10.6	23.8	41.8	33.8	97.7	97.5
<b>Racial/Ethnic Group</b>											
White	39	100	42.9	31.4	11.4	14.3	25.7	68.8	49.2	96.1	97.2
African American	281	99.6	44.2	34.3	12.1	9.4	21.5	29.1	17	97.2	97.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	65.2	58	99.4	98
Hispanic	19	100	43.8	37.5	6.3	12.5	18.8	37.1	24.9	97.8	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	96.5
<b>Disability Status</b>											
Disabled	42	100	69.2	23.1	2.6	5.1	7.7	18.6	14	96.8	96.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	99.4
<b>English Proficiency</b>											
Limited English Proficient	19	100	20	53.3	6.7	20	26.7	43.8	24.4	98.5	97.2
<b>Socio-Economic Status</b>											
Subsided meals	178	100	51.8	29.4	8.8	10	18.8	24.7	21.1	96.9	96.8
<b>Social Studies</b>											
All Students	355	98.9	33.6	42.9	11.7	11.7	23.5	42.9	34	97.1	97.3
<b>Gender</b>											
Male	191	99	33.1	37.6	12.9	16.3	29.2	44.7	36.6	96.6	97.2
Female	164	98.8	34.2	49.3	10.3	6.2	16.4	40.9	31.3	97.7	97.5
<b>Racial/Ethnic Group</b>											
White	38	100	21.2	45.5	18.2	15.2	33.3	62.5	44.5	96.1	97.2
African American	283	98.9	34.6	43.2	11.7	10.5	22.2	31.9	19.1	97.2	97.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	67.9	58.9	99.4	98
Hispanic	18	94.4	42.9	35.7	7.1	14.3	21.4	37.4	27.5	97.8	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.5
<b>Disability Status</b>											
Disabled	44	97.7	62.5	22.5	10	5	15	21.3	14.4	96.8	96.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	99.4
<b>English Proficiency</b>											
Limited English Proficient	17	94.1	41.7	33.3	8.3	16.7	25	45.9	27.3	98.5	97.2
<b>Socio-Economic Status</b>											
Subsided meals	195	98.5	39.1	41.8	9.2	9.8	19	25.3	21	96.9	96.8

\* 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*
<b>English/Language Arts</b>								
<b>2007</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2008</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	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	210	100	35.2	49.5	13.8	1.5	15.3
	7	176	99.4	27	52.2	18.2	2.5	20.8
8	150	99.3	30.9	43.9	23	2.2	25.2	
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2008</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	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	210	100	38.8	38.3	17.3	5.6	23
	7	176	100	33.1	45.6	12.5	8.8	21.3
8	150	99.3	39.6	54	4.3	2.2	6.5	
<b>Science</b>								
<b>2007</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2008</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	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	104	100	66	15.5	11.3	7.2	18.6
	7	176	99.4	34.4	41.9	11.3	12.5	23.8
8	76	100	33.8	43.7	12.7	9.9	22.5	
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2008</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	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	106	100	30.3	33.3	16.2	20.2	36.4
	7	176	98.3	39.2	39.2	10.1	11.4	21.5
8	73	98.6	25.4	65.7	9	0	9	

Abbreviations for Missing Data

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