



Langley-Bath-Clearwater Middle

29 Lions Trail
Warrenville, SC 29851

Grades	6-8 Middle School	
Enrollment	512 Students	
Principal	Brenda S. DeLoache	803-593-7260
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

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	Below Average	At-Risk
2006	Average	Below Average
2005	Average	At-Risk

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 2008-09 whose 2007-08 test scores were located

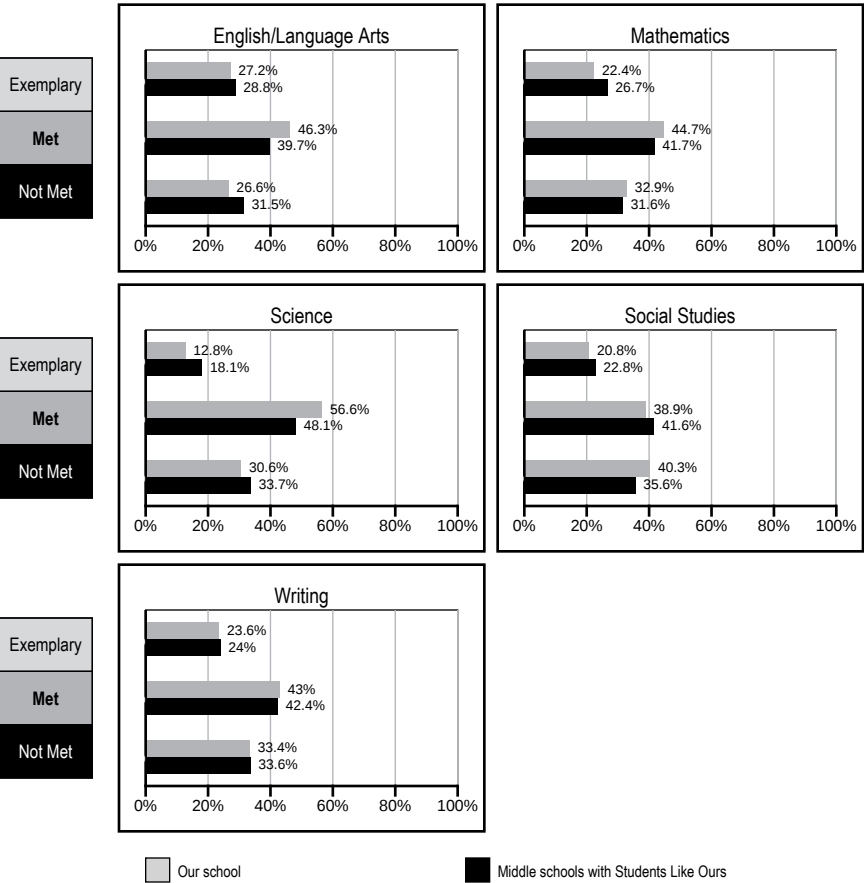
96.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	47	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%	97.4%
English 1	97.7%	97.2%
Physical Science	N/A	86.3%
US History and the Constitution	N/A	N/A
All Subjects	98.9%	97.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=512)				
Students enrolled in high school credit courses (grades 7 & 8)	46.6%	Up from 33.1%	19.0%	21.6%
Retention rate	3.6%	Up from 1.8%	1.4%	1.2%
Attendance rate	94.8%	Down from 95.0%	95.7%	95.9%
Eligible for gifted and talented	14.2%	Down from 17.1%	15.8%	14.8%
With disabilities other than speech	14.2%	Up from 10.8%	14.0%	12.6%
Older than usual for grade	4.9%	Up from 3.7%	2.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.6%	0.4%	0.6%
Annual dropout rate	0.0%	Down from 1.1%	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	47.1%	Down from 48.6%	56.1%	56.9%
Continuing contract teachers	76.5%	Up from 65.7%	76.3%	72.7%
Teachers with emergency or provisional certificates	6.5%	Down from 9.1%	3.7%	5.3%
Teachers returning from previous year	89.3%	Down from 91.1%	84.1%	82.9%
Teacher attendance rate	93.5%	Down from 95.8%	95.3%	95.2%
Average teacher salary*	\$46,636	Up 5.8%	\$46,152	\$46,599
Professional development days/teacher	9.7 days	Down from 11.1 days	10.6 days	10.8 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	3.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 22.8 to 1	20.5 to 1	20.1 to 1
Prime instructional time	87.1%	Down from 89.1%	89.8%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.6%	Up from 90.0%	97.9%	97.8%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$6,384	Up 4.2%	\$7,429	\$7,645
Percent of expenditures for instruction**	67.5%	Up from 67.2%	64.6%	63.4%
Percent of expenditures for teacher salaries**	54.0%	Down from 58.8%	59.9%	57.0%

* 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 many ways, this was an excellent year for LBC Middle School. Our students showed improvement in several important areas of the PACT assessment. They were also actively involved in several community service activities such as the Valley Empty Stocking Fund and honoring our local veterans with a Veteran's Day program.

On the 2008 PACT assessment, the percentage of students scoring in the Advanced and Proficient categories in English, math, and science increased. Student retention rate and out-of-school suspensions were down and school attendance increased. On average, our annual progress was superior to other middle schools with similar demographics. The number of students passing the 2009 EOC Exam in English I increased by 2.5% and 100% passed the EOC Exam in Algebra I. All grades showed improvement in all subjects with the MAP scores. Eight of our students were recognized as South Carolina Junior Scholars. Many of our students continued to be recognized for academic honor rolls, and for exemplary discipline. The county Spelling Bee winner was a member of our student body. In the visual arts, a number of our students received individual or group recognition, while the band received a "Superior" and an "Excellent" rating in two major competitions.

Teachers and students worked diligently to meet the challenge of preparing for the new and different expectations of the PASS assessment. Teachers used the internet, conferences, and interaction with colleagues to stay abreast of the latest data and innovative educational strategies to use in the classroom to prepare our students for success. The diverse learning styles of our students were addressed through teacher analysis of test data, using this analysis to refine curriculum in order to better align it with instruction objectives, and adjusting student assessments accordingly. In order to adequately address students' needs, the School-wide Reading Initiative grouped students according to their MAP RIT scores.

Mrs. Kim Whitman was selected as Teacher of the Year and will be competing for the district's Teacher of the Year. Vernon Ball was selected as Classified Employee of the Year. All classrooms have interactive white boards, which allow students and teachers to incorporate more technology into the learning environment.

The school's SIC and Title I committee are continuing to work on innovative ways to increase parental involvement, encourage student attendance, and provide opportunities for staff development. On Celebration Night, our staff, students, parents, and the community enjoyed an "evening of accomplishment" with musical performances and academic and artistic work displayed throughout the school.

The support LBC Middle School receives from the PTO, parents, community, and teachers is invaluable. Over 80% of our parents, teachers, and students are satisfied with our learning environment, and working together we can continue to provide the best educational opportunities for our most valued asset, our students.

Sandra Herrick, SIC Chairperson
J. Russell Gunter, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	130	39
Percent satisfied with learning environment	88.9%	69.0%	75.7%
Percent satisfied with social and physical environment	88.9%	72.7%	71.1%
Percent satisfied with school-home relations	72.2%	80.8%	68.4%

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

School Adequate Yearly Progress

N

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

R

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	0.7%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.8%	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	487	98.8	27.2	48.2	24.6	81	85.7	82.8	Yes	Yes
Gender										
Male	257	98.8	34.5	41.7	23.8	76.2	83.2	79.3	N/A	N/A
Female	230	98.7	19.4	55.3	25.3	86.2	88.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	365	98.9	25.1	49	25.9	81.6	90.8	89.5	Yes	Yes
African American	89	97.8	31.2	51.9	16.9	83.1	78.1	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.3	92.3	I/S	I/S
Hispanic	28	100	44.4	33.3	22.2	66.7	77.9	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.2	82.5	I/S	I/S
Disability Status										
Disabled	62	98.4	60.4	34	5.7	50.9	51.2	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	23	100	50	33.3	16.7	58.3	76.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	285	98.3	34.5	44.3	21.2	75.3	79.5	75.5	Yes	Yes

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

All Students	487	99	34.7	48.3	17	75.1	81.6	78.9	Yes	Yes
Gender										
Male	257	99.2	36	47	16.9	72.9	80.6	77	N/A	N/A
Female	230	98.7	33.2	49.8	17.1	77.4	82.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	365	99.2	32.6	49.4	18	77	87.6	87.2	Yes	Yes
African American	89	97.8	45.5	44.2	10.4	66.2	71.7	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.8	93	I/S	I/S
Hispanic	28	100	37	48.1	14.8	70.4	78.7	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75	79.5	I/S	I/S
Disability Status										
Disabled	62	98.4	66	30.2	3.8	43.4	45.4	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	23	100	41.7	50	8.3	66.7	78.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	285	98.6	44.1	43.8	12.1	68.4	74.1	70.2	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	325	99.1	29.7	57.1	13.2	70.3	68.5	67.5
Gender								
Male	175	98.9	30.2	53.5	16.4	69.8	69.4	67
Female	150	99.3	29.2	61.1	9.7	70.8	67.6	68
Racial/Ethnic Group								
White	252	99.2	29.5	54.9	15.6	70.5	78.5	79.5
African American	51	98	33.3	64.4	2.2	66.7	52.3	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.5	84.3
Hispanic	18	100	29.4	64.7	5.9	70.6	61.3	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.2	71.2
Disability Status								
Disabled	45	100	71.8	23.1	5.1	28.2	34.9	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	15	100	N/AV	N/AV	N/AV	73.3	61.3	59.6
Socio-Economic Status								
Subsided meals	189	98.9	38.8	54.7	6.5	61.2	56.9	55.1

Social Studies								
All Students	327	99.1	39.8	39.5	20.7	60.2	69	72.3
Gender								
Male	167	98.8	37.5	38.8	23.7	62.5	69.3	71.5
Female	160	99.4	42.1	40.1	17.8	57.9	68.8	73.2
Racial/Ethnic Group								
White	240	99.2	38.9	38.1	23	61.1	76.5	80.7
African American	63	98.4	48.1	46.3	5.6	51.9	56.7	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.5	88.5
Hispanic	20	100	35	40	25	65	62.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	72.2
Disability Status								
Disabled	41	100	60	37.1	2.9	40	40.6	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	15	100	43.8	37.5	18.8	56.3	63.8	67.9
Socio-Economic Status								
Subsided meals	188	98.9	45.6	39.1	15.4	54.4	59	62.1

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	488	98.2	33.1	43.2	23.7	66.9	71.8	70.2	94.8	95.9
Gender										
Male	257	98.1	41.6	40.8	17.6	58.4	65.9	63.2	94.3	95.7
Female	231	98.3	23.9	45.9	30.3	76.1	78.1	77.5	95.4	96
Racial/Ethnic Group										
White	366	98.6	32.2	42	25.8	67.8	78.3	79.1	94.7	95.8
African American	90	95.6	36.7	49.4	13.9	63.3	61.4	57.6	95.1	95.9
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	84	86.2	98.7	97.7
Hispanic	27	100	37	37	25.9	63	65.9	62.6	95.3	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	60.9	68.7	88.9	96
Disability Status										
Disabled	64	92.2	78	20	2	22	23	26.1	93.9	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	95
English Proficiency										
Limited English Proficient	22	100	37.5	45.8	16.7	62.5	64.9	61.2	95.3	96.4
Socio-Economic Status										
Subsidized meals	291	97.3	41.1	41.8	17.1	58.9	61.4	58.9	93.5	95.2

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 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	175	98.9	28.5	44.8	26.7	71.5
	7	166	98.2	28.8	49.7	21.6	71.2
	8	146	99.3	23.9	50.7	25.4	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	175	99.4	31.9	48.8	19.3	68.1
	7	166	98.2	33.3	50.3	16.3	66.7
	8	146	99.3	39.6	45.5	14.9	60.4
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	88	100	36.9	56	7.1	63.1
	7	166	98.2	24.2	61.4	14.4	75.8
	8	71	100	33.3	48.5	18.2	66.7
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	87	100	34.9	47	18.1	65.1
	7	166	98.2	48.4	32.7	19	51.6
	8	74	100	26.5	45.6	27.9	73.5
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	174	97.7	40.6	40	19.4	59.4
	7	167	98.8	30.3	43.9	25.8	69.7
	8	147	98	27.2	46.3	26.5	72.8

Abbreviations for Missing Data

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