



LATTA MIDDLE

602 North Richardson
Latta, South Carolina

Grades	6-8 Middle School	
Enrollment	372 Students	
Principal	George Liebenrood	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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Below Average	Average
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	Below Average	Below 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

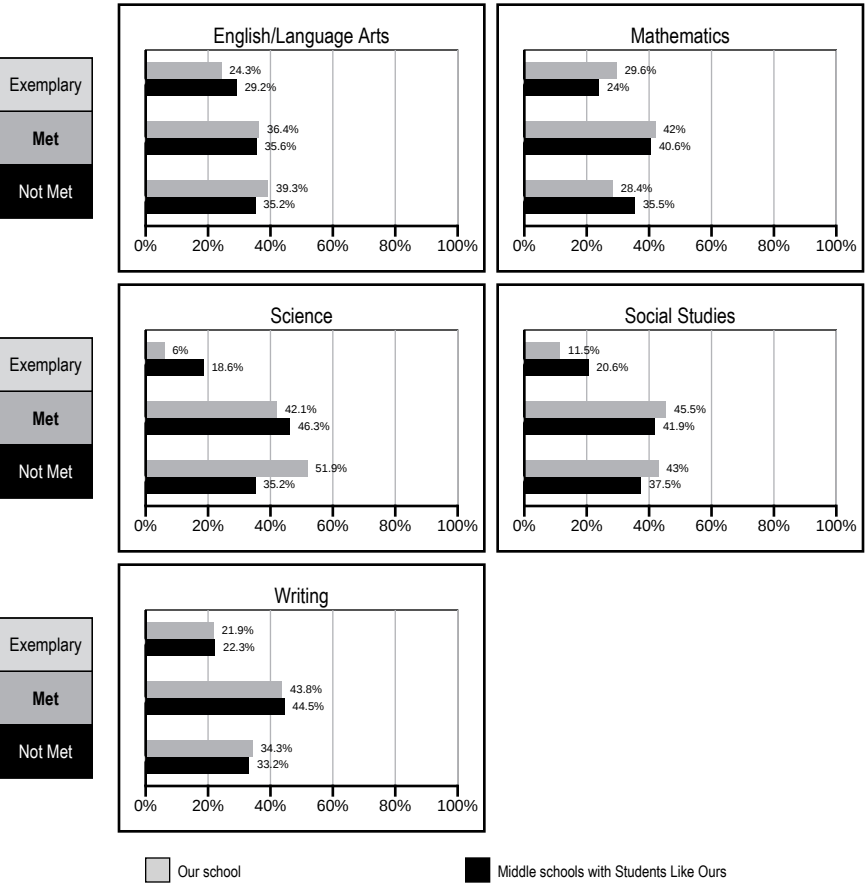
97.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	37	8	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	91.5%	95.4%
English 1	N/A	96.4%
Physical Science	N/A	79.0%
US History and the Constitution	N/A	N/A
All Subjects	91.5%	95.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=372)				
Students enrolled in high school credit courses (grades 7 & 8)	48.4%	Up from 46.6%	27.3%	24.2%
Retention rate	3.2%	Up from 2.1%	0.5%	0.7%
Attendance rate	98.4%	Up from 95.3%	95.6%	95.9%
Eligible for gifted and talented	14.2%	Up from 14.1%	14.7%	16.4%
With disabilities other than speech	10.7%	No Change	12.9%	12.0%
Older than usual for grade	4.3%	Up from 4.2%	2.7%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.6%	0.5%	0.5%
Annual dropout rate	0.0%	Down from 0.4%	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	66.7%	Up from 57.1%	55.6%	58.5%
Continuing contract teachers	87.5%	Up from 78.6%	81.8%	80.0%
Teachers with emergency or provisional certificates	4.3%	Down from 7.7%	4.0%	4.0%
Teachers returning from previous year	93.5%	Down from 95.2%	83.1%	84.6%
Teacher attendance rate	96.8%	Down from 98.0%	95.4%	95.4%
Average teacher salary*	\$44,020	Up 3.6%	\$45,360	\$46,561
Professional development days/teacher	11.0 days	Up from 6.8 days	10.7 days	10.2 days
School				
Principal's years at school	1.0	Down from 6.0	3.5	4.0
Student-teacher ratio in core subjects	19.8 to 1	Down from 20.2 to 1	20.9 to 1	21.1 to 1
Prime instructional time	95.0%	Up from 92.5%	90.3%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.8%	Down from 98.1%	97.8%	98.1%
Character development program	Excellent	Up from Below Average	Good	Good
Dollars spent per pupil**	\$7,845	Up 17.3%	\$7,915	\$7,802
Percent of expenditures for instruction**	66.4%	Up from 63.0%	64.2%	63.8%
Percent of expenditures for teacher salaries**	60.4%	Down from 60.5%	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

The 2009-2010 school year has been a great one at Latta Middle School, and we have many accomplishments to be proud of.

This is our second year of offering Algebra 1 to all 8th grade students. Last year we scored above the state average on the End of Course exam for Algebra 1 in our first attempt.

We are in the process of completing the Viking Laptop Academy. Through this initiative, we have issued a laptop to every eighth grade student and provided the services of an Instructional Technology Coach to strengthen the technology proficiency of both students and teachers.

The Academic Challenge team placed first at the Academic Challenge Match. We have begun a gifted and talented art program. Seven of our students were selected as Junior Scholars and two as Duke Scholars.

We were able to achieve these levels because of the efforts of an excellent teaching faculty, the support of our parents, the efforts of our students, and the trust that exists between the schools and the people of our community.

While we have accomplished a great deal this past academic year, we look forward to the challenges of the 2009-2010 school year.

George Liebenrood, Principal
Ronald Wiggins, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	116	44
Percent satisfied with learning environment	100.0%	87.8%	88.6%
Percent satisfied with social and physical environment	100.0%	77.0%	81.8%
Percent satisfied with school-home relations	92.3%	81.9%	81.4%

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

Abbreviations for Missing Data

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	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	98.4%	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	367	99.5	39	36.8	24.2	71.9	80.8	83.5	Yes	Yes
Gender										
Male	172	98.8	41	35.5	23.5	67.5	77.1	80.1	N/A	N/A
Female	195	100	37.4	37.9	24.7	75.8	84.3	87	N/A	N/A
Racial/Ethnic Group										
White	197	100	32.3	36.5	31.3	78.1	86.4	89.6	Yes	Yes
African American	157	98.7	48	36.2	15.8	63.2	71.4	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	43	95.4	N/A	N/A	N/A	32.5	48.2	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	0	N/A	N/A	N/A	N/A	N/A	I/S	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	265	99.3	45.2	37.5	17.4	66.8	75.9	76.9	Yes	Yes

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

All Students	367	99.5	28.7	45.5	25.8	79.8	81.8	80.4	Yes	Yes
Gender										
Male	172	98.8	31.9	42.8	25.3	79.5	80.7	78.4	N/A	N/A
Female	195	100	25.8	47.9	26.3	80	82.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	197	100	21.9	47.4	30.7	84.4	87.1	87.8	Yes	Yes
African American	157	98.7	36.8	44.1	19.1	73.7	72.8	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	43	95.4	N/A	N/A	N/A	37.5	47	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	0	N/A	N/A	N/A	N/A	N/A	I/S	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	265	99.3	33.2	49.8	17	76.4	76.8	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	242	99.6	51.5	42.1	6.4	48.5	56.7	67.3
Gender								
Male	117	100	51.3	38.1	10.6	48.7	56.1	66.9
Female	125	99.2	51.7	45.8	2.5	48.3	57.3	67.7
Racial/Ethnic Group								
White	134	100	43.8	46.9	9.2	56.2	67.8	79.6
African American	98	99	62.8	34	3.2	37.2	38.7	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	31	96.8	93.1	3.4	3.4	6.9	26.8	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	0	N/A	N/A	N/A	N/A	N/A	I/S	58.6
Socio-Economic Status								
Subsidized meals	167	99.4	61.1	36.4	2.5	38.9	47.5	55.4

Social Studies								
All Students	242	100	43	45.6	11.4	57	66.5	70.9
Gender								
Male	112	100	41.8	41.8	16.4	58.2	65.5	70.1
Female	130	100	44.1	48.8	7.1	55.9	67.3	71.7
Racial/Ethnic Group								
White	133	100	39.2	46.9	13.8	60.8	72.6	79.2
African American	100	100	48.5	43.4	8.1	51.5	55.4	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	28	100	N/A	N/A	N/A	18.5	36.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	68
Socio-Economic Status								
Subsidized meals	176	100	48.9	41.4	9.8	51.1	59.1	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	372	98.4	34	44	22	66	68.8	72.1	98.4	98.8
Gender										
Male	175	97.1	42.3	41.1	16.7	57.7	61.7	65.2	98.5	98.6
Female	197	99.5	26.7	46.6	26.7	73.3	75.5	79.2	98.4	98.9
Racial/Ethnic Group										
White	200	98.5	29.2	43.2	27.6	70.8	76.2	80.8	98.3	98.8
African American	160	98.1	40.6	44.5	14.8	59.4	56.9	59.7	98.5	98.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	87	99.9	99.9
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	64.6	99.2	99.1
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	73.4	97.8	98.4
Disability Status										
Disabled	43	86.1	N/AV	N/AV	N/AV	13.9	16.9	27.7	97.8	98
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	2	I/S	I/S	I/S	I/S	I/S	I/S	63.7	99.9	98.3
Socio-Economic Status										
Subsidized meals	269	98.1	41.6	42.7	15.6	58.4	59.6	61.9	98.2	98.6

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	111	100	31.5	48.1	20.4	68.5
	7	126	100	48.8	30.6	20.7	51.2
	8	131	97.7	43	44.6	12.4	57
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	120	100	23.1	44.4	32.5	76.9
	7	119	100	39.1	40	20.9	60.9
	8	128	98.4	54	26.6	19.4	46
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	111	100	27.8	48.1	24.1	72.2
	7	126	100	33.1	45.5	21.5	66.9
	8	131	97.7	51.2	33.1	15.7	48.8
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	120	100	16.2	48.7	35	83.8
	7	119	100	25.2	50.4	24.3	74.8
	8	128	98.4	43.5	37.9	18.5	56.5
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	55	100	N/AV	N/AV	N/AV	37.7
	7	126	100	52.9	39.7	7.4	47.1
	8	66	97	51.7	38.3	10	48.3
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	59	100	57.1	41.1	1.8	42.9
	7	119	100	46.1	49.6	4.3	53.9
	8	64	98.4	56.5	29	14.5	43.5

Abbreviations for Missing Data

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I/S–Insufficient Sample

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	56	100	32.7	56.4	10.9	67.3
	7	126	100	58.7	29.8	11.6	41.3
	8	63	98.4	32.3	45.2	22.6	67.7
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	61	100	18	73.8	8.2	82
	7	119	100	52.2	39.1	8.7	47.8
	8	62	100	50.8	29.5	19.7	49.2
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	112	99.1	42.7	40	17.3	57.3
	7	129	99.2	46.3	29.3	24.4	53.7
	8	131	97	35.8	38.2	26	64.2
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	121	99.2	29.7	50.8	19.5	70.3
	7	121	99.2	31.6	43.6	24.8	68.4
	8	130	96.9	40.3	37.9	21.8	59.7

Abbreviations for Missing Data

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