



Long Middle School

1010 West Greene St.
Cheraw, SC 29520

Grades	6-8 Middle School	
Enrollment	553 Students	
Principal	Matt Brantley	843-921-1010
Superintendent	Dr. J. Harrison Goodwin	843-623-2175
Board Chair	Mr. James N. Sweeney	843-537-4663

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Good
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	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 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.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

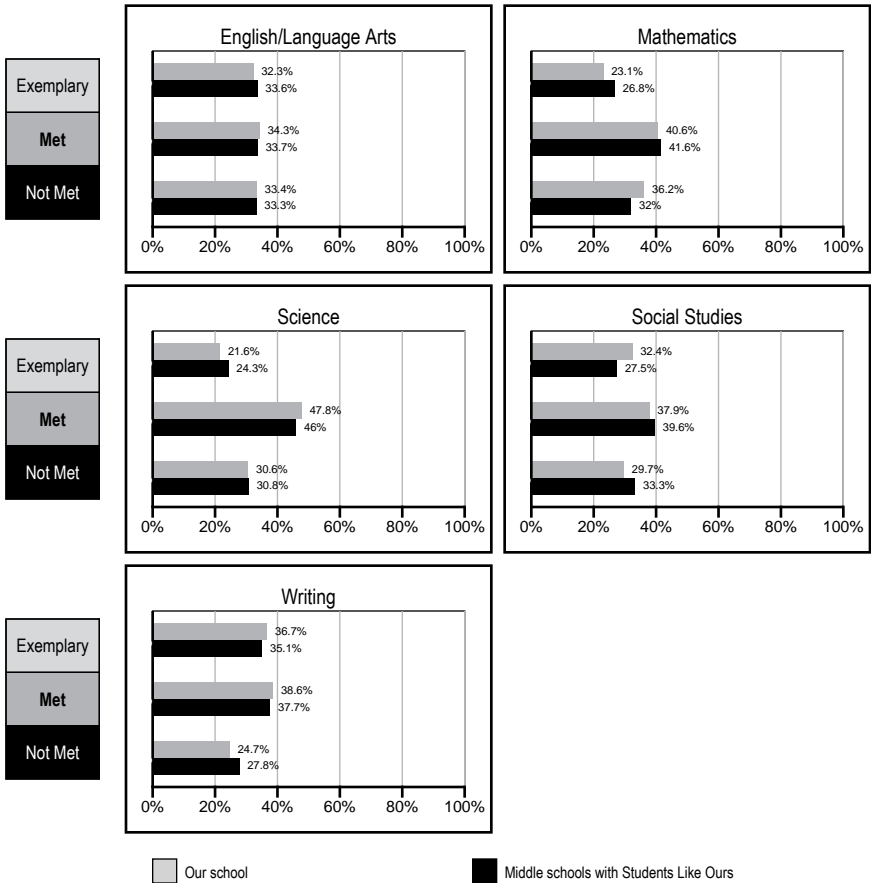
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 98.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	10	43	4	2

* Ratings are calculated with data available by 11/07/2012.

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	N/A	96.6%
English 1	N/A	96.5%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	N/A	96.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=553)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	Down from 0.3%	21.7%	22.9%
Retention rate	0.4%	Down from 1.3%	0.8%	0.8%
Attendance rate	96.2%	Up from 95.5%	95.9%	96.2%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 2.0%	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	62.5%	Up from 60.6%	60.0%	61.3%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	87.4%	Up from 85.0%	87.0%	86.7%
Teacher attendance rate	95.6%	Up from 95.5%	95.3%	95.2%
Average teacher salary*	\$46,550	Down 1.5%	\$46,483	\$46,422
Professional development days/teacher	9.8 days	Up from 5.2 days	10.0 days	10.0 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Down from 23.2 to 1	21.7 to 1	22.0 to 1
Prime instructional time	89.4%	Down from 89.6%	89.8%	90.1%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	90.6%	Up from 85.4%	98.6%	98.8%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$6,338	Down 11.0%	\$7,120	\$7,245
Percent of expenditures for instruction**	66.8%	Down from 70.2%	62.5%	63.1%
Percent of expenditures for teacher salaries**	65.4%	Down from 68.6%	60.8%	60.9%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

"One Team One Dream" is our motto. 2011-2012 was a successful year at Long Middle School. This was the second year for the administration and the faculty met expectations. Long Middle School had two teachers achieve National Board status. Another teacher renewed their status. Five students were Junior Scholars. LMS had three students who were honored with the Young Writer's Award. The Academic Bowl team competed and did exceptionally well. Band members received a superior rating during every solo and ensemble audition.

As we focus on next year, Long Middle School will work to nurture improvements in home-school communication and focus on programs that will help meet the diverse needs of our student body.

Attempts to engage the community were conducted through the use of parent nights. Parents were informed on the dangers of drugs, gangs, positive instructional practices, and met local authors. Community involvement has been constant with PTO, SIC, and family fun night. LMS implemented a mentoring program for students who are at risk. The eighth grade hosted a career day that brought local businesses in to speak with students.

Our professional growth emphasis this year was on the common core standards. The common core standards will be fully implemented during the 2013-2014 school year. Effective instructional strategies were combined with the use of technology to enrich student engagement and motivation. Long Middle believes that it takes everyone working together on one team to make a difference in each child's life.

LMS continued to make great strides during the 2011-2012 school year. The administration, faculty, and student body continued to perform at a high level. True collaboration allowed for expectations to be met and student-centered decisions to positively affect the learning environment at Long Middle School. We invite the next set of challenges and strive for a better 2012-2013 school year.

Temple Dyson, SIC Chairperson
Matt Brantley, LMS Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	157	108
Percent satisfied with learning environment	93.5%	64.7%	81.0%
Percent satisfied with social and physical environment	96.8%	71.2%	79.2%
Percent satisfied with school-home relations	100.0%	82.8%	71.3%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	79.2
Overall Grade Conversion	C

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Long Middle School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	7.1%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.1%	0.0%	No
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 6-8						
All Students	640.5	636.5	624.1	634.5	99.8	100.0
Male	636.8	634.7	623.8	639.2	100.0	100.0
Female	643.8	638.0	624.3	630.4	99.7	100.0
White	659.0	653.7	641.5	649.1	100.0	100.0
African American	621.7	617.2	604.5	618.0	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	584.3	590.6	569.6	602.4	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	629.3	624.8	609.9	626.5	100.0	100.0
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0

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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							
2011	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	172	99.4	30.5	37.8	31.7	69.5
	7	167	100	33.7	36.2	30.1	66.3
	8	196	100	37	30.7	32.3	63
2012	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	208	99.5	36.9	31	32	63.1
	7	167	100	31.4	37.1	31.4	68.6
	8	171	100	30.9	35.8	33.3	69.1
Mathematics							
2011	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	172	99.4	31.7	44.5	23.8	68.3
	7	167	100	35	44.8	20.2	65
	8	196	100	36	48.1	15.9	64
2012	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	208	100	36	39.4	24.6	64
	7	167	100	40.3	39.6	20.1	59.7
	8	171	100	32.7	43	24.2	67.3
Science							
2011	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	85	100	35.4	48.1	16.5	64.6
	7	167	100	36.2	46.6	17.2	63.8
	8	97	100	30.5	46.3	23.2	69.5
2012	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	106	100	44.7	45.6	9.7	55.3
	7	167	100	25.8	47.2	27	74.2
	8	85	98.8	21.3	52.5	26.3	78.8

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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							
2011	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	86	100	23.5	61.2	15.3	76.5
	7	167	100	35.6	30.7	33.7	64.4
	8	99	100	26.6	36.2	37.2	73.4
2012	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	102	100	28	42	30	72
	7	167	100	27.7	39.6	32.7	72.3
	8	86	98.8	34.9	30.1	34.9	65.1
Writing							
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	195	100	33.3	39.1	27.6	66.7
2012	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	172	98.3	24.2	38.8	37	75.8

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