



Leavelle-McCampbell Middle

82 Canal Street
Graniteville, SC 29829

Grades	6-8 Middle School	
Enrollment	423 Students	
Principal	Jacquelyn S. Barnwell	803-663-4300
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Sanders	803-663-1703

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

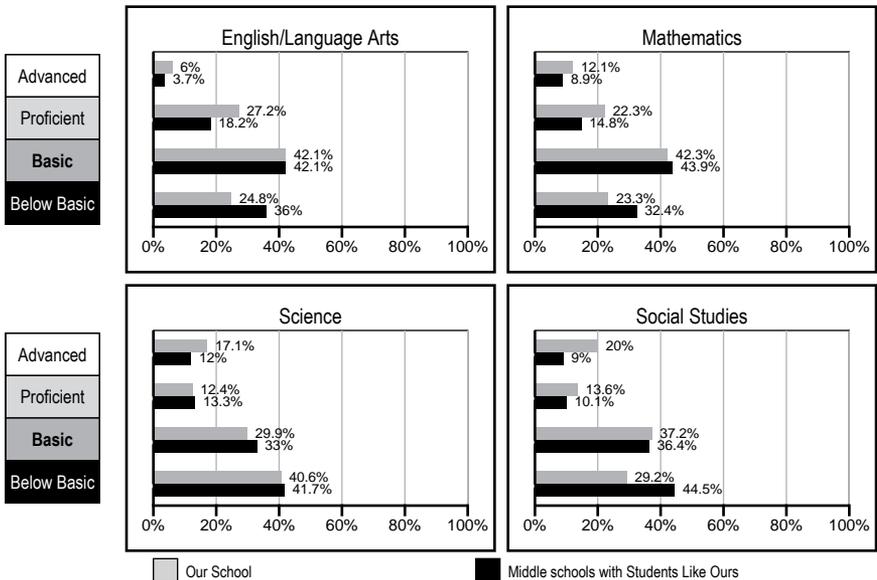
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	21	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	100.0	94.1
English 1	95.6	94.1
Physical Science	0	0
All Subjects	97.4	92.2

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=423)				
Students enrolled in high school credit courses (grades 7 & 8)	45.6%	Up from 15.9%	15.8%	19.4%
Retention rate	2.8%	Down from 3.7%	2.2%	1.8%
Attendance rate	95.5%	Up from 95.1%	95.6%	95.8%
Eligible for gifted and talented	19.7%	Down from 23.4%	12.3%	15.3%
With disabilities other than speech	11.1%	Up from 9.5%	14.1%	12.9%
Older than usual for grade	5.0%	Up from 4.3%	4.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	9.9%	Up from 5.2%	1.0%	0.7%
Annual dropout rate	0.6%	Up from 0.0%	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	21.4%	Down from 27.3%	53.6%	55.0%
Continuing contract teachers	50.0%	Down from 63.6%	66.7%	70.6%
Teachers with emergency or provisional certificates	8.7%	Up from 7.4%	6.9%	5.4%
Teachers returning from previous year	74.5%	Down from 84.7%	79.7%	83.4%
Teacher attendance rate	93.2%	Down from 95.2%	94.9%	94.9%
Average teacher salary	\$43,412	Down 0.1%	\$43,979	\$44,706
Professional development days/teacher	7.5 days	Up from 5.9 days	11.6 days	11.8 days
School				
Principal's years at school	1.0	No Change	2.0	3.0
Student-teacher ratio in core subjects	20.1 to 1	Down from 21.2 to 1	20.6 to 1	20.1 to 1
Prime instructional time	87.6%	Down from 88.9%	89.0%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.4%	Up from 93.2%	97.9%	98.0%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil*	\$7,086	Up 18.9%	\$6,983	\$7,097
Percent of expenditures for instruction*	63.2%	Down from 63.9%	64.2%	64.4%
Percent of expenditures for teacher salaries*	58.8%	Down from 59.7%	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

Leavelle McCampbell Middle School has continued to work toward raising academic excellence for students, involving parents and working closely with the community and local businesses. A cooperative approach has been used to improve the overall school climate. We have the continued support of the Business/ Community Partnership. These members have been instrumental in helping our school improve the physical plant of our building, through donations and human resources. With the support of individual business partners, we have been able to fully fund our Synergistic lab. The lab is scheduled to open in the fall of 2008.

Our School vision focuses on the belief that every child should progress at an academic pace that is challenging and will prepare them for full citizenship and career opportunities. Through MAP testing, we identified student's academic strengths and weaknesses. Once we identify these areas, students work on their identified skills daily through Extended Learning Time. Career Counseling helps students to make choices for career goals. This school year as part of raising academic achievement, our goal is to focus on four distinct reading strategies schoolwide. These strategies are geared to help improve reading in the content areas and across the curriculum. Administrators and teachers will participate in professional staff development to enhance reading achievement. The staff will work in conjunction with the University of South Carolina Aiken's department of Education to fully implement the strategies.

The Read 180 lab has provided reading support for struggling students in Reading and Language Arts. The Lexile Reading levels of these students have increased and their writing skills have grown stronger as measured by standardized tests. Students will continue to participate in Advisor- Advisee, support groups, intramurals, and more student clubs and interest groups.

Jacquelyn S. Barnwell, Principal
Becky Cook, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	113	37
Percent satisfied with learning environment	92.3%	70.5%	66.7%
Percent satisfied with social and physical environment	96.2%	74.3%	64.9%
Percent satisfied with school-home relations	76.9%	83.0%	59.5%

* 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

Corrective Action

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	0.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.5%	0.0%	No
Student attendance rate	95.5%	94.0%	Yes

* Or greater than last year

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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
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	412	99.3	25.3	42.7	27.4	4.6	44.3	49.8	48.2	No	Yes
Gender											
Male	212	98.6	28.9	47.1	20.3	3.7	34.8	43.8	41.7	N/A	N/A
Female	200	100	21.5	38.1	34.8	5.5	54.1	56.3	55	N/A	N/A
Racial/Ethnic Group											
White	268	99.3	17.1	43.8	33.3	5.8	52.1	59.8	60	Yes	Yes
African American	121	99.2	40.6	41.5	16	1.9	30.2	33.8	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	21	100	40	40	15	5	25	39.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	47	I/S	I/S
Disability Status											
Disabled	51	98	81.4	14	4.7	0	4.7	15.2	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	18	100	47.1	35.3	11.8	5.9	23.5	43	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	303	99	31.4	45.5	20.1	3	36	35.8	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	412	99.8	24.3	45.1	21.4	9.2	44.3	46.9	45.8	Yes	Yes
Gender											
Male	212	99.5	27	40.2	22.8	10.1	43.9	47.9	45.6	N/A	N/A
Female	200	100	21.5	50.3	19.9	8.3	44.8	45.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	268	100	19.8	43.8	23.6	12.8	50.8	57.2	59	Yes	Yes
African American	121	99.2	34.9	46.2	17	1.9	31.1	29.7	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	78.3	71.3	I/S	I/S
Hispanic	21	100	25	55	20	0	35	40.1	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	62.5	46.2	I/S	I/S
Disability Status											
Disabled	51	100	77.3	20.5	2.3	0	2.3	15.8	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	18	100	23.5	52.9	23.5	0	35.3	42.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	303	99.7	30.1	48.5	16.5	4.9	35.3	32.8	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	277	99.6	40.4	30	12.4	17.2	29.6	34.1	35.7	95.5	95.9
Gender											
Male	139	99.3	44	27.2	8	20.8	28.8	36.6	37.4	95.4	95.8
Female	138	100	36.8	32.8	16.8	13.6	30.4	31.3	33.8	95.6	96.1
Racial/Ethnic Group											
White	185	100	35.9	28.2	13.5	22.4	35.9	45.2	49.2	95.1	95.9
African American	81	98.8	51.4	31.4	11.4	5.7	17.1	16.4	17	96	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.9	58	98.1	97.6
Hispanic	11	100	40	50	0	10	10	24	24.9	96.4	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.8	37.4	N/A	95.8
Disability Status											
Disabled	34	100	86.2	13.8	0	0	0	12.8	14	94.1	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.5
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	28	24.4	96.4	96.5
Socio-Economic Status											
Subsided meals	206	99.5	46.4	32.2	9.3	12	21.3	20.4	21.1	94.8	95.2
Social Studies											
All Students	277	99.6	28.9	37.3	13.7	20.1	33.7	30.3	34	95.5	95.9
Gender											
Male	149	99.3	27.8	33.8	13.5	24.8	38.3	33.8	36.6	95.4	95.8
Female	128	100	30.2	41.4	13.8	14.7	28.4	26.5	31.3	95.6	96.1
Racial/Ethnic Group											
White	181	100	25	31.7	16.5	26.8	43.3	38.6	44.5	95.1	95.9
African American	79	98.7	36.2	47.8	8.7	7.2	15.9	17	19.1	96	95.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	56.1	58.9	98.1	97.6
Hispanic	15	100	42.9	50	0	7.1	7.1	20.3	27.5	96.4	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.3	32.7	N/A	95.8
Disability Status											
Disabled	34	100	78.6	17.9	3.6	0	3.6	10.7	14.4	94.1	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.5
English Proficiency											
Limited English Proficient	15	100	35.7	50	7.1	7.1	14.3	23.9	27.3	96.4	96.5
Socio-Economic Status											
Subsided meals	203	99.5	35.4	37.1	13.5	14	27.5	18.6	21	94.8	95.2

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

Abbreviations for Missing Data

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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	147	100	23.7	45.8	24.4	6.1	30.5
	7	139	99.3	33.3	34.1	28.6	4	32.5
	8	162	99.4	25.7	52	22.3	0	22.3
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	131	99.2	23.3	44	30.2	2.6	32.8
	7	142	99.3	22.5	43.4	30.2	3.9	34.1
	8	139	99.3	30.1	40.7	22	7.3	29.3
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	147	100	14.5	38.9	29	17.6	46.6
	7	139	99.3	22.2	46	18.3	13.5	31.7
	8	162	99.4	23	52.7	18.2	6.1	24.3
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	131	100	23.9	36.8	31.6	7.7	39.3
	7	142	99.3	24	43.4	16.3	16.3	32.6
	8	139	100	25	54.8	16.9	3.2	20.2
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	74	98.7	25.4	36.5	17.5	20.6	38.1
	7	139	99.3	38.1	34.9	11.9	15.1	27
	8	81	100	45.3	40	9.3	5.3	14.7
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	57.9	24.6	12.3	5.3	17.5
	7	142	99.3	30.2	31	11.6	27.1	38.8
	8	71	100	45.3	32.8	14.1	7.8	21.9
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	73	100	20.9	49.3	10.4	19.4	29.9
	7	139	99.3	37.3	35.7	9.5	17.5	27
	8	81	98.8	34.2	57.5	8.2	0	8.2
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	67	100	13.3	40	25	21.7	46.7
	7	142	99.3	35.7	31	7.8	25.6	33.3
	8	68	100	30	48.3	15	6.7	21.7

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