



## LEE CENTRAL MIDDLE

41 Charlene Lane  
Bishopville, SC 29010

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	463 Students	
<b>Principal</b>	Deitra M. Johnson	803-428-2100
<b>Superintendent</b>	Dr. Cleo Richardson	803-484-5327
<b>Board Chair</b>	Sanya Moses	803-428-5603

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>At-Risk</b>	<b>Below Average</b>
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A

## 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

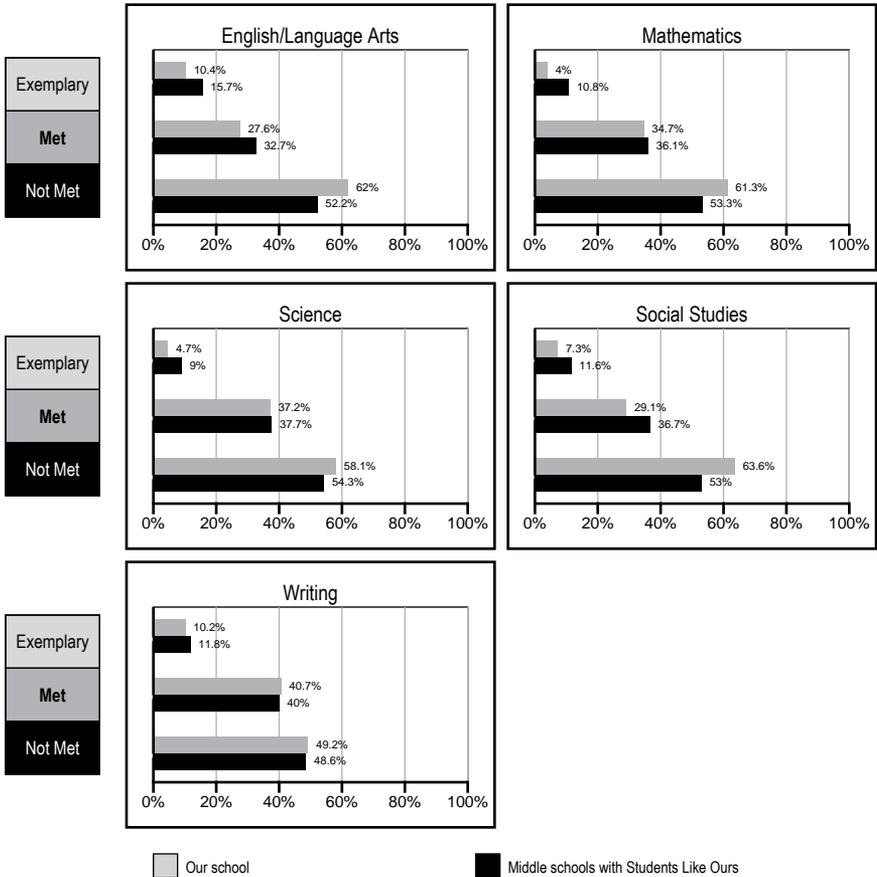
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	6	25	22

\* 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	93.8%	88.5%
English 1	95.2%	90.4%
Physical Science	N/A	42.1%
US History and the Constitution	N/A	N/A
All Subjects	94.6%	88.2%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=463)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	44.4%	N/R	13.6%	24.2%
Retention rate	0.0%	N/A	1.1%	0.7%
Attendance rate	94.8%	N/A	95.4%	95.9%
Eligible for gifted and talented	1.8%	N/A	5.1%	16.4%
With disabilities other than speech	14.7%	N/A	14.7%	12.0%
Older than usual for grade	4.1%	N/A	4.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	N/R	0.4%	0.5%
Annual dropout rate	N/A	N/A	0.0%	0.0%
<b>Teachers (n=29)</b>				
Teachers with advanced degrees	58.6%	N/A	57.1%	58.5%
Continuing contract teachers	44.8%	N/A	64.3%	80.0%
Teachers with emergency or provisional certificates	31.8%	N/A	11.4%	4.0%
Teachers returning from previous year	N/A	N/A	76.7%	84.6%
Teacher attendance rate	99.7%	N/R	95.4%	95.4%
Average teacher salary*	\$41,504	I/S	\$44,914	\$46,561
Professional development days/teacher	5.4 days	N/R	10.5 days	10.2 days
<b>School</b>				
Principal's years at school	1.0	N/R	3.0	4.0
Student-teacher ratio in core subjects	22.8 to 1	N/R	16.3 to 1	21.1 to 1
Prime instructional time	94.3%	N/R	89.5%	90.4%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	No	N/R	Yes	Yes
Parents attending conferences	88.4%	N/R	97.4%	98.1%
Character development program	Good	N/R	Good	Good
Dollars spent per pupil**	N/A	N/A	\$10,687	\$7,802
Percent of expenditures for instruction**	N/A	N/A	60.3%	63.8%
Percent of expenditures for teacher salaries**	N/A	N/A	55.5%	60.0%

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

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Lee Central Middle School (LCMS), a new, public, rural middle school located in Lee County, opened in August, 2009. It combined the students and staff from Mt. Pleasant Middle School and Dennis Middle School. In addition, the rising sixth graders came from three different schools: Dennis Intermediate School, West Lee Elementary School, and Lower Lee Elementary School. The 2009-2010 school year was a year of changes for students, staff, and the community. Staff members for the new school came from not only the two middle schools but other schools in the district as well as surrounding districts. Others were first-year teachers. LCMS chose to become a Palmetto Priority School in order to secure additional funds used to improve our instructional program.

The LCMS faculty and staff worked diligently with the SC Department of Education's Liaison to develop and implement a Plan of Action that focused directly on student achievement. The implementation of these goals held teachers accountable for the planning and execution of instruction in the classroom. The implementation and monitoring of these goals ensured that best practices were employed to deliver standards-driven content with curriculum pacing closely adhering to the district's instructional timeline.

LCMS implemented instructional programs that will ultimately improve student academic success. Strategies included: visibility of the administrative team with feedback for teachers, supplemental reading and math instruction for the bottom 25% of the students, Making Middle Grades Work, piloting the ETHOS program in the sixth grade, administering MAP and benchmarks to provide data that will drive instruction, continuing with PBIS and beginning the ResComm Healthy School Climate System, as well as providing quality professional development for staff members. Staff development targeted areas such as: the use of data in the classrooms, using technology as an instructional tool, the improvement and enhancement of instructional strategies, and providing a healthy school climate.

The LCMS newly formed School Improvement Council (SIC) worked diligently to ensure the plan was followed. The SIC also instituted its own Plan of Action to further improve the school and culture. The Healthy Achieving Teens! Project promoted health programs at LCMS to improve the overall health and academic achievement of the students.

Our new school had much to be proud of as we worked toward a common goal reflected in our mission statement: "to provide a supreme learning environment, rigorous and relevant curriculum and to establish successful partnerships with the school, parent, and community."

Deitra M. Johnson, Principal  
Jerome McCray, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	115	40
Percent satisfied with learning environment	73.9%	53.0%	73.0%
Percent satisfied with social and physical environment	73.9%	61.4%	77.5%
Percent satisfied with school-home relations	34.8%	79.8%	55.0%

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

## Abbreviations for Missing Data

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## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 9 out of 17 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<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

	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	11.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	15.7%	0.0%	No
Student attendance rate	94.8%	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

## 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	430	99.8	63.2	26.4	10.3	52.4	59.6	83.5	No	Yes
<b>Gender</b>										
Male	217	100	67.6	22.7	9.7	46.9	53.7	80.1	N/A	N/A
Female	213	99.5	58.9	30.1	11	57.9	65.1	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	20	100	50	27.8	22.2	61.1	66	89.6	I/S	I/S
African American	405	99.8	64.1	26	9.9	51.7	59	74.6	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	92.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	78.6	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	62	100	91.7	5	3.3	16.7	29.4	51.7	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	84.6	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	395	100	65.6	24.2	10.2	50.3	58.6	76.9	No	Yes

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

All Students	430	99.8	62.3	34.6	3.1	50	50.2	80.4	No	Yes
<b>Gender</b>										
Male	217	100	64.3	30.9	4.8	46.9	47.6	78.4	N/A	N/A
Female	213	99.5	60.3	38.3	1.4	53.1	52.7	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	20	100	66.7	22.2	11.1	50	58.7	87.8	I/S	I/S
African American	405	99.8	62.1	35.1	2.8	49.9	49.6	69.3	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	93.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	64.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	62	100	95	3.3	1.7	11.7	16.4	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	69.2	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	395	100	64.3	32.8	2.9	47.9	49.4	72.8	No	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
<b>Science</b>								
All Students	287	99.7	57.8	37.5	4.7	42.2	30.2	67.3
<b>Gender</b>								
Male	144	99.3	56.6	37.5	5.9	43.4	30.2	66.9
Female	143	100	58.9	37.6	3.5	41.1	30.3	67.7
<b>Racial/Ethnic Group</b>								
White	12	100	I/S	I/S	I/S	I/S	52	79.6
African American	272	99.6	59.1	36.4	4.5	40.9	29.1	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
<b>Disability Status</b>								
Disabled	44	97.7	N/A	N/A	N/A	7	9.6	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	262	99.6	60.2	35.4	4.3	39.8	29.1	55.4
<b>Social Studies</b>								
All Students	287	99.7	63.8	29	7.2	36.2	36.8	70.9
<b>Gender</b>								
Male	145	99.3	65.4	25	9.6	34.6	33.9	70.1
Female	142	100	62.1	32.9	5	37.9	39.5	71.7
<b>Racial/Ethnic Group</b>								
White	15	100	50	35.7	14.3	50	44.7	79.2
African American	268	99.6	65.1	28.7	6.2	34.9	35.6	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	75	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	40	97.5	N/A	N/A	N/A	5.4	11.8	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	72.7	68
<b>Socio-Economic Status</b>								
Subsidized meals	262	99.6	65.9	27.4	6.7	34.1	35.8	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
<b>Writing</b>										
All Students	431	98.4	48.8	41	10.2	51.2	48.5	72.1	94.9	96.3
<b>Gender</b>										
Male	218	97.7	55	35.6	9.4	45	40.7	65.2	93.9	95.9
Female	213	99.1	42.8	46.2	11.1	57.2	55.7	79.2	95.8	96.6
<b>Racial/Ethnic Group</b>										
White	21	100	38.9	38.9	22.2	61.1	56.3	80.8	91.2	95.4
African American	405	98.3	49.6	40.8	9.6	50.4	47.8	59.7	95.1	96.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	N/A	N/A
Hispanic	5	I/S	I/S	I/S	I/S	I/S	69.2	64.6	94.7	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	99.9
<b>Disability Status</b>										
Disabled	63	90.5	N/AV	N/AV	N/AV	5.6	12.9	27.7	93.6	95.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	75	63.7	94.7	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	396	98.5	51.1	39.2	9.8	48.9	47.5	61.9	94.8	96.2

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
<b>English/Language Arts</b>							
<b>2009</b>	3	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
	5	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
	7	N/A	N/A	N/A	N/A	N/A	N/A
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	1	I/S	I/S	I/S	I/S	I/S
	5	0	N/A	N/A	N/A	N/A	N/A
	6	153	100	54.4	34.9	10.7	45.6
	7	145	100	64.7	22.3	12.9	35.3
	8	131	99.2	71.7	21.3	7.1	28.3
<b>Mathematics</b>							
<b>2009</b>	3	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
	5	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
	7	N/A	N/A	N/A	N/A	N/A	N/A
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	1	I/S	I/S	I/S	I/S	I/S
	5	0	N/A	N/A	N/A	N/A	N/A
	6	153	100	51.7	44.3	4	48.3
	7	145	100	66.9	30.9	2.2	33.1
	8	131	99.2	69.3	27.6	3.1	30.7
<b>Science</b>							
<b>2009</b>	3	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
	5	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
	7	N/A	N/A	N/A	N/A	N/A	N/A
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	1	I/S	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	76	100	70.3	28.4	1.4	29.7
	7	145	100	51.8	44.6	3.6	48.2
	8	65	100	56.3	32.8	10.9	43.8

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
<b>Social Studies</b>							
<b>2009</b>	3	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
	5	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
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
<b>2010</b>	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	77	100	52	40	8	48
	7	145	100	71.2	20.9	7.9	28.8
	8	65	98.5	61.3	33.9	4.8	38.7
<b>Writing</b>							
<b>2009</b>	3	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
	5	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
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
<b>2010</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	1	I/S	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	153	98.7	46.9	42.2	10.9	53.1
	7	146	98.6	43.8	43.8	12.4	56.2
	8	131	98.5	56.3	36.5	7.1	43.7

Abbreviations for Missing Data

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