



Campobello-Gramling School

250 Fagan Avenue
Campobello, SC 29349

Grades	PK-8 Middle School	
Enrollment	701 Students	
Principal	John Hodge	864-472-9481
Superintendent	Dr. Jimmy Littlefield	864-472-2846
Board Chair	Mr. Michael Smith	864-472-2846

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

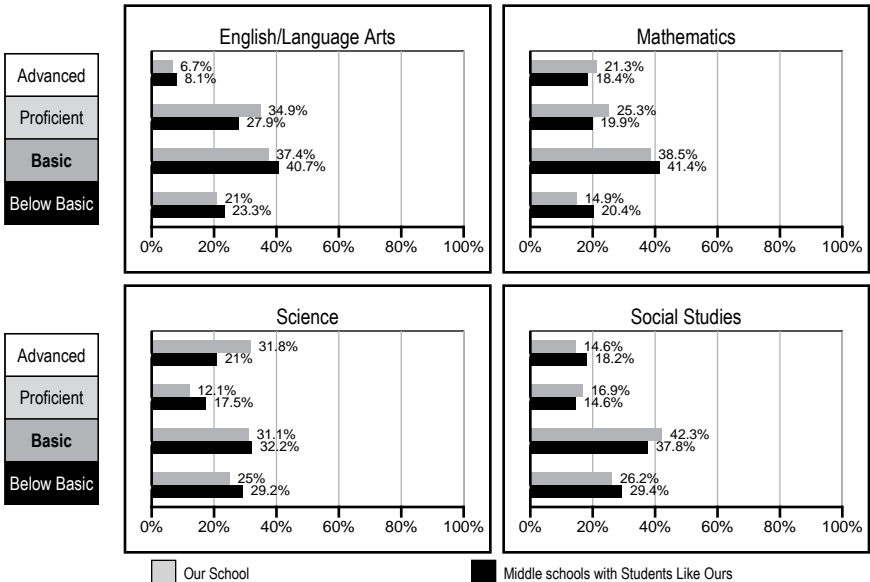
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	32	13	1

* 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	98.4
English 1	0	94.4
Physical Science	0	45.5
All Subjects	100.0	97.8

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=701)				
Students enrolled in high school credit courses (grades 7 & 8)	18.8%	Down from 20.3%	27.0%	19.4%
Retention rate	0.6%	Down from 1.2%	1.7%	1.8%
Attendance rate	96.4%	Up from 96.3%	95.8%	95.8%
Eligible for gifted and talented	22.5%	Down from 26.8%	18.8%	15.3%
With disabilities other than speech	7.5%	Down from 11.0%	13.1%	12.9%
Older than usual for grade	0.2%	Up from 0.0%	2.6%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.8%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	68.1%	Up from 63.8%	57.6%	55.0%
Continuing contract teachers	87.2%	Down from 89.4%	74.5%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	5.0%	5.4%
Teachers returning from previous year	90.4%	Down from 93.9%	86.8%	83.4%
Teacher attendance rate	94.7%	Down from 97.2%	95.1%	94.9%
Average teacher salary	\$48,941	Up 6.6%	\$45,259	\$44,706
Professional development days/teacher	13.6 days	Up from 12.4 days	13.2 days	11.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.5	3.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 19.8 to 1	22.5 to 1	20.1 to 1
Prime instructional time	90.3%	Down from 93.0%	89.4%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.6%	Down from 100.0%	98.9%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$6,744	Down 0%	\$6,544	\$7,097
Percent of expenditures for instruction*	68.1%	Down from 69.7%	64.3%	64.4%
Percent of expenditures for teacher salaries*	66.6%	Down from 68.0%	60.1%	59.4%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

We at Campobello Gramling School are very proud of the achievements of our faculty and students this year. Academically, eleven students were recognized as South Carolina Junior Scholars, and three students were selected to attend the Scholars Academy program at the University of South Carolina Upstate for the 2008-2009 school year. In addition, one hundred percent of the 8th grade Algebra 1 class passed the End of Course testing.

The Guidance Department Continued the Terrific Kids program, which is sponsored by the Spartanburg Kiwanis Club. Every nine weeks 32 students were recognized for being Terrific Kids. This year over 128 students received this honor. We also had over 100 middle school students participate in job shadowing in February.

Students at Campobello Gramling School participated in several service projects this year. The school raised over \$5,000 for Relay for Life, and over \$1500 was raised for Pennies for Patients. The Beta Club sponsored four afternoon clean-up days at Campobello Gramling School, and over 30 students participated each time.

Areas of special emphasis this year included increased parental and community involvement as part of our School Improvement Council and PTO Meetings, as well as our continuing effort to implement our school (SACS) goals. Campobello Gramling School's SACS goals have been identified as follows: Improving School Communication, Improving Student Achievement for all Students, and Enhancing Staff Development to Improve Instructional Effectiveness. The teachers, staff, and community members meet quarterly to discuss, revise, design, and implement strategies to address these goals. It is our commitment to continue to do so for the success of our students and Campobello Gramling School.

Sincerely,

John M. Hodge
Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	142	104
Percent satisfied with learning environment	93.9%	92.2%	91.3%
Percent satisfied with social and physical environment	100.0%	89.4%	94.1%
Percent satisfied with school-home relations	100.0%	89.4%	89.1%

* 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 13 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

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	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	439	99.8	16.7	40.3	37	6	56.1	54.9	48.2	Yes	Yes
Gender											
Male	218	99.5	19.5	42.4	35.2	2.9	48.1	48.8	41.7	N/A	N/A
Female	221	100	13.9	38.3	38.8	9.1	64.1	61.4	55	N/A	N/A
Racial/Ethnic Group											
White	396	99.8	15.4	39.8	38.7	6	58.9	57.9	60	Yes	Yes
African American	22	100	44.4	27.8	22.2	5.6	27.8	36	31.7	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	60.7	70.4	I/S	I/S
Hispanic	13	100	8.3	75	16.7	0	25	49.4	38.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	60	98.3	67.3	23.6	9.1	0	10.9	11.7	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	33	100	25	50	21.4	3.6	32.1	47.9	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	197	99.5	25.3	44.5	26.9	3.3	41.8	43.3	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	439	100	16.9	43.6	22.9	16.7	50.5	52.4	45.8	Yes	Yes
Gender											
Male	218	100	18	37	28.4	16.6	54	53.9	45.6	N/A	N/A
Female	221	100	15.8	50.2	17.2	16.7	46.9	50.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	396	100	15.9	43.3	23.2	17.5	51.7	55.1	59	Yes	Yes
African American	22	100	33.3	44.4	16.7	5.6	38.9	35.7	26.9	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	53.6	71.3	I/S	I/S
Hispanic	13	100	8.3	50	33.3	8.3	41.7	40.5	38.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	60	100	60.7	32.1	3.6	3.6	10.7	15.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	33	100	35.7	35.7	17.9	10.7	32.1	45.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	197	100	24	49.2	16.9	9.8	38.3	42	31.4	No	Yes

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

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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	288	100	23.7	32.3	16.5	27.6	44.1	48	35.7	96.4	96.4
Gender											
Male	149	100	22.8	26.2	17.9	33.1	51	51.5	37.4	96.5	96.4
Female	139	100	24.6	38.8	14.9	21.6	36.6	44.1	33.8	96.4	96.5
Racial/Ethnic Group											
White	255	100	21.6	31.6	17.2	29.6	46.8	51.3	49.2	96.4	96.3
African American	17	100	66.7	33.3	0	0	0	27.5	17	96.2	96.9
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	60	58	96.3	97.1
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	32.7	24.9	96.8	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	96.2	95.9
Disability Status											
Disabled	39	100	62.2	21.6	8.1	8.1	16.2	17.2	14	96	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	24	100	42.9	28.6	9.5	19	28.6	38.1	24.4	96.3	96.7
Socio-Economic Status											
Subsided meals	130	100	38.5	33.6	9	18.9	27.9	36.9	21.1	95.6	95.9
Social Studies											
All Students	294	100	23.1	35.6	20.6	20.6	41.3	39.8	34	96.4	96.4
Gender											
Male	139	100	21.6	26.9	24.6	26.9	51.5	47	36.6	96.5	96.4
Female	155	100	24.5	43.5	17	15	32	32	31.3	96.4	96.5
Racial/Ethnic Group											
White	267	100	21.3	36.4	20.5	21.7	42.2	41.4	44.5	96.4	96.3
African American	13	100	60	30	0	10	10	25.3	19.1	96.2	96.9
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	55.6	58.9	96.3	97.1
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	40.4	27.5	96.8	96.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	96.2	95.9
Disability Status											
Disabled	41	100	57.9	28.9	2.6	10.5	13.2	16.1	14.4	96	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	20	100	37.5	18.8	37.5	6.3	43.8	44.2	27.3	96.3	96.7
Socio-Economic Status											
Subsided meals	129	100	36.7	32.5	19.2	11.7	30.8	31.1	21	95.6	95.9

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

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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	72	100	7.1	41.4	44.3	7.1	51.4
	4	82	98.8	23.1	30.8	42.3	3.8	46.2
	5	75	100	16.2	41.9	39.2	2.7	41.9
	6	76	100	22.2	23.6	34.7	19.4	54.2
	7	61	100	15.5	27.6	51.7	5.2	56.9
8	61	100	14	57.9	21.1	7	28.1	
2008	3	72	98.6	9.1	42.4	36.4	12.1	48.5
	4	74	100	17.8	49.3	32.9	0	32.9
	5	86	100	11.8	37.6	45.9	4.7	50.6
	6	74	100	20.3	40.6	33.3	5.8	39.1
	7	69	100	20.9	35.8	37.3	6	43.3
8	64	100	22	35.6	33.9	8.5	42.4	
Mathematics								
2007	3	72	100	11.4	52.9	25.7	10	35.7
	4	82	98.8	12.8	33.3	28.2	25.6	53.8
	5	75	100	25.7	43.2	21.6	9.5	31.1
	6	76	100	22.2	33.3	26.4	18.1	44.4
	7	61	100	12.1	32.8	29.3	25.9	55.2
8	61	100	14	56.1	15.8	14	29.8	
2008	3	72	100	19.4	52.2	20.9	7.5	28.4
	4	74	100	17.8	47.9	19.2	15.1	34.2
	5	86	100	15.3	38.8	22.4	23.5	45.9
	6	74	100	13	42	29	15.9	44.9
	7	69	100	19.4	40.3	14.9	25.4	40.3
8	64	100	16.9	40.7	32.2	10.2	42.4	
Science								
2007	3	34	100	29.4	38.2	26.5	5.9	32.4
	4	82	98.8	25.6	16.7	33.3	24.4	57.7
	5	37	100	13.5	37.8	10.8	37.8	48.6
	6	38	100	28.6	34.3	11.4	25.7	37.1
	7	61	100	12.1	31	22.4	34.5	56.9
8	29	100	10.7	46.4	28.6	14.3	42.9	
2008	3	36	100	18.2	42.4	30.3	9.1	39.4
	4	74	100	24.7	35.6	21.9	17.8	39.7
	5	41	100	22	22	9.8	46.3	56.1
	6	36	100	40	22.9	11.4	25.7	37.1
	7	69	100	23.9	29.9	7.5	38.8	46.3
8	32	100	10	43.3	23.3	23.3	46.7	
Social Studies								
2007	3	38	100	2.8	30.6	36.1	30.6	66.7
	4	82	98.8	23.1	34.6	23.1	19.2	42.3
	5	38	100	24.3	40.5	24.3	10.8	35.1
	6	38	100	8.1	43.2	32.4	16.2	48.6
	7	61	100	31	32.8	17.2	19	36.2
8	32	100	37.9	62.1	0	0	0	
2008	3	36	100	14.7	35.3	26.5	23.5	50
	4	74	100	26	37	21.9	15.1	37
	5	45	100	15.9	13.6	25	45.5	70.5
	6	38	100	11.8	38.2	26.5	23.5	50
	7	69	100	37.3	32.8	14.9	14.9	29.9
8	32	100	17.2	69	10.3	3.4	13.8	

Abbreviations for Missing Data

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