



LEAVELLE-MCCAMPBELL MIDDLE

82 Canal Street
Graniteville, SC 29829

Grades	6-8 Middle School	
Enrollment	413 Students	
Principal	Jacquelyn S. Barnwell	803-663-4300
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	Average	Below Average
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

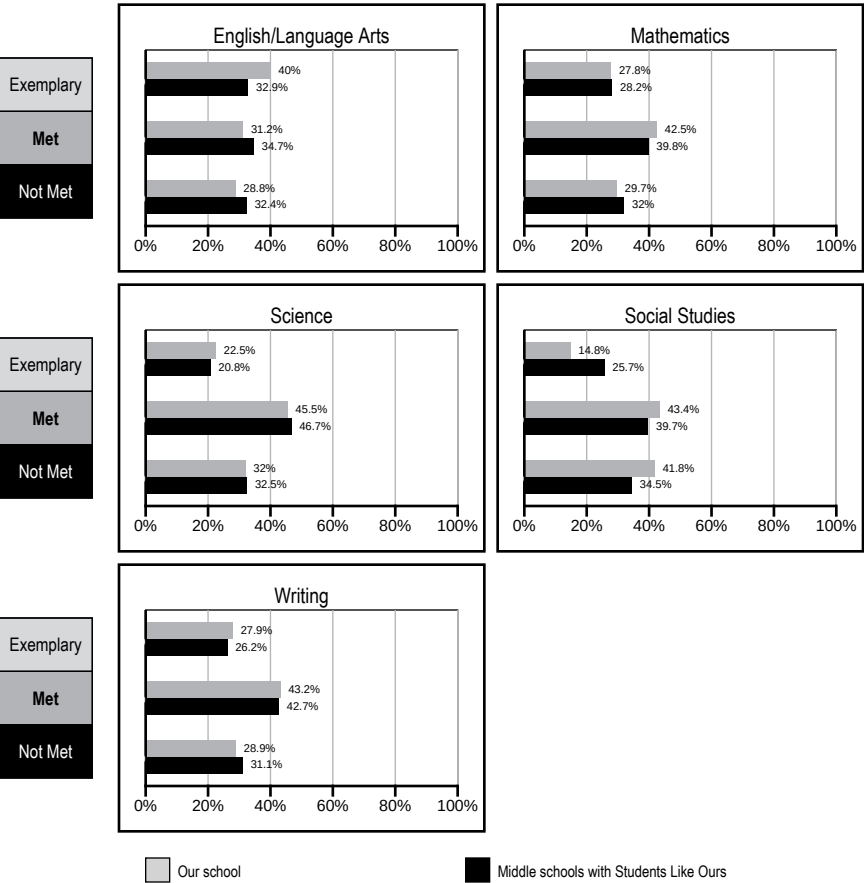
96.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	6	45	2	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	100.0%	97.2%
English 1	100.0%	97.8%
Physical Science	N/A	72.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	97.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=413)				
Students enrolled in high school credit courses (grades 7 & 8)	47.2%	Up from 38.3%	25.8%	24.2%
Retention rate	0.2%	Down from 1.7%	0.7%	0.7%
Attendance rate	95.7%	Up from 95.3%	95.7%	95.9%
Eligible for gifted and talented	17.4%	Down from 17.9%	17.7%	16.4%
With disabilities other than speech	8.1%	Down from 8.5%	12.9%	12.0%
Older than usual for grade	1.9%	Down from 3.5%	2.7%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.7%	0.6%	0.5%
Annual dropout rate	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	20.0%	Down from 28.6%	55.7%	58.5%
Continuing contract teachers	60.0%	Up from 53.6%	81.5%	80.0%
Teachers with emergency or provisional certificates	19.0%	Up from 12.5%	3.6%	4.0%
Teachers returning from previous year	77.3%	Down from 79.7%	84.7%	84.6%
Teacher attendance rate	92.2%	Down from 94.2%	95.3%	95.4%
Average teacher salary*	\$43,012	Down 2.2%	\$45,925	\$46,561
Professional development days/teacher	7.3 days	Up from 7.2 days	10.6 days	10.2 days
School				
Principal's years at school	2.5	Up from 1.5	4.0	4.0
Student-teacher ratio in core subjects	25.6 to 1	Up from 15.1 to 1	21.2 to 1	21.1 to 1
Prime instructional time	87.0%	Down from 88.8%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	No Change	97.9%	98.1%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$6,948	Down 7.1%	\$7,749	\$7,802
Percent of expenditures for instruction**	58.8%	Down from 60.2%	64.6%	63.8%
Percent of expenditures for teacher salaries**	53.5%	Down from 56.0%	60.4%	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

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 environment, starting with the revitalization of the school's Parent Teacher Organization. We have the continued support of the Business/Community Partnership. With the support of individual business partners, we have been able to provide incentives for students and teachers. The continued partnership with the University of South Carolina- Aiken enabled us to purchase traveling trunks. These trunks contain valuable resources that are used to engage students in content that is reflected in the state standards across all content areas. These individuals have made it possible for Leavelle McCampbell Middle School to participate in some of the most current researched-based strategies in the realm of education.

Our school vision focuses on the belief that every child will progress at an academic pace that is challenging and will prepare them for full citizenship and career opportunities. Through MAP testing, we identified students' academic strengths and weaknesses. Once these areas have been determined, students worked on their identified skills daily through Extended Learning Time. Students also received guided reading weekly. Guided reading groups were led by a certified teacher to strengthen the five areas of reading identified by the National Reading Panel. To support this initiative, every teacher received a lexiled library for their classroom in December. Our goal was a continued focus on four distinct reading strategies school wide. These strategies were geared to help improve reading in the content areas and across the curriculum. Administrators and teachers participated in professional staff development to enhance reading achievement. The staff worked in conjunction with the University of South Carolina-Aiken's Department of Education to fully implement the strategies.

The Read 180 lab provided reading support for struggling students in reading and language arts. The lexile reading levels of these students increased and their writing skills have grown stronger as measured by standardized tests. Students continued to participate in Advisor-Advisee, intramurals, clubs, and other after-school activities.

Also, in partnership with the Peters Group, a Ladies' and Gentlemen's Club has been planned to enhance the emphasis on good character and high expectations. To compliment the high expectations, Leavelle McCampbell Middle School will also be participating in a researched-based initiative referred to as Making Middle Grades Work. Available to the students are also school sports teams that can teach important life skills. These factions of LMMS are here in order to give each student the opportunity to mature together as well as build character and grow as individuals.

Jacquelyn S. Barnwell, Principal
Monica Key, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	106	37
Percent satisfied with learning environment	73.1%	61.3%	78.4%
Percent satisfied with social and physical environment	88.5%	60.0%	62.2%
Percent satisfied with school-home relations	50.0%	72.1%	81.1%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 17 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. 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	1.1%		1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.4%		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.1%	0.0%	No
Student attendance rate	95.7%	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	418	99.8	30.3	29.8	39.9	78.7	85.1	83.5	Yes	Yes
Gender										
Male	220	99.6	32.3	29.3	38.4	73.2	82.1	80.1	N/A	N/A
Female	198	100	28.1	30.3	41.6	84.8	88.2	87	N/A	N/A
Racial/Ethnic Group										
White	269	99.6	25	28.7	46.3	81.6	89.8	89.6	Yes	Yes
African American	124	100	41.8	31.8	26.4	70.9	77.6	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.1	92.7	I/S	I/S
Hispanic	21	100	26.3	31.6	42.1	84.2	81.9	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	93.3	85.1	I/S	I/S
Disability Status										
Disabled	38	100	72.7	12.1	15.2	30.3	50.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	26.7	33.3	40	80	81.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	269	100	36.6	32.9	30.5	73.6	79.4	76.9	Yes	Yes

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

All Students	418	99.8	32.2	43.9	23.9	76.6	79.8	80.4	Yes	Yes
Gender										
Male	220	99.6	36.9	38.4	24.7	73.2	78.1	78.4	N/A	N/A
Female	198	100	27	50	23	80.3	81.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	269	99.6	30.3	42.2	27.5	79.1	86.1	87.8	Yes	Yes
African American	124	100	38.2	46.4	15.5	70	70	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.4	93.5	I/S	I/S
Hispanic	21	100	21.1	47.4	31.6	84.2	76.9	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	83.3	83.2	I/S	I/S
Disability Status										
Disabled	38	100	72.7	21.2	6.1	36.4	43.1	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	20	60	20	80	76.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	269	100	40.7	44.3	15	71.1	72.1	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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	282	99.7	31.7	45.6	22.6	68.3	65.3	67.3
Gender								
Male	135	100	32.8	43.4	23.8	67.2	65.8	66.9
Female	147	99.3	30.8	47.7	21.5	69.2	64.8	67.7
Racial/Ethnic Group								
White	179	100	25.8	48.5	25.8	74.2	76.4	79.6
African American	88	98.9	47.4	39.5	13.2	52.6	48.8	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	87.2	84.4
Hispanic	14	100	15.4	46.2	38.5	84.6	53.1	59.4
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	70.6	69.5
Disability Status								
Disabled	25	100	70	20	10	30	29.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	53.7	58.6
Socio-Economic Status								
Subsidized meals	190	100	39.5	42.4	18	60.5	53	55.4

Social Studies								
All Students	282	99.7	41.6	43.5	14.9	58.4	66.2	70.9
Gender								
Male	160	100	40.8	39.5	19.7	59.2	66.5	70.1
Female	122	99.2	42.6	49.1	8.3	57.4	66	71.7
Racial/Ethnic Group								
White	178	100	37.2	45.1	17.7	62.8	73.7	79.2
African American	85	98.8	52.7	36.5	10.8	47.3	53.7	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	80.3	86.8
Hispanic	15	100	35.7	57.1	7.1	64.3	65.8	68
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	81.8	71.2
Disability Status								
Disabled	27	100	75	20.8	4.2	25	31.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	10	I/S	N/A	N/A	N/A	54.5	65.1	68
Socio-Economic Status								
Subsidized meals	179	99.4	52.7	38.2	9.1	47.3	55.5	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	414	99.3	28.4	43.5	28.1	71.6	73.1	72.1	95.7	95.9
Gender										
Male	216	99.1	36.4	44.4	19.2	63.6	66.6	65.2	95.5	95.8
Female	198	99.5	19.6	42.5	38	80.4	80	79.2	95.8	96
Racial/Ethnic Group										
White	265	100	24.5	45.3	30.2	75.5	79.8	80.8	95	95.7
African American	124	98.4	36.4	42.7	20.9	63.6	62.9	59.7	96.7	96
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.4	87	98.3	97.6
Hispanic	21	95.2	31.6	31.6	36.8	68.4	66.1	64.6	97.3	96.2
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	80.6	73.4	97.1	96.4
Disability Status										
Disabled	35	100	75.8	21.2	3	24.2	24.3	27.7	94.9	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	95.6
English Proficiency										
Limited English Proficient	12	91.7	35.7	28.6	35.7	64.3	65.3	63.7	97.8	96.5
Socio-Economic Status										
Subsidized meals	268	98.9	34.4	46.6	19	65.6	63.6	61.9	95.1	95.3

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
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	161	99.4	30.8	45.5	23.8	69.2
	7	122	99.2	32.1	33	34.8	67.9
	8	138	98.6	23.2	34.4	42.4	76.8
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	142	100	28.7	34.1	37.2	71.3
	7	148	99.3	30.1	24.8	45.1	69.9
	8	128	100	32.5	30.7	36.8	67.5
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	161	100	22.9	50	27.1	77.1
	7	122	99.2	29.5	51.8	18.8	70.5
	8	138	98.6	15.2	47.2	37.6	84.8
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	142	100	33.3	37.2	29.5	66.7
	7	148	99.3	33.1	48.1	18.8	66.9
	8	128	100	29.8	46.5	23.7	70.2
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	81	98.8	42.9	50	7.1	57.1
	7	122	98.4	40.2	47.3	12.5	59.8
	8	69	100	27	50.8	22.2	73
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	70	100	32.8	48.4	18.8	67.2
	7	147	100	24.8	48.1	27.1	75.2
	8	65	98.5	47.3	36.4	16.4	52.7

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
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	80	100	31.5	60.3	8.2	68.5
	7	122	96.7	55.5	34.5	10	44.5
	8	67	100	25.8	32.3	41.9	74.2
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	72	100	29.2	61.5	9.2	70.8
	7	147	100	51.9	33.1	15	48.1
	8	63	98.4	31.6	47.4	21.1	68.4
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	164	97.6	29.5	39.7	30.8	70.5
	7	122	100	27.2	50	22.8	72.8
	8	137	98.5	20.6	42.9	36.5	79.4
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	140	99.3	30	41.5	28.5	70
	7	149	98.7	30.1	45.9	24.1	69.9
	8	125	100	24.6	43	32.5	75.4

Abbreviations for Missing Data

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