



## LEAVELLE-MCCAMPBELL MIDDLE

82 Canal Street  
Graniteville, SC 29829

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	488 Students	
<b>Principal</b>	Dr. Lloydette Young	803-663-4300
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Ms. Rosemary B. English	803-648-1126

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	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 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://eoc.sc.gov>

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

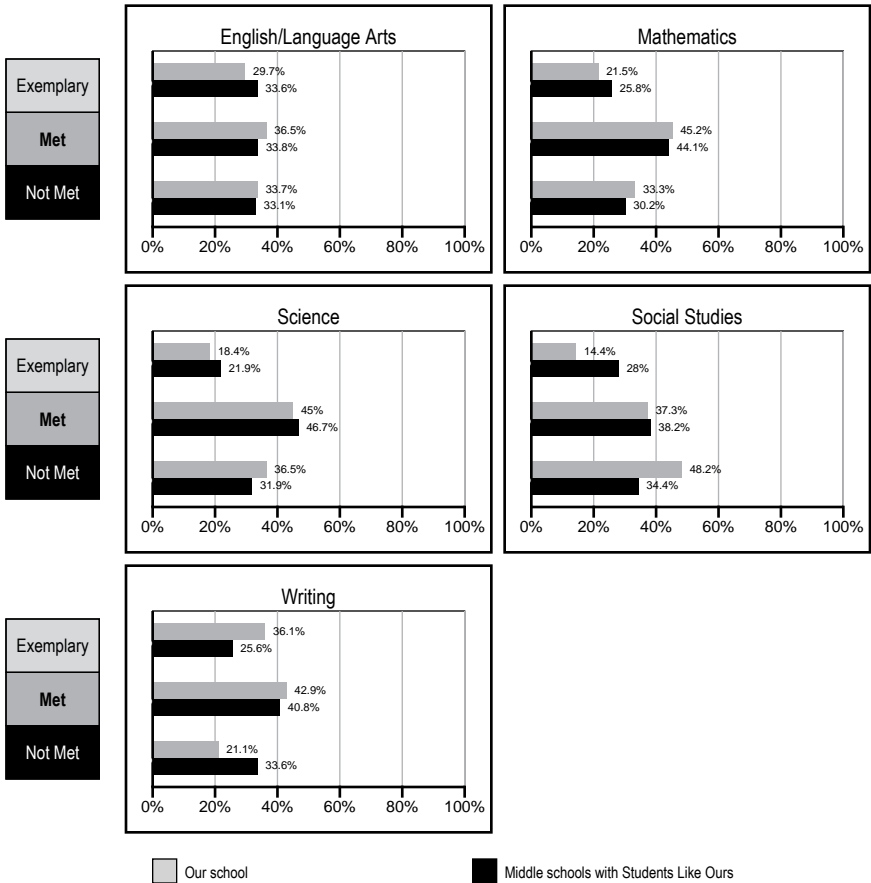
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.5%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
3	11	46	4	0

\* Ratings are calculated with data available by 11/09/2011.

**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	93.6%	96.7%
English 1	100.0%	96.0%
Biology 1/Applied Biology 2	N/A	90.2%
Physical Science	N/A	99.3%
US History and the Constitution	N/A	N/A
All Subjects	96.8%	96.4%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=488)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	50.0%	Up from 47.2%	23.9%	24.5%
Retention rate	0.0%	Down from 0.2%	1.0%	0.7%
Attendance rate	95.6%	Down from 95.7%	95.7%	95.9%
Served by gifted and talented program	17.3%	Down from 17.4%	18.4%	17.8%
With disabilities other than speech	6.7%	Down from 8.1%	10.1%	9.2%
Older than usual for grade	2.6%	Up from 1.9%	1.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.4%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=23)</b>				
Teachers with advanced degrees	30.4%	Up from 20.0%	58.3%	60.0%
Continuing contract teachers	73.9%	Up from 60.0%	87.5%	82.6%
Teachers returning from previous year	78.9%	Up from 77.3%	85.7%	85.6%
Teacher attendance rate	92.5%	Up from 92.2%	95.4%	95.3%
Average teacher salary*	\$44,120	Up 2.6%	\$45,903	\$46,300
Professional development days/teacher	12.2 days	Up from 7.3 days	10.0 days	9.9 days
<b>School</b>				
Principal's years at school	1.0	Down from 2.5	4.0	4.0
Student-teacher ratio in core subjects	27.8 to 1	Up from 25.6 to 1	21.3 to 1	21.5 to 1
Prime instructional time	87.2%	Up from 87.0%	89.9%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	97.4%	98.1%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$6,423	Down 7.6%	\$7,489	\$7,634
Percent of expenditures for instruction**	59.7%	Up from 58.8%	63.6%	64.0%
Percent of expenditures for teacher salaries**	55.7%	Up from 53.5%	60.8%	61.2%

\* 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

Since its 1921 inception, Leavelle McCampbell Middle School has been dedicated to providing a quality education for the children of our community. This dedication is evident in the many outstanding opportunities offered to our students. Leavelle McCampbell currently serves over 450 students in grades six, seven, and eight and has a diverse population representing various socio-economic, racial, cultural, and educational backgrounds. Our school offers a balanced program of academics, fine arts, community involvement, and athletics, which creates a unique learning environment designed to meet the needs of middle school students.

Leavelle McCampbell Middle School is committed to continuous improvement and working towards raising student academic achievement. Leavelle McCampbell has implemented the tenants of Making Middle Grades Work to focus on student academic achievement and promote high school readiness. The following focus teams have been established to hone in on increasing achievement: high expectations, use of data, and school culture. In addition, through professional learning communities teachers collaborate and complete book studies.

Our school uses a cooperative approach to improve the overall school environment through our Parent Teacher Organization, Business/Community Partnership, School Improvement Council, University of South Carolina-Aiken and mentors. These collaborative partnerships have allowed us to provide students and teachers with incentives. 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 enhance student engagement and increase rigor in all content areas.

Leavelle McCampbell Middle School is proud to announce that we had nine students qualify as Junior Scholars through their PSAT scores and a 100% passing rate on the English I End-of-Course test for the 2010-2011 school year. Students participated in Advisor-Advisee, Academic Team, Art Club, Band, Beta Club, Book Club, Builder's Club, Chorus, Drama Club, Fellowship of Christian Athletes, Forensic Science Club, Girl Power, Junior Achievement, Math Counts, Music, Mock Trial, Recycling Club, Rock Stars (Show Choir), Step Team, Student Council and sports teams that focused on interests, talents, life skills, and community service. Also, in partnership with the Peters Group, a Ladies' Club and Gentlemen's Club were implemented to emphasize the importance of good character and high expectations. Fifty students were inducted. These factions of LMMS are here in order to give each student the opportunity to build character and grow as individuals. Our challenge continues to be finding ways to close the achievement gap. However, through continued research-based instruction, providing a positive school climate, and parental involvement we will ensure high school readiness for all students by providing quality educational experiences.

Dr. Lloydette Young, Principal  
Monica Key, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	128	54
Percent satisfied with learning environment	66.7%	56.3%	73.1%
Percent satisfied with social and physical environment	64.0%	53.9%	52.8%
Percent satisfied with school-home relations	41.7%	76.4%	73.6%

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

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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

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	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	11.7%	0.0%	No
Student attendance rate	95.6%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

## 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 = 79.4% (Met or Exemplary)

All Students	471	100	33.6	36.4	30.1	76.7	82.9	82.4	No	Yes
<b>Gender</b>										
Male	241	100	40.9	32.7	26.4	70	79.3	78.7	N/A	N/A
Female	230	100	25.8	40.2	34	83.7	86.9	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	308	100	30.9	36.9	32.3	76.2	87.5	88.9	Yes	Yes
African American	134	100	43.1	30.9	26	75.6	75.5	72.9	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	26	100	18.2	54.5	27.3	86.4	81.2	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	95.7	83	I/S	I/S
<b>Disability Status</b>										
Disabled	46	100	85	5	10	32.5	43.7	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	19	100	15.8	57.9	26.3	89.5	79.5	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	291	100	40.8	36.7	22.5	73	76.8	75.4	No	Yes

## Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	471	100	33.1	45	21.9	76.2	80.6	81.9	No	Yes
<b>Gender</b>										
Male	241	100	35.5	41.8	22.7	72.7	79	79.9	N/A	N/A
Female	230	100	30.6	48.3	21.1	79.9	82.3	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	308	100	29.1	45.7	25.2	78	86	88.9	Yes	Yes
African American	134	100	42.3	43.1	14.6	72.4	71.7	71.4	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.5	94.6	I/S	I/S
Hispanic	26	100	36.4	40.9	22.7	72.7	78.5	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.5	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	46	100	82.5	10	7.5	27.5	41.3	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	19	100	36.8	36.8	26.3	73.7	78.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	291	100	39.7	46.4	13.9	71.5	73.6	74.9	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	311	99.4	35.8	45	19.1	64.2	64.8	68.6
<b>Gender</b>								
Male	166	98.8	39.6	42.3	18.1	60.4	65.1	68.3
Female	145	100	31.6	48.1	20.3	68.4	64.4	68.9
<b>Racial/Ethnic Group</b>								
White	202	99	32.8	43	24.2	67.2	74.3	80.7
African American	91	100	42	49.4	8.6	58	49.3	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	84.6	85.3
Hispanic	15	100	46.2	38.5	15.4	53.8	59.8	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	70.8
<b>Disability Status</b>								
Disabled	26	96.2	69.6	17.4	13	30.4	28.2	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	14	100	33.3	53.3	13.3	66.7	58.9	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	190	99	41.5	45.6	12.9	58.5	53.6	57.3
<b>Social Studies</b>								
All Students	311	99.7	48.1	37.2	14.7	51.9	66.7	72.5
<b>Gender</b>								
Male	157	99.4	49.3	32.6	18.1	50.7	67.1	72
Female	154	100	46.8	41.8	11.3	53.2	66.2	73.1
<b>Racial/Ethnic Group</b>								
White	207	100	49.5	35.1	15.4	50.5	72.6	81
African American	86	98.8	47.5	41.3	11.3	52.5	56.9	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	82.8	89
Hispanic	16	100	33.3	40	26.7	66.7	67	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	79.4	73.5
<b>Disability Status</b>								
Disabled	36	97.2	79.3	13.8	6.9	20.7	30.6	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	10	I/S	36.4	45.5	18.2	63.6	64.6	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	195	99.5	54.7	34.6	10.6	45.3	57.8	62.9

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	146	100	21.1	42.9	36.1	78.9	76.1	73.2	95.6	95.9
<b>Gender</b>										
Male	73	100	27.3	42.4	30.3	72.7	71.4	67.2	95.5	95.9
Female	73	100	14.9	43.3	41.8	85.1	81	79.4	95.8	96
<b>Racial/Ethnic Group</b>										
White	89	100	18.3	41.5	40.2	81.7	82.3	81.5	95.1	95.8
African American	46	100	27.3	45.5	27.3	72.7	66.3	61.3	96.6	96.2
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	90.6	87	98.9	96.6
Hispanic	10	I/S	I/S	I/S	I/S	I/S	69.9	66.7	96.3	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	72.2	N/A	95.6
<b>Disability Status</b>										
Disabled	14	100	N/AV	N/AV	N/AV	18.2	24.3	26	94.8	94.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	96.2
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	68.6	65.7	96.7	96.4
<b>Socio-Economic Status</b>										
Subsidized meals	92	100	25	51.2	23.8	75	66.2	63.2	95.1	95.4

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>English/Language Arts</b>							
<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	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
<b>2011</b>	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	173	100	38	38.6	23.4	62
	7	150	100	33.1	33.8	33.1	66.9
	8	148	100	28.8	36.4	34.8	71.2
<b>Mathematics</b>							
<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	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
<b>2011</b>	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	173	100	41.8	43	15.2	58.2
	7	150	100	29.5	43.2	27.3	70.5
	8	148	100	26.5	49.2	24.2	73.5
<b>Science</b>							
<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	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
<b>2011</b>	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	88	98.9	45	45	10	55
	7	150	100	31.7	48.9	19.4	68.3
	8	73	98.6	33.3	36.5	30.2	66.7

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
<b>Social Studies</b>							
<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	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
<b>2011</b>	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	48.7	41	10.3	51.3
	7	150	100	55.4	34.5	10.1	44.6
	8	75	98.7	32.4	38.2	29.4	67.6
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	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	146	100	21.1	42.9	36.1	78.9

Abbreviations for Missing Data

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