



LAKEVIEW MIDDLE

3801 Old Buncombe Road
Greenville, South Carolina

Grades	6-8 Middle School	
Enrollment	518 Students	
Principal	Tracy Hall	864-355-6400
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Average
2010	Below Average	Average
2009	At-Risk	At-Risk
2008	At-Risk	Average
2007	At-Risk	At-Risk

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

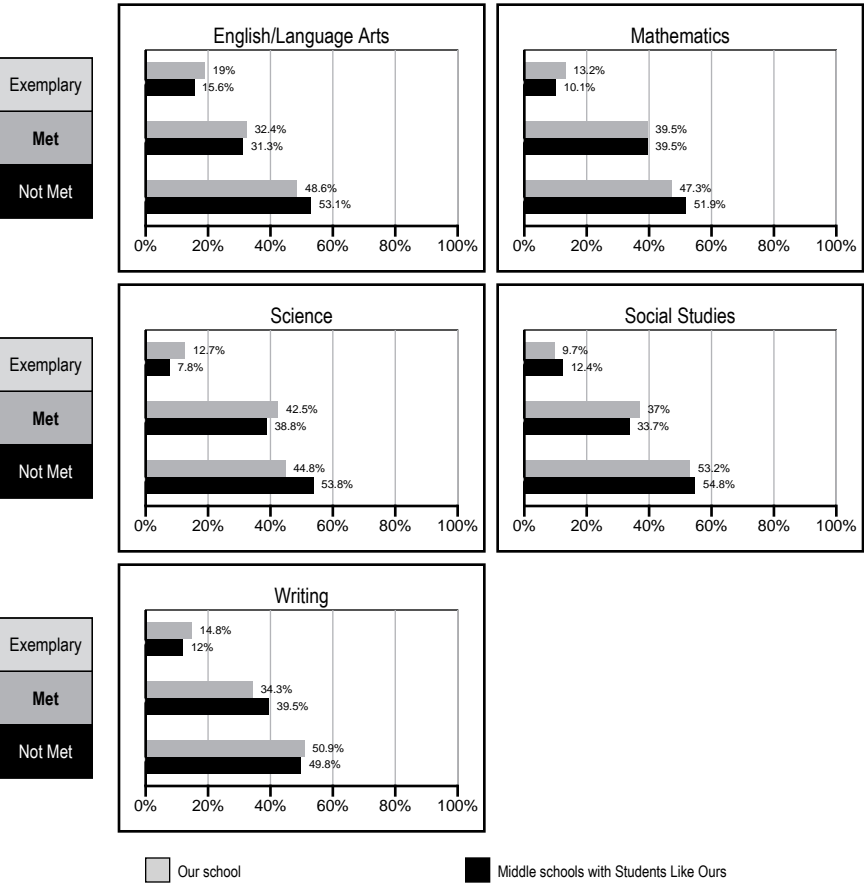
96.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	6	20	21

* 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	91.1%	88.8%
English 1	77.3%	87.6%
Biology 1/Applied Biology 2	0.0%	45.4%
Physical Science	N/A	16.8%
US History and the Constitution	N/A	N/A
All Subjects	83.3%	88.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=518)				
Students enrolled in high school credit courses (grades 7 & 8)	26.0%	Up from 20.2%	13.5%	24.5%
Retention rate	0.2%	Up from 0.0%	0.8%	0.7%
Attendance rate	95.0%	Down from 95.2%	95.2%	95.9%
Served by gifted and talented program	5.4%	Up from 4.3%	5.4%	17.8%
With disabilities other than speech	16.7%	Down from 17.2%	11.4%	9.2%
Older than usual for grade	1.5%	Down from 1.6%	3.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.7%	0.1%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	71.8%	Up from 58.1%	59.5%	60.0%
Continuing contract teachers	84.6%	Up from 81.4%	68.6%	82.6%
Teachers returning from previous year	86.6%	Up from 85.5%	76.4%	85.6%
Teacher attendance rate	96.1%	Down from 96.3%	95.4%	95.3%
Average teacher salary*	\$44,703	Down 0.6%	\$43,641	\$46,300
Professional development days/teacher	10.6 days	Up from 10.2 days	10.0 days	9.9 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 20.2 to 1	17.9 to 1	21.5 to 1
Prime instructional time	90.6%	Down from 91.2%	89.1%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.3%	Down from 99.4%	98.7%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$9,124	Up 1.0%	\$10,524	\$7,634
Percent of expenditures for instruction**	62.7%	Up from 58.5%	59.8%	64.0%
Percent of expenditures for teacher salaries**	60.8%	Up from 56.6%	55.6%	61.2%

* Includes current year teachers contracted for 185 or more days.
** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Lakeview Middle School (LMS) aptly reflects the ideals of its mission statement. We are committed to providing a nurturing, rigorous, academic environment for all of our students that meets the intellectual, social, physical, and emotional needs of each child. Located in an urban area between Furman University and downtown Greenville, our school population consists of approximately 500 students. We are a community school representing the historical mill villages and Furman area. LMS faculty, staff, and students desire to return to our past tradition of excellence through a vast array of programs that include rigorous academics of the College Board's Springboard program, the Laptop Initiative with all students given laptops, competitive athletics, and excellent visual and performing arts. Our curriculum offers courses for high school credit to include Spanish 1, English 1 Honors, Algebra 1 Honors and Geometry Honors. Past awards include the 2011 SC ETV Top Middle School, 2010-11 Greenville County Emerging Teacher of the Year, 2011 Alliance Grant Winner, 2011 Region Girls Soccer, 2009 Region Girls Basketball Champions, 2009 Boys Soccer County Runner Up, 2006 Beacon Award- Autoskill for Technology, 2005 Boys Soccer Team Undefeated, 2004, 2003 & 2002 Junior BETA Club 1st, 2nd, & 3rd Place respectively for Living Literature, 2004 Invention Convention - 1st and 3rd Place Winners for 7th Grade, 2004 Shining Star Awards, 2003 & 2004 Greenville Boys Basketball Championship, 2003 SC Middle School Chorus, and 2001 Reconceptions Technology Grant Award.

In pursuit of these goals Lakeview Middle School has undergone a rigorous self-study under the auspices of the Southern Association of Colleges and Schools and the Making Middle Grades Work reform model. The results of this study are driving continuing efforts to improve to include new initiatives for student achievement and school culture. And with more than 64% of our teachers holding advanced degrees and two of our teachers obtaining National Board Certification, our faculty has established a professional learning community to support the initiatives through professional development. Other efforts undertaken this year include tutors provided for struggling students, additional help and enrichment after school, and the use of technology in instruction to motivate our diverse student population. Community support remains strong with one business partner, ScanSource donating financial support for our Backpack food program. Other initiatives to improve school culture include student government, Peace Flag- peer mediation program, and service learning projects with our local community.

Dr. Tracy Hall, Principal
Mr. Brian Howell, School Improvement Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	157	75
Percent satisfied with learning environment	85.7%	77.3%	93.2%
Percent satisfied with social and physical environment	93.1%	82.8%	84.0%
Percent satisfied with school-home relations	65.5%	86.0%	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

School Adequate Yearly Progress

NO

This school met 21 out of 29 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

R

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	1.7%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%		4.4%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.0%	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 = 79.4% (Met or Exemplary)

All Students	527	100	48.4	32.3	19.4	63	84.1	82.4	No	Yes
Gender										
Male	260	100	51.5	31.4	17	59.8	80.8	78.7	N/A	N/A
Female	267	100	45.3	33.1	21.6	66.1	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	171	100	41.4	31.6	27	69.7	89.7	88.9	Yes	Yes
African American	169	100	57	28.9	14.1	53.5	72.2	72.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	179	100	47.6	36	16.5	64.6	79.2	79.3	No	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	83.8	83	I/S	I/S
Disability Status										
Disabled	89	100	82.5	13.8	3.8	27.5	48.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	140	100	49.3	35.4	15.3	63.9	79.3	78.3	No	Yes
Socio-Economic Status										
Subsidized meals	503	100	49.7	32	18.3	61.7	75.7	75.4	No	Yes

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

All Students	527	100	47.1	39.4	13.5	69.9	84.4	81.9	Yes	Yes
Gender										
Male	260	100	48.9	36.2	14.8	66.4	82.9	79.9	N/A	N/A
Female	267	100	45.3	42.4	12.3	73.3	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	171	100	45.4	41.4	13.2	71.1	89.4	88.9	Yes	Yes
African American	169	100	56.3	32.4	11.3	57.7	72	71.4	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	179	100	41.5	43.3	15.2	78.7	82.7	81.1	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	86.3	84.4	I/S	I/S
Disability Status										
Disabled	89	100	80	17.5	2.5	36.3	47.1	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	140	100	42.4	41.7	16	77.8	83.6	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	503	100	47.9	38.7	13.4	69.4	76.5	74.9	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	345	100	44.7	42.3	13	55.3	71.6	68.6
Gender								
Male	171	100	39.7	43.7	16.6	60.3	71.4	68.3
Female	174	100	49.7	40.9	9.4	50.3	71.9	68.9
Racial/Ethnic Group								
White	109	100	37.9	41.1	21.1	62.1	81	80.7
African American	113	100	54.9	36.3	8.8	45.1	52.3	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	116	100	42.6	49.1	8.3	57.4	61.4	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	76.8	70.8
Disability Status								
Disabled	54	100	78.7	17	4.3	21.3	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	86	100	46.2	46.2	7.5	53.8	61.8	60.7
Socio-Economic Status								
Subsidized meals	327	100	46	41.1	12.9	54	58.4	57.3

Social Studies								
All Students	348	99.7	53.2	37.1	9.7	46.8	76.1	72.5
Gender								
Male	180	99.4	49.7	39	11.3	50.3	75.9	72
Female	168	100	57	35.1	7.9	43	76.2	73.1
Racial/Ethnic Group								
White	115	100	45.6	38.8	15.5	54.4	82.8	81
African American	108	99.1	62	31.5	6.5	38	61.5	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	121	100	52.7	40.2	7.1	47.3	69.6	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	75.5	73.5
Disability Status								
Disabled	64	100	N/AV	N/AV	N/AV	21.7	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	96	100	55	38	7	45	70.5	69.7
Socio-Economic Status								
Subsidized meals	333	99.7	53.8	36.8	9.4	46.2	65.2	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
Writing										
All Students	191	100	50.9	34.3	14.8	49.1	76	73.2	95	96.4
Gender										
Male	93	100	54.3	35.8	9.9	45.7	70.2	67.2	94.7	96.3
Female	98	100	47.7	33	19.3	52.3	82.1	79.4	95.2	96.4
Racial/Ethnic Group										
White	64	100	48.3	29.3	22.4	51.7	83.1	81.5	93.9	96.2
African American	65	100	48.1	40.7	11.1	51.9	62.2	61.3	94.4	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.3	87	97.3	97.6
Hispanic	59	100	55.6	35.2	9.3	44.4	64.3	66.7	96.6	96.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	74.1	72.2	91.3	95.8
Disability Status										
Disabled	32	100	N/AV	N/AV	N/AV	10.7	26.5	26	92.9	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	46	100	54.3	34.8	10.9	45.7	65.3	65.7	96.8	97.2
Socio-Economic Status										
Subsidized meals	182	100	51.5	34.4	14.1	48.5	63.7	63.2	95.1	95.9

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
English/Language Arts							
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	174	100	47.4	37.2	15.4	52.6
	7	187	100	49.7	35.8	14.5	50.3
	8	179	100	55.9	32.9	11.2	44.1
2011	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	174	100	40.4	33.3	26.3	59.6
	7	167	100	54.2	26.4	19.4	45.8
	8	186	100	50.9	36.4	12.7	49.1
Mathematics							
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	174	100	49.4	39.1	11.5	50.6
	7	187	100	54.5	37	8.5	45.5
	8	179	100	58.4	33.5	8.1	41.6
2011	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	174	100	36.5	39.1	24.4	63.5
	7	167	100	46.5	37.5	16	53.5
	8	186	100	57.6	41.2	1.2	42.4
Science							
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	88	100	53.8	45	1.3	46.3
	7	187	100	40.1	49.1	10.8	59.9
	8	92	100	46.4	39.3	14.3	53.6
2011	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	100	53.8	41	5.1	46.2
	7	166	100	44.4	45.1	10.4	55.6
	8	91	100	35.9	38.5	25.6	64.1

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							
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	86	100	41	52.6	6.4	59
	7	187	100	60.5	31.7	7.8	39.5
	8	87	100	50	35.9	14.1	50
2011	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	47.4	46.2	6.4	52.6
	7	167	99.4	54.9	35.4	9.7	45.1
	8	95	100	55.7	31.8	12.5	44.3
Writing							
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	171	99.4	48.4	38.1	13.5	51.6
	7	187	99.5	50	39.8	10.2	50
	8	181	100	55.1	31.7	13.2	44.9
2011	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	191	100	50.9	34.3	14.8	49.1

Abbreviations for Missing Data

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