

LEE CENTRAL MIDDLE

41 Charlene Lane
Bishopville, SC 29010

Grades	6-8 Middle School	
Enrollment	489 Students	
Principal	Deitra M. Johnson	803-428-2100
Superintendent	Dr. Cleo Richardson	803-484-5327
Board Chair	Sanya Moses	803-428-5603

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

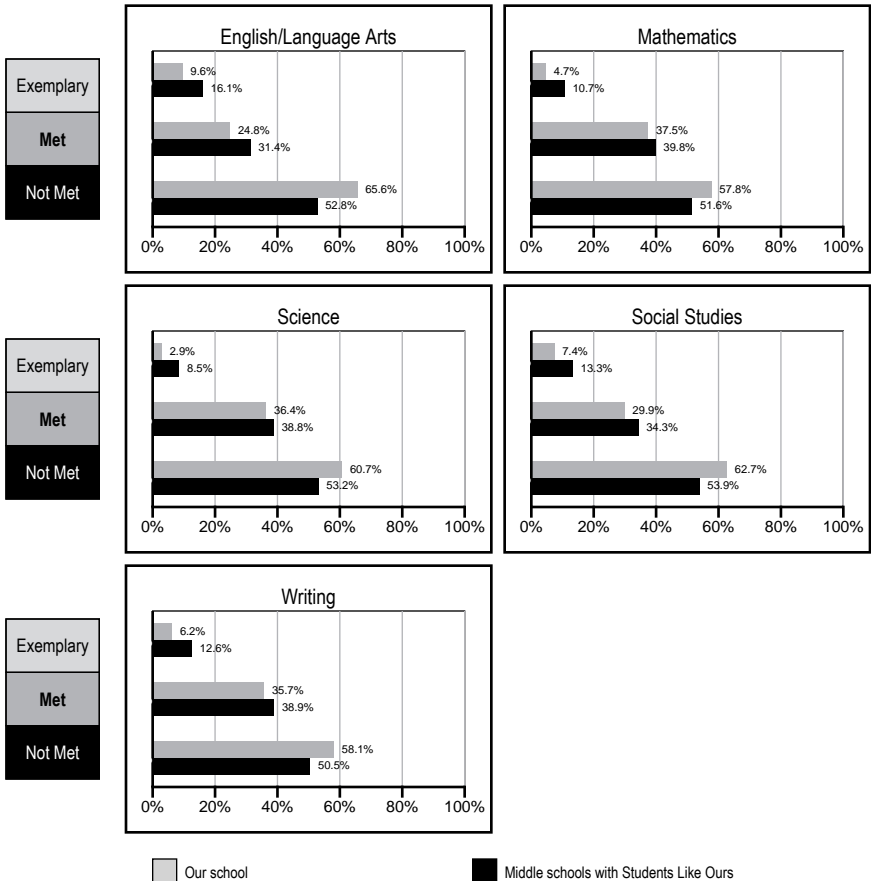
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	9	24	25

* 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	76.2%	88.9%
English 1	56.0%	86.5%
Biology 1/Applied Biology 2	N/A	22.7%
Physical Science	N/A	16.8%
US History and the Constitution	N/A	N/A
All Subjects	65.2%	87.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=489)				
Students enrolled in high school credit courses (grades 7 & 8)	8.9%	Down from 44.4%	13.1%	24.5%
Retention rate	0.7%	Up from 0.0%	1.0%	0.7%
Attendance rate	95.3%	Up from 94.8%	95.3%	95.9%
Served by gifted and talented program	0.0%	Down from 1.8%	5.4%	17.8%
With disabilities other than speech	9.7%	Down from 14.7%	11.2%	9.2%
Older than usual for grade	2.2%	Down from 4.1%	3.5%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.3%	0.2%	0.4%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	53.3%	Down from 58.6%	60.0%	60.0%
Continuing contract teachers	40.0%	Down from 44.8%	68.6%	82.6%
Teachers returning from previous year	N/A	N/A	77.0%	85.6%
Teacher attendance rate	99.4%	Down from 99.7%	95.4%	95.3%
Average teacher salary*	\$38,610	Down 7.0%	\$44,040	\$46,300
Professional development days/teacher	5.6 days	Up from 5.4 days	10.2 days	9.9 days
School				
Principal's years at school	4.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	25.4 to 1	Up from 22.8 to 1	18.0 to 1	21.5 to 1
Prime instructional time	94.4%	Up from 94.3%	89.1%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	Up from 88.4%	98.0%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$5,727	N/A	\$10,113	\$7,634
Percent of expenditures for instruction**	63.7%	N/A	59.9%	64.0%
Percent of expenditures for teacher salaries**	53.9%	N/A	55.8%	61.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Lee Central Middle School (LCMS), a public, rural middle school located in Lee County opened in August 2009. In addition to new students to the district, the rising sixth graders came from three different schools—Dennis Intermediate School, West Lee Elementary School, and Lower Lee Elementary School. The 2010-2011 school year was definitely a year of building a stronger academic foundation for students, staff and the community. The staff went through several changes during the past academic year. The 2010-2011 school year leadership team focused on academic rigor, data analysis, and community relationships. 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 goals and 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, Making Middle Grades Work, continuing the ETHOS program in the sixth grade, administering MAP and benchmarks to provide data that will drive instruction, continuing with PBIS and 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, PPS Literacy SC, Power of Teaching, the improvement and enhancement of instructional strategies, and providing a healthy school climate.

The school implemented the Children's Defense Fund Freedom School After-School Program which will continue into the summer. The staff participated in The Center for Data-Driven Reform in Education's Raising the Bar to help design and create a data room to mark student progress.

The School Improvement Council (SIC) worked diligently to improve parent involvement. 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 vision statement, "Lee Central Middle School links learning to life by being prepared, orderly, willing, encouraging, and respectful."

Deitra M. Johnson, Principal
Jerome McCray, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	121	27
Percent satisfied with learning environment	68.0%	62.8%	81.5%
Percent satisfied with social and physical environment	96.2%	66.9%	84.0%
Percent satisfied with school-home relations	50.0%	81.0%	80.0%

* 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 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. 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	9.4%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.3%	0.0%	No
Student attendance rate	95.3%	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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	457	100	65.3	24.8	10	47.5	59.1	82.4	No	Yes
Gender										
Male	215	100	69.3	23.1	7.5	39.7	52.3	78.7	N/A	N/A
Female	242	100	61.8	26.2	12	54.1	65.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	17	100	61.5	23.1	15.4	53.8	67.9	88.9	I/S	I/S
African American	434	100	65.2	24.9	9.9	47.3	58.5	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	71.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	63	100	88.1	8.5	3.4	22	34.5	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	75	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	402	100	67.1	23.2	9.7	46.2	58.4	75.4	No	Yes

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

All Students	457	100	57.6	37.7	4.6	56.5	56.4	81.9	Yes	Yes
Gender										
Male	215	100	61.3	32.2	6.5	52.8	55.3	79.9	N/A	N/A
Female	242	100	54.5	42.5	3	59.7	57.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	17	100	N/AV	N/AV	N/AV	61.5	71.4	88.9	I/S	I/S
African American	434	100	58	37.4	4.6	56	55.6	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	94.6	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	71.4	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	63	100	N/AV	N/AV	N/AV	25.4	26.3	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	75	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	402	100	58.9	36.7	4.3	54.8	55.3	74.9	Yes	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
Science								
All Students	296	100	60.7	36.4	2.9	39.3	34.6	68.6
Gender								
Male	140	100	57.7	37.7	4.6	42.3	37	68.3
Female	156	100	63.3	35.3	1.3	36.7	32.3	68.9
Racial/Ethnic Group								
White	11	100	I/S	I/S	I/S	I/S	50	80.7
African American	281	100	60.9	36.5	2.6	39.1	33.9	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	85.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	41.7	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	43	100	N/AV	N/AV	N/AV	10	9.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	42.9	60.7
Socio-Economic Status								
Subsidized meals	256	100	63.9	33.7	2.4	36.1	32.9	57.3
Social Studies								
All Students	303	100	63.1	29.6	7.3	36.9	39.5	72.5
Gender								
Male	146	100	63.7	28.1	8.1	36.3	37.1	72
Female	157	100	62.5	30.9	6.6	37.5	41.7	73.1
Racial/Ethnic Group								
White	13	100	I/S	I/S	I/S	I/S	52.4	81
African American	287	100	62.9	30.2	6.9	37.1	39	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	89
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	39	100	N/AV	N/AV	N/AV	8.1	17	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	69.7
Socio-Economic Status								
Subsidized meals	271	100	64.2	28.3	7.5	35.8	38.8	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
Writing										
All Students	136	97.8	57.8	35.9	6.3	42.2	53.2	73.2	95.3	96.6
Gender										
Male	65	98.5	65.6	31.1	3.3	34.4	46.4	67.2	94	96.2
Female	71	97.2	50.7	40.3	9	49.3	59.6	79.4	96.3	97.1
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	50	81.5	90.5	95
African American	128	97.7	57.4	36.1	6.6	42.6	53	61.3	95.4	96.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	66.7	94.9	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	96.3
Disability Status										
Disabled	20	90	N/AV	N/AV	N/AV	N/AV	16	26	94.2	95.8
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	65.7	94.9	96.6
Socio-Economic Status										
Subsidized meals	118	97.5	59.8	33	7.1	40.2	52.8	63.2	95.3	96.7

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							
2010	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
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	1	I/S	I/S	I/S	I/S	I/S
	6	181	100	66.3	24.9	8.9	33.7
	7	141	100	64.2	22.4	13.4	35.8
	8	133	100	65.4	26.8	7.9	34.6
Mathematics							
2010	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
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	1	I/S	I/S	I/S	I/S	I/S
	6	181	100	50.9	42.6	6.5	49.1
	7	141	100	64.2	31.3	4.5	35.8
	8	133	100	59.8	37.8	2.4	40.2
Science							
2010	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
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	1	I/S	I/S	I/S	I/S	I/S
	6	90	100	N/AV	N/AV	N/AV	27.4
	7	141	100	53	44	3	47
	8	63	100	61.7	31.7	6.7	38.3

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
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	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
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	1	I/S	I/S	I/S	I/S	I/S
	6	91	100	37.6	51.8	10.6	62.4
	7	141	100	79.1	17.2	3.7	20.9
	8	70	100	62.7	26.9	10.4	37.3
Writing							
2010	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
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	1	I/S	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	135	98.5	57.8	35.9	6.3	42.2

Abbreviations for Missing Data

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