



## League Academy

125 Twin Lake Road  
Greenville, SC 29609

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	703 Students	
<b>Principal</b>	Merry L. Cox	864-355-8100
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Average</b>
2008	Good	Below Average
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	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**

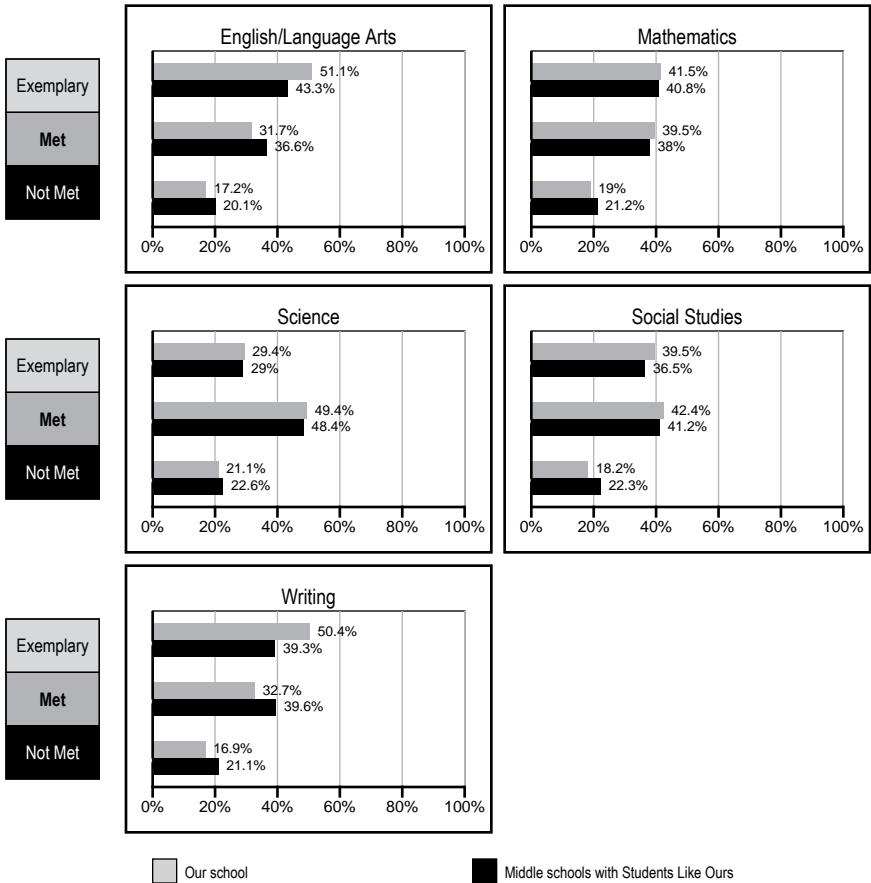
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.3%

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

Excellent	Good	Average	Below Average	At-Risk
5	14	7	0	0

\* Ratings are calculated with data available by 06/01/2010.

**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**

<b>Exemplary</b>	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
<b>Met</b>	"Met" means the student met the grade level standard.
<b>Not Met</b>	"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%	99.5%
English 1	100.0%	97.0%
Physical Science	N/A	91.5%
US History and the Constitution	N/A	100.0%
All Subjects	100.0%	98.4%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=703)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	35.3%	Up from 30.2%	28.2%	21.6%
Retention rate	0.4%	Down from 1.8%	1.2%	1.2%
Attendance rate	96.8%	No Change	96.3%	95.9%
Eligible for gifted and talented	37.5%	Down from 40.0%	24.8%	14.8%
With disabilities other than speech	10.5%	Up from 7.7%	9.6%	12.6%
Older than usual for grade	0.6%	Down from 1.1%	1.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 1.0%	0.9%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=47)</b>				
Teachers with advanced degrees	55.3%	Down from 56.3%	57.7%	56.9%
Continuing contract teachers	78.7%	Up from 75.0%	79.4%	72.7%
Teachers with emergency or provisional certificates	2.5%	Down from 4.9%	3.9%	5.3%
Teachers returning from previous year	82.8%	Up from 80.7%	85.3%	82.9%
Teacher attendance rate	95.2%	Up from 94.7%	95.1%	95.2%
Average teacher salary*	\$45,822	Up 1.3%	\$48,605	\$46,599
Professional development days/teacher	10.1 days	Down from 15.6 days	10.7 days	10.8 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	6.3	3.0
Student-teacher ratio in core subjects	22.4 to 1	Down from 23.0 to 1	21.8 to 1	20.1 to 1
Prime instructional time	91.7%	Up from 90.5%	90.5%	89.9%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Up from 98.9%	96.5%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$6,542	Up 5.9%	\$7,141	\$7,645
Percent of expenditures for instruction**	62.7%	Down from 65.7%	66.3%	63.4%
Percent of expenditures for teacher salaries**	59.5%	Up from 59.1%	59.7%	57.0%

\* 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

League Academy of Communication Arts is an urban magnet school comprised of grades 6-8 with an arts integration focus. Our facility is state-of-the-art, including 50 classrooms, an arts wing, auditorium, gymnasium, cafeteria, media center, and computer labs. Our motto of "Hands on Today, Eyes on Tomorrow" and mission statement of "Challenge – Create – Communicate!" exemplify the way we believe our students learn. At League, students have the unique opportunity to take a wide variety and level of arts classes. Content teachers plan with the fine arts teachers to develop high quality arts integrated lessons to raise student achievement. Technology is used by teachers and students through the use of more than 150 wireless laptop computers, document cameras, Promethean Boards, Smart slates, and digital and video cameras.

Our student enrollment of about 700 is made up of a great diversity of students. Parents, community, and staff work to raise the academic challenge and performance of each student at League and to provide a school environment supportive of learning, all while striving to integrate a high quality arts program into our curriculum. Our PACT scores and MAP scores continue to be higher than the district and state averages, and our school improvement plan is focused on increasing student achievement in each content area. We look forward to receiving our first PASS scores during the 2009-2010 school year.

League's professional staff is made up of 49 teachers, 3 administrators, and support staff, which includes a media specialist, 2 guidance counselors, a magnet coordinator, and an instructional coach. Fifty-four percent of our professional staff has more than 10 years experience, with an average experience of 14.8 years, and over 56% have earned a Masters degree or higher. Three teachers are National Board Certified. In 2008-2009, many students were recognized at the school, district, state, and national level for their academic and artistic achievements. Our fine arts students perform twice a year at League in dance, drama, band, strings, and chorus. Our visual arts program has a showcase in the spring.

We have PTA and SIC involvement throughout the year. As a joint effort, our PTA/SIC work together to sponsor parent workshops tailored for each grade to help deal with their adolescent children. An award created and sponsored by the SIC, the Dr. Richard Maag Arts Integration Award, is annually given to a teacher for exceptional arts integration in the classroom.

League staff and students are recognized for their extraordinary gifts and talents, including the prestigious Red Carpet Award and National PTA School of Excellence. Our school improvement plan and school portfolio guides our purchases, resources, decisions, and budget. The mission, vision, and goals support our work to raise student achievement for each student. Please visit our website at <http://www.greenville.k12.sc.us/league> to read our school portfolio or learn more about League Academy of Communication Arts in Greenville, SC.

Merry L. Cox, Principal  
Toni R. Norris, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	220	69
Percent satisfied with learning environment	100.0%	85.0%	91.2%
Percent satisfied with social and physical environment	97.8%	85.3%	94.2%
Percent satisfied with school-home relations	97.8%	88.1%	88.1%

\* 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 25 out of 27 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	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

\* Or greater than last year

## Abbreviations for Missing Data

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**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	702	100	19	33.6	47.5	87.2	84	82.8	Yes	Yes
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**Gender**

Male	293	100	25.2	42.3	32.5	83.9	80.8	79.3	N/A	N/A
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Female	409	100	14.6	27.5	57.8	89.4	87.4	86.5	N/A	N/A
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**Racial/Ethnic Group**

White	454	100	8.2	31.4	60.4	95.2	89.5	89.5	Yes	Yes
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African American	160	100	48.6	35.8	15.5	64.9	72.7	73.7	Yes	Yes
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Asian/Pacific Islander	24	100	13	39.1	47.8	87	93	92.3	I/S	I/S
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Hispanic	56	100	26.9	48.1	25	84.6	74.8	76.5	Yes	Yes
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
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**Disability Status**

Disabled	71	100	73.1	20.9	6	40.3	52.5	52	No	Yes
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
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**English Proficiency**

Limited English Proficient	40	100	27	48.6	24.3	81.1	74.5	75.1	I/S	Yes
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**Socio-Economic Status**

Subsided meals	242	100	39.5	38.6	21.8	72.3	74.4	75.5	Yes	Yes
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**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	702	100	21.2	42.4	36.4	84.3	80.9	78.9	Yes	Yes
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**Gender**

Male	293	100	29.6	43.8	26.6	79.2	79.6	77	N/A	N/A
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Female	409	100	15.4	41.4	43.2	87.9	82.2	80.9	N/A	N/A
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**Racial/Ethnic Group**

White	454	100	11.2	42.1	46.7	93.2	87	87.2	Yes	Yes
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African American	160	100	50	41.2	8.8	60.8	66.3	66.7	Yes	Yes
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Asian/Pacific Islander	24	100	4.3	43.5	52.2	95.7	94.3	93	I/S	I/S
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Hispanic	56	100	30.8	48.1	21.2	73.1	75.3	76	Yes	Yes
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
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**Disability Status**

Disabled	71	100	N/AV	N/AV	N/AV	35.8	48.1	45.5	No	Yes
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
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**English Proficiency**

Limited English Proficient	40	100	24.3	62.2	13.5	75.7	76.2	76.1	I/S	Yes
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**Socio-Economic Status**

Subsided meals	242	100	40.5	45.9	13.6	67.3	70.5	70.2	Yes	Yes
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\* 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	464	99.4	20.9	49.5	29.5	79.1	71.3	67.5
<b>Gender</b>								
Male	190	99	21.3	51.1	27.5	78.7	70.8	67
Female	274	99.6	20.7	48.5	30.8	79.3	71.8	68
<b>Racial/Ethnic Group</b>								
White	301	99.7	13	49	38	87	79.5	79.5
African American	102	98	43	52.7	4.3	57	53	50.3
Asian/Pacific Islander	13	100	15.4	46.2	38.5	84.6	86.9	84.3
Hispanic	42	100	30	47.5	22.5	70	61.1	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	88.4	71.2
<b>Disability Status</b>								
Disabled	44	100	59.5	38.1	2.4	40.5	39.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	25	100	25	70.8	4.2	75	60.4	59.6
<b>Socio-Economic Status</b>								
Subsized meals	153	98.7	38.1	51.8	10.1	61.9	57.5	55.1
<b>Social Studies</b>								
All Students	469	99.4	17.6	42.8	39.6	82.4	75.7	72.3
<b>Gender</b>								
Male	204	99.5	20.5	44.7	34.7	79.5	75.1	71.5
Female	265	99.3	15.4	41.3	43.3	84.6	76.3	73.2
<b>Racial/Ethnic Group</b>								
White	304	99	8	41.9	50.2	92	81.7	80.7
African American	114	100	43.4	40.6	16	56.6	61.5	60
Asian/Pacific Islander	18	100	5.6	55.6	38.9	94.4	88	88.5
Hispanic	28	100	26.9	53.8	19.2	73.1	69	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	78	72.2
<b>Disability Status</b>								
Disabled	50	100	51.1	42.6	6.4	48.9	47.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	21	100	N/AV	N/AV	N/AV	80	69	67.9
<b>Socio-Economic Status</b>								
Subsized meals	165	100	35.1	47.7	17.2	64.9	63.9	62.1

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	701	99.9	16.8	32.7	50.4	83.2	72.9	70.2	96.8	96.5
<b>Gender</b>										
Male	292	99.7	26.9	37.5	35.6	73.1	66.4	63.2	96.6	96.4
Female	409	100	9.8	29.5	60.7	90.2	79.7	77.5	97	96.5
<b>Racial/Ethnic Group</b>										
White	451	100	7.7	29.2	63.1	92.3	80.5	79.1	96.9	96.3
African American	161	99.4	41.6	38.9	19.5	58.4	57.1	57.6	96.3	96.5
Asian/Pacific Islander	24	100	8.7	34.8	56.5	91.3	87.3	86.2	98.5	97.6
Hispanic	57	100	24.5	47.2	28.3	75.5	61.3	62.6	96.9	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.8	68.7	94.4	95.2
<b>Disability Status</b>										
Disabled	70	100	82.1	13.4	4.5	17.9	28.4	26.1	94.8	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
<b>English Proficiency</b>										
Limited English Proficient	40	100	21.1	60.5	18.4	78.9	60.5	61.2	97.5	97.2
<b>Socio-Economic Status</b>										
Subsided meals	241	99.6	34.2	43.7	22.1	65.8	58.8	58.9	95.7	95.8

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>2009</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	233	100	19.5	29.9	50.7	80.5
	7	231	100	18.6	37.6	43.9	81.4
	8	238	100	18.9	33.3	47.8	81.1
<b>Mathematics</b>							
<b>2009</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	233	100	22.6	40.3	37.1	77.4
	7	231	100	18.6	38.9	42.5	81.4
	8	238	100	22.4	47.8	29.8	77.6
<b>Science</b>							
<b>2009</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	114	99.1	29.1	61.8	9.1	70.9
	7	231	100	14.5	51.6	33.9	85.5
	8	119	98.3	25.7	33.6	40.7	74.3
<b>Social Studies</b>							
<b>2009</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	119	100	13.4	56.3	30.4	86.6
	7	231	100	22.6	40.7	36.7	77.4
	8	119	97.5	11.7	33.3	55	88.3
<b>Writing</b>							
<b>2009</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	235	100	16.5	31.3	52.2	83.5
	7	231	99.6	16.4	31.8	51.8	83.6
	8	235	100	17.5	35.1	47.4	82.5

Abbreviations for Missing Data

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