



LEAGUE ACADEMY

125 Twin Lake Road
Greenville, SC 29609

Grades	6-8 Middle School	
Enrollment	761 Students	
Principal	Merry L. Cox	864-355-8100
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Good	Average
2008	Good	Below Average
2007	Average	At-Risk
2006	Average	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 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

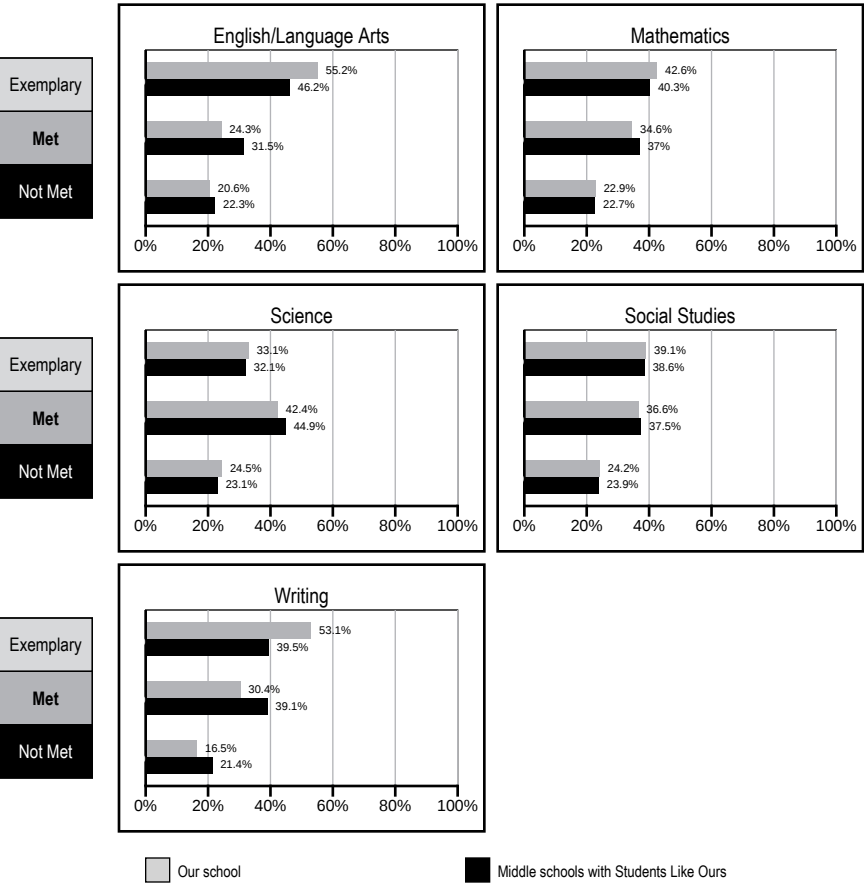
96.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	15	4	1	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%	98.5%
English 1	100.0%	93.4%
Physical Science	N/A	73.8%
US History and the Constitution	N/A	100.0%
All Subjects	100.0%	97.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=761)				
Students enrolled in high school credit courses (grades 7 & 8)	45.3%	Up from 35.3%	40.2%	24.2%
Retention rate	1.1%	Up from 0.4%	0.6%	0.7%
Attendance rate	96.4%	Down from 96.8%	96.6%	95.9%
Eligible for gifted and talented	36.6%	Down from 37.5%	23.6%	16.4%
With disabilities other than speech	9.5%	Down from 10.5%	10.0%	12.0%
Older than usual for grade	0.7%	Up from 0.6%	1.1%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.7%	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	53.2%	Down from 55.3%	58.8%	58.5%
Continuing contract teachers	83.0%	Up from 78.7%	83.0%	80.0%
Teachers with emergency or provisional certificates	2.3%	Down from 2.5%	2.7%	4.0%
Teachers returning from previous year	85.1%	Up from 82.8%	86.8%	84.6%
Teacher attendance rate	97.2%	Up from 95.2%	95.6%	95.4%
Average teacher salary*	\$46,131	Up 0.7%	\$48,626	\$46,561
Professional development days/teacher	9.7 days	Down from 10.1 days	8.8 days	10.2 days
School				
Principal's years at school	9.0	Up from 8.0	3.5	4.0
Student-teacher ratio in core subjects	24.3 to 1	Up from 22.4 to 1	22.4 to 1	21.1 to 1
Prime instructional time	94.2%	Up from 91.7%	91.8%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.5%	98.4%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$6,796	Up 3.9%	\$7,043	\$7,802
Percent of expenditures for instruction**	63.2%	Up from 62.7%	66.8%	63.8%
Percent of expenditures for teacher salaries**	60.4%	Up from 59.5%	63.7%	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

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, Promethean Boards and digital and video cameras.

Our student enrollment of about 760 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 the while striving to integrate a high quality arts program into our curriculum.

Our PACT and PASS 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.

League's professional staff is made up of 50 teachers, 3 administrators, and support staff which include a media specialist, 2 guidance counselors, a magnet coordinator, and an instructional coach. Fifty-five percent of our professional staff has more than 10 years experience, with an average experience of 14.7 years, and over 62% have earned a Masters degree or higher. Four teachers are National Board Certified. Our teachers have been recognized at the school, district, state and national level for their excellent work. 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 art, dance, drama, band, strings and chorus.

We have PTA and SIC involvement throughout the year. As a joint effort, our PTA/SIC work together to sponsor parent workshops. Parents receive a weekly announcement from the principal to keep them informed of current events. 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. We held schoolwide Student Led Conferences two times this year to improve communication with parents.

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 or 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 and Don Reamer, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	217	117
Percent satisfied with learning environment	96.0%	77.0%	89.7%
Percent satisfied with social and physical environment	98.0%	85.6%	94.8%
Percent satisfied with school-home relations	96.0%	90.2%	85.5%

* 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 29 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

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%		1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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	759	100	22.6	25.2	52.2	84.2	84.7	83.5	Yes	Yes
Gender										
Male	303	100	31.8	28.7	39.4	76.5	81.3	80.1	N/A	N/A
Female	456	100	16.6	22.9	60.5	89.2	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	473	100	11.4	23.4	65.2	93.8	90	89.6	Yes	Yes
African American	186	100	52	26	22	59	73.4	74.6	Yes	Yes
Asian/Pacific Islander	31	100	3.4	41.4	55.2	100	94.3	92.7	I/S	I/S
Hispanic	61	100	33.9	30.5	35.6	74.6	78.4	79.6	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
Disability Status										
Disabled	78	100	71.2	19.2	9.6	50.7	53.3	51.7	Yes	Yes
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	51	100	30.2	39.7	30.2	79.4	78.7	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	295	100	46	29.3	24.6	65.2	76.1	76.9	Yes	Yes

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

All Students	759	100	26	37.3	36.7	82.9	82	80.4	Yes	Yes
Gender										
Male	303	100	32.9	35.3	31.8	75.4	80.5	78.4	N/A	N/A
Female	456	100	21.5	38.6	39.9	87.7	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	473	100	13.7	38	48.3	91.2	87.7	87.8	Yes	Yes
African American	186	100	56.1	33.5	10.4	60.1	68.4	69.3	Yes	Yes
Asian/Pacific Islander	31	100	13.8	41.4	44.8	96.6	94.9	93.5	I/S	I/S
Hispanic	61	100	40.7	35.6	23.7	78	78.3	78.3	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
Disability Status										
Disabled	78	100	75.3	21.9	2.7	42.5	46.1	46.1	Yes	Yes
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	51	100	39.7	39.7	20.6	77.8	79.2	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	295	100	49.6	35.5	14.9	65.9	72.9	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	502	98.8	23.5	42.9	33.5	76.5	70.6	67.3
Gender								
Male	200	98.5	26.2	42.8	31	73.8	70.1	66.9
Female	302	99	21.8	43	35.2	78.2	71.1	67.7
Racial/Ethnic Group								
White	311	98.1	11.3	44.3	44.3	88.7	80.2	79.6
African American	120	100	53.6	38.2	8.2	46.4	50.4	49.7
Asian/Pacific Islander	23	100	4.3	60.9	34.8	95.7	86.4	84.4
Hispanic	43	100	42.9	33.3	23.8	57.1	60.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.3	69.5
Disability Status								
Disabled	56	100	62.3	30.2	7.5	37.7	33.9	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	37	100	37.5	47.9	14.6	62.5	60.6	58.6
Socio-Economic Status								
Subsidized meals	201	99.5	43.9	42.2	13.9	56.1	57.1	55.4

Social Studies								
All Students	503	98.2	22.9	37.3	39.8	77.1	73.2	70.9
Gender								
Male	199	97.5	27.3	34.4	38.3	72.7	72.8	70.1
Female	304	98.7	20.2	39	40.8	79.8	73.7	71.7
Racial/Ethnic Group								
White	315	99.1	13	34.2	52.8	87	79.8	79.2
African American	123	95.9	47.2	41.7	11.1	52.8	57.9	58.4
Asian/Pacific Islander	20	95	29.4	47.1	23.5	70.6	86.9	86.8
Hispanic	39	100	32.4	40.5	27	67.6	67.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.8	71.2
Disability Status								
Disabled	46	95.7	69.2	23.1	7.7	30.8	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	34	97.1	35.9	48.7	15.4	64.1	69	68
Socio-Economic Status								
Subsidized meals	195	97.4	42.9	41.1	16	57.1	61.6	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	758	99.9	16.5	30.4	53.1	83.5	74	72.1	96.4	96.2
Gender										
Male	301	99.7	26.6	35.5	37.9	73.4	67.2	65.2	96	96.2
Female	457	100	10	27	62.9	90	81.1	79.2	96.6	96.3
Racial/Ethnic Group										
White	474	99.8	7.3	24.8	67.9	92.7	81.6	80.8	96.5	96.1
African American	185	100	37.9	40.2	21.8	62.1	58.6	59.7	95.5	96.2
Asian/Pacific Islander	30	100	3.4	44.8	51.7	96.6	88.8	87	98.1	97.5
Hispanic	61	100	32.2	37.3	30.5	67.8	63.1	64.6	96.5	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.7	73.4	97.2	94.8
Disability Status										
Disabled	76	100	63.9	29.2	6.9	36.1	29.5	27.7	94.8	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	50	100	30.2	44.4	25.4	69.8	62.9	63.7	97.2	97
Socio-Economic Status										
Subsidized meals	290	100	35.6	40.7	23.6	64.4	61.1	61.9	95.3	95.6

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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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	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
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	283	100	21	29.3	49.6	79
	7	246	100	21.4	22.2	56.4	78.6
	8	230	100	25.8	23.1	51.1	74.2

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	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
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	283	100	25.7	39.5	34.8	74.3
	7	246	100	21.8	34.2	44	78.2
	8	230	100	30.7	37.8	31.6	69.3

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	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
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	141	100	34.8	52.2	13	65.2
	7	246	100	17.1	40.2	42.7	82.9
	8	115	94.8	23.1	37	39.8	76.9

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 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	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
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	97.9	18.4	45.6	36	81.6
	7	246	100	27.8	36.3	35.9	72.2
	8	115	94.8	18.1	28.6	53.3	81.9
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	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
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	282	99.7	17	34.8	48.2	83
	7	245	100	18.3	27.2	54.5	81.7
	8	231	100	14.1	28.2	57.7	85.9

Abbreviations for Missing Data

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