



Mount Pleasant Middle

Post Office Box 177 / 3075
Elliott, SC 29046

Grades	6-8 Middle School	
Enrollment	129 Students	
Principal	Deitra M. Johnson	803-428-3610
Superintendent	Dr. Cleo Richardson	803-484-5327
Board Chair	Sanya Moses	803-428-5603

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	Average
2005	At-Risk	At-Risk
2004	At-Risk	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

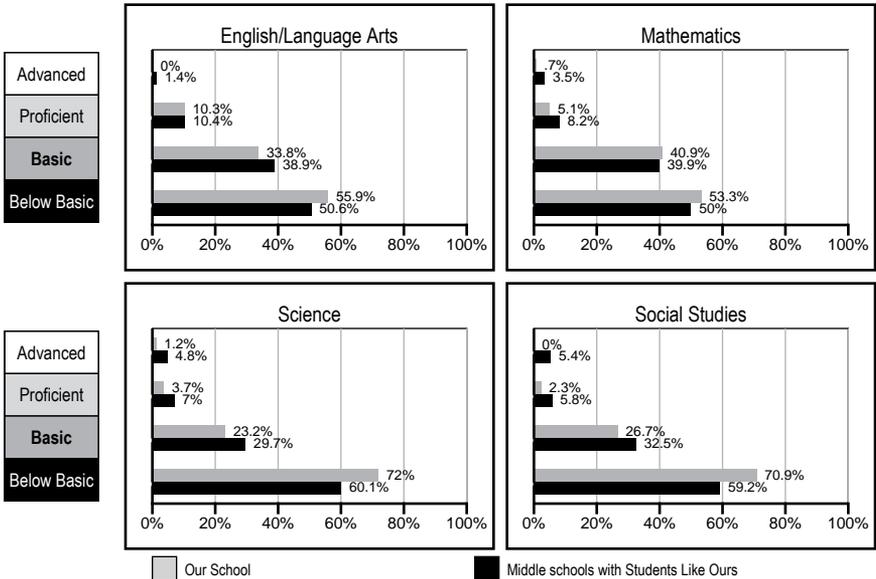
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	4	41

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	57.1	83.5
English 1	69.2	83.4
Physical Science	0	39.5
All Subjects	63.0	80.8

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=129)				
Students enrolled in high school credit courses (grades 7 & 8)	16.1%	Up from 12.0%	11.1%	19.4%
Retention rate	0.8%	Up from 0.7%	3.3%	1.8%
Attendance rate	93.8%	Down from 97.3%	95.1%	95.8%
Eligible for gifted and talented	0.0%	Down from 1.4%	3.8%	15.3%
With disabilities other than speech	6.7%	Down from 16.4%	13.7%	12.9%
Older than usual for grade	1.6%	Down from 2.1%	6.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.8%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=11)				
Teachers with advanced degrees	72.7%	Up from 50.0%	54.0%	55.0%
Continuing contract teachers	36.4%	Down from 40.0%	55.6%	70.6%
Teachers with emergency or provisional certificates	27.3%	Down from 33.3%	19.0%	5.4%
Teachers returning from previous year	50.0%	Up from 49.2%	76.4%	83.4%
Teacher attendance rate	98.6%	Down from 99.0%	94.7%	94.9%
Average teacher salary	\$41,893	Up 1.9%	\$43,224	\$44,706
Professional development days/teacher	29.1 days	Down from 34.6 days	13.5 days	11.8 days
School				
Principal's years at school	1.0	No Change	2.0	3.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 19.5 to 1	15.6 to 1	20.1 to 1
Prime instructional time	91.4%	Down from 95.6%	88.9%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	98.0%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$9,812	Up 65.2%	\$9,234	\$7,097
Percent of expenditures for instruction*	59.7%	Down from 63.3%	62.8%	64.4%
Percent of expenditures for teacher salaries*	57.3%	Down from 58.8%	55.1%	59.4%

* 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

The mission statement of Mt. Pleasant Middle School is to foster responsible and productive individuals by providing challenging and varied educational opportunities in a safe and nurturing environment where success, lifelong learning, and tolerance of others are supported by school, parents, and community. The administration, faculty, staff, parents, community, and students have worked diligently to ensure that all facets of our school reflect this mission.

Mount Pleasant Middle is one of two middle schools of the Lee County School District. The attendance zone now serves students in grades 6th, 7th, and 8th from the lower rural area of Lee County. The restructuring of the Lee County School District schools has decreased our student enrollment significantly from 400 students to 135. This allows greater opportunities for teacher-student interaction, small group instruction, and instruction tailored to the specific student. The focus for the 2007-08 school year was to increase the reading comprehension levels of all students in content areas. Teachers of core subject areas, Math, Science, Language Arts, and Social Studies, have collaboratively worked together to implement a school-wide reading initiative. Professional development opportunities provided teachers and support staff with the knowledge to maximize instructional time, analyzing data, project-based instruction, and implementing school-wide literacy programs.

The School Improvement Council and administration implemented many rigorous programs to improve student achievement. Mount Pleasant Middle School's after-school program, 21st Century Community Learning Center, provided extended sessions to students that scored Below Basic on the PACT test. In addition, the school implemented Reading 180 to students who read below grade level and provided opportunities for students to receive academic assistance in reading comprehension skills. A continuous business partnership with Coca Cola Bottling Company and REXAM continued to complement and support the faculty, staff, and students to increase the areas of concern, such as teacher and student attendance, student achievement, and parental involvement. The collaborative partnership between Southern Wesleyan University and Mt. Pleasant allowed for much needed technology training for teachers.

The goal of Mount Pleasant Middle School is to work diligently to develop and implement creative methods to increase parental and community involvement. Academic opportunities and progress of students were sent home through monthly newsletters, bi-weekly progress reports, and our updated school website. Teachers also maintained communication with parents through letters home and phone calls.

We are expecting greater student achievement and increased parental and community involvement, as we work together to build a strong educational community throughout the 2008-09 school year.

Deitra M. Johnson, Principal, and E. J. Melvin, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	36	25
Percent satisfied with learning environment	94.4%	55.6%	79.2%
Percent satisfied with social and physical environment	94.4%	62.9%	83.3%
Percent satisfied with school-home relations	93.8%	71.4%	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

School Adequate Yearly Progress

NO

This school met 6 out of 13 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. Sanction: Implement the restructuring plan.
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	1.8%
Classes in high poverty schools not taught by highly qualified teachers	12.5%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.5%	0.0%	No
Student attendance rate	93.8%	94.0%	No

* 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	135	100	54.5	35	10.6	0	22.8	18.3	48.2	No	Yes
Gender											
Male	62	100	65.5	25.5	9.1	0	18.2	14.5	41.7	N/A	N/A
Female	73	100	45.6	42.6	11.8	0	26.5	21.8	55	N/A	N/A
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.1	60	I/S	I/S
African American	132	100	55.4	34.7	9.9	0	21.5	17.9	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	20	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	18	100	93.8	6.3	0	0	0	7.5	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	21.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	119	100	55.6	33.3	11.1	0	23.1	17	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	135	100	52	42.3	4.9	0.8	12.2	12.4	45.8	No	Yes
Gender											
Male	62	100	52.7	43.6	1.8	1.8	10.9	12.6	45.6	N/A	N/A
Female	73	100	51.5	41.2	7.4	0	13.2	12.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.3	59	I/S	I/S
African American	132	100	52.9	42.1	4.1	0.8	11.6	11.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	35	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	18	100	93.8	6.3	0	0	0	4.7	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	36.8	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	119	100	51.9	41.7	5.6	0.9	11.1	11.5	31.4	No	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	92	100	72	23.2	3.7	1.2	4.9	6.7	35.7	93.8	95.1
Gender											
Male	41	100	73.5	20.6	5.9	0	5.9	9.1	37.4	92.7	94.7
Female	51	100	70.8	25	2.1	2.1	4.2	4.6	33.8	94.6	95.4
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	13.6	49.2	90	92.7
African American	91	100	72	23.2	3.7	1.2	4.9	6.3	17	93.7	95.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	93.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	9.1	24.9	95.4	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	11	100	100	0	0	0	0	4	14	91.6	94.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	95.4	95.6
Socio-Economic Status											
Subsided meals	80	100	74.6	21.1	2.8	1.4	4.2	5.1	21.1	93.4	95.1
Social Studies											
All Students	93	100	70.9	26.7	2.3	0	2.3	7.1	34	93.8	95.1
Gender											
Male	46	100	65.9	29.3	4.9	0	4.9	8.9	36.6	92.7	94.7
Female	47	100	75.6	24.4	0	0	0	5.4	31.3	94.6	95.4
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	44.5	90	92.7
African American	91	100	71.4	27.4	1.2	0	1.2	5.7	19.1	93.7	95.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	93.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	95.4	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	5.6	14.4	91.6	94.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	40	27.3	95.4	95.6
Socio-Economic Status											
Subsided meals	81	100	73.3	24	2.7	0	2.7	5.8	21	93.4	95.1

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	51	100	57.1	34.7	6.1	2	8.2
	7	41	97.6	61.1	30.6	5.6	2.8	8.3
	8	46	100	72.1	25.6	2.3	0	2.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	41	100	62.5	25	12.5	0	12.5
	7	50	100	48.9	35.6	15.6	0	15.6
	8	44	100	52.6	44.7	2.6	0	2.6
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	51	100	51	40.8	8.2	0	8.2
	7	41	100	51.4	40.5	8.1	0	8.1
	8	46	100	81.4	18.6	0	0	0
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	41	100	62.5	30	5	2.5	7.5
	7	50	100	26.7	66.7	6.7	0	6.7
	8	44	100	71.1	26.3	2.6	0	2.6
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	26	100	80	20	0	0	0
	7	41	100	81.1	16.2	2.7	0	2.7
	8	24	100	71.4	28.6	0	0	0
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	20	100	100	0	0	0	0
	7	50	100	53.3	37.8	6.7	2.2	8.9
	8	22	100	88.9	11.1	0	0	0
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	25	100	45.8	54.2	0	0	0
	7	41	100	91.9	5.4	2.7	0	2.7
	8	22	100	86.4	13.6	0	0	0
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	21	100	76.2	19	4.8	0	4.8
	7	50	100	68.9	31.1	0	0	0
	8	22	100	70	25	5	0	5

Abbreviations for Missing Data

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