



## Pleasant Hill Middle

660 Rawl Road  
Lexington, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	880 Students	
<b>Principal</b>	Dr. William Coon	803-821-2900
<b>Superintendent</b>	Dr. Karen C. Woodward	803-951-8363
<b>Board Chair</b>	G. Edwin Harmon, Ph.D.	803-359-0844

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Below Average</b>
2007	Good	Below Average
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

## 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**

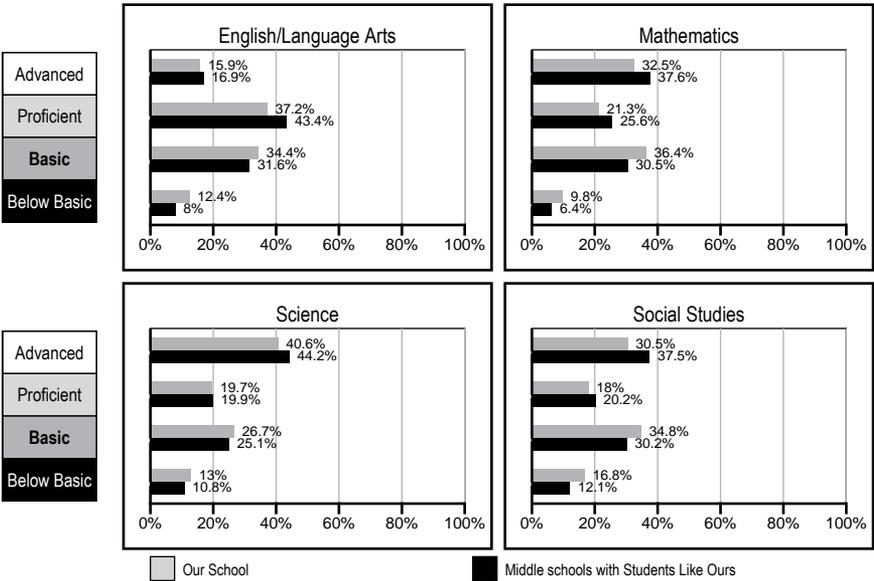
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.8%

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

Excellent	Good	Average	Below Average	At-Risk
2	5	0	0	0

\* 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	100.0	100.0
English 1	100.0	100.0
Physical Science	0	100.0
All Subjects	100.0	100.0

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=880)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	27.8%	Up from 25.8%	43.3%	19.4%
Retention rate	0.3%	Down from 1.8%	0.3%	1.8%
Attendance rate	96.7%	Down from 96.8%	97.0%	95.8%
Eligible for gifted and talented	33.7%	Up from 33.3%	41.4%	15.3%
With disabilities other than speech	6.6%	Up from 4.8%	6.5%	12.9%
Older than usual for grade	0.1%	Down from 1.1%	0.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Down from 1.0%	0.2%	0.7%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
<b>Teachers (n=65)</b>				
Teachers with advanced degrees	53.8%	Down from 58.5%	57.9%	55.0%
Continuing contract teachers	69.2%	Down from 79.2%	78.1%	70.6%
Teachers with emergency or provisional certificates	3.7%	Up from 2.2%	0.9%	5.4%
Teachers returning from previous year	N/A	N/A	84.5%	83.4%
Teacher attendance rate	94.9%	Up from 93.9%	94.8%	94.9%
Average teacher salary	\$45,465	Up 2.2%	\$47,413	\$44,706
Professional development days/teacher	16.2 days	Up from 14.5 days	11.2 days	11.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	21.7 to 1	Down from 22.7 to 1	21.7 to 1	20.1 to 1
Prime instructional time	90.8%	Up from 89.7%	90.5%	89.3%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	98.0%
Character development program	Good	No Change	Excellent	Good
Dollars spent per pupil*	\$8,212	N/A	\$6,884	\$7,097
Percent of expenditures for instruction*	65.9%	N/A	64.2%	64.4%
Percent of expenditures for teacher salaries*	56.1%	N/A	59.9%	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 Pleasant Hill Middle School family is proud to be recognized as a Red Carpet School this year. Administrators and a fully-certified staff embraced the challenges of our second year in existence with eager and positive attitudes. We joined together to create a safe and family-friendly school.

Our school family believes that educating children is a team effort and sets high standards of excellence for our students and for ourselves. Tracy West was our Teacher of the Year. Thirty-five teachers have advanced degrees, and 13 are National Board Certified. Academic progress is our focus and working cooperatively is emphasized across the spectrum at every grade level. Our end-of-course school average for students taking Algebra I was 97; for English I, it was 94. We face huge challenges due to rapid student growth in our attendance area and the need to meet all these students' individual needs.

Our Beta Club inducted 150 new members, and 40 members attended the state convention in Myrtle Beach. Fifty-six PHMS students were named Junior Scholars. The robotics club fielded three school teams that won first and second place in the region meet for teamwork and second place for robot design. More than 180 chorus, drama, and dance class students performed the popular "High School Musical." Band and orchestra placed students in the solo ensemble and concert festivals. Athletic teams provided students an opportunity to compete in cheerleading, football, basketball, track, wrestling, volleyball, high school baseball, softball, and tennis. Our undefeated football team was named conference champion. Our students enjoyed our intramural program and 12 student clubs. The student council, Beta Club, and the entire student body participated in a variety of service-learning activities. Our students volunteered well over 1,400 hours of service to service-learning projects, such as mentoring students at PHES, a toy drive for Palmetto Richland Hospital, Harvest Hope Food Bank, Lexington Interfaith Community Services, Adopt-A-Highway, and Relay For Life.

At PHMS, technology is integrated into our everyday curriculum. Teachers utilize team planning to integrate the latest instructional and technology strategies in core subjects. Teachers incorporate the use of LCD projectors, laptops, classroom amplification systems, AirLiner wireless slates, SMARTBoard interactive white boards, document cameras, and digital cameras into their classes.

Our wonderful PTSA raised funds for new umbrellas, student rewards, and field studies. Our SIC has emerged as a state leader in advocacy for public schools in South Carolina by meeting with legislators, organizing a Lexington County School District One advocacy meeting, and reaching out to other SICs throughout the state to ensure a high-quality education for all students. As we work together with all stakeholders, we create a partnership and provide decision-making opportunities in which students reap the rewards of a warm and supportive environment.

Dr. Bill Coon, Principal  
Bob Bachman, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	240	96
Percent satisfied with learning environment	95.9%	100.0%	98.9%
Percent satisfied with social and physical environment	100.0%	100.0%	95.8%
Percent satisfied with school-home relations	100.0%	100.0%	92.6%

\* 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 16 out of 21 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. Sanction: Implement the restructuring plan.
<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**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	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

## 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	884	99.9	13.8	37.1	37.4	11.7	61	57.1	48.2	Yes	Yes
<b>Gender</b>											
Male	459	99.8	18.7	38.9	33.1	9.3	54.2	50	41.7	N/A	N/A
Female	425	100	8.4	35.2	42.1	14.3	68.5	64.6	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	780	100	12.8	36.5	38.2	12.5	62.7	59.6	60	Yes	Yes
African American	54	100	28.8	40.4	26.9	3.8	32.7	37.8	31.7	No	Yes
Asian/Pacific Islander	18	100	0	27.8	61.1	11.1	88.9	75.4	70.4	I/S	I/S
Hispanic	29	96.6	20.8	54.2	20.8	4.2	50	39.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61.5	47	I/S	I/S
<b>Disability Status</b>											
Disabled	60	100	79.3	13.8	5.2	1.7	8.6	17.3	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	38.1	N/A	N/A						
<b>English Proficiency</b>											
Limited English Proficient	19	94.7	17.6	52.9	29.4	0	58.8	41.7	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	107	100	27.4	45.3	23.6	3.8	38.7	38.7	34	No	Yes

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

All Students	884	100	10.9	40	22.5	26.6	60.9	54.6	45.8	Yes	Yes
<b>Gender</b>											
Male	459	100	11.1	35.3	22.4	31.1	64.2	55.3	45.6	N/A	N/A
Female	425	100	10.6	45.1	22.7	21.7	57.1	53.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	780	100	9.9	38.9	23.5	27.8	63.1	57.7	59	Yes	Yes
African American	54	100	23.1	59.6	9.6	7.7	26.9	30.5	26.9	No	Yes
Asian/Pacific Islander	18	100	0	22.2	16.7	61.1	83.3	71.6	71.3	I/S	I/S
Hispanic	29	100	16.7	45.8	29.2	8.3	54.2	37.5	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	59	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	60	100	53.4	34.5	6.9	5.2	13.8	20.3	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	19	100	17.6	29.4	35.3	17.6	64.7	42	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	107	100	21.7	50	17.9	10.4	43.4	36.3	31.4	Yes	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
<b>Science</b>											
All Students	572	99.8	12.8	26.7	19.7	40.8	60.5	50.3	35.7	96.7	96.1
<b>Gender</b>											
Male	296	99.7	12.5	20.4	20.1	47.1	67.1	51.7	37.4	96.7	96.1
Female	276	100	13.2	33.6	19.2	34	53.2	48.7	33.8	96.6	96.1
<b>Racial/Ethnic Group</b>											
White	510	99.8	11.7	26.4	19.3	42.7	62	53.7	49.2	96.6	96.1
African American	34	100	33.3	36.4	6.1	24.2	30.3	25.1	17	96.5	96.1
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	65.8	58	97.7	96.8
Hispanic	17	100	15.4	23.1	46.2	15.4	61.5	31.9	24.9	97.4	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.2	37.4	N/A	94.8
<b>Disability Status</b>											
Disabled	36	100	60	20	8.6	11.4	20	20	14	96	95
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.1
<b>English Proficiency</b>											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	28.9	24.4	98.1	96.4
<b>Socio-Economic Status</b>											
Subsided meals	71	100	28.6	35.7	22.9	12.9	35.7	31.8	21.1	96.1	94.9
<b>Social Studies</b>											
All Students	580	99.7	16.6	34.8	18	30.5	48.6	47.1	34	96.7	96.1
<b>Gender</b>											
Male	295	100	14.8	29.3	16.9	39	55.9	52	36.6	96.7	96.1
Female	285	99.3	18.5	40.7	19.3	21.5	40.7	41.9	31.3	96.6	96.1
<b>Racial/Ethnic Group</b>											
White	505	99.6	15.3	34.1	18.2	32.4	50.6	49.4	44.5	96.6	96.1
African American	38	100	33.3	47.2	11.1	8.3	19.4	29.2	19.1	96.5	96.1
Asian/Pacific Islander	15	100	0	33.3	26.7	40	66.7	64.2	58.9	97.7	96.8
Hispanic	20	100	29.4	35.3	17.6	17.6	35.3	28	27.5	97.4	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.6	32.7	N/A	94.8
<b>Disability Status</b>											
Disabled	42	100	41.5	43.9	2.4	12.2	14.6	21.6	14.4	96	95
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.1
<b>English Proficiency</b>											
Limited English Proficient	14	100	23.1	38.5	15.4	23.1	38.5	30.5	27.3	98.1	96.4
<b>Socio-Economic Status</b>											
Subsided meals	74	100	31.1	36.5	13.5	18.9	32.4	28.2	21	96.1	94.9

\* 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*
<b>English/Language Arts</b>								
<b>2007</b>	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	242	100	14.4	35.8	42.4	7.4	49.8
	7	267	100	12.1	39.5	43	5.5	48.4
	8	218	99.5	9	43.1	40.8	7.1	47.9
<b>2008</b>	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	348	100	14.5	32	40.7	12.8	53.4
	7	267	100	14.2	41.2	35.8	8.8	44.6
	8	269	99.6	12.4	39.8	34.7	13.1	47.9
<b>Mathematics</b>								
<b>2007</b>	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	242	100	11.8	28.8	36.2	23.1	59.4
	7	267	100	7.4	37.5	21.9	33.2	55.1
	8	218	99.5	11.4	46	22.3	20.4	42.7
<b>2008</b>	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	348	100	11.3	32	25.2	31.5	56.7
	7	267	100	9.6	44.6	20.4	25.4	45.8
	8	269	100	11.6	45.6	21.2	21.6	42.9
<b>Science</b>								
<b>2007</b>	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	123	100	17.2	24.1	22.4	36.2	58.6
	7	267	99.6	9.4	22.3	25.4	43	68.4
	8	108	100	13.1	28	21.5	37.4	58.9
<b>2008</b>	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	173	100	18.5	22.6	16.7	42.3	58.9
	7	267	100	12.7	30.4	19.2	37.7	56.9
	8	132	99.2	5.6	24.6	24.6	45.2	69.8
<b>Social Studies</b>								
<b>2007</b>	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	119	100	3.5	27.4	23.9	45.1	69
	7	267	99.6	12.1	30.9	15.6	41.4	57
	8	110	99.1	9.6	51	20.2	19.2	39.4
<b>2008</b>	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	175	100	11.2	25.4	18.3	45	63.3
	7	267	100	24.2	33.8	13.8	28.1	41.9
	8	138	98.6	8.4	48.9	26	16.8	42.7

Abbreviations for Missing Data

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