



Pleasant Hill Middle

660 Rawl Road
Lexington, South Carolina

Grades	6-8 Middle School	
Enrollment	944 Students	
Principal	Dr. William Coon	803-821-2700
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	G. Edwin Harmon, Ph.D.	803-359-0844

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Below Average
2006	N/A	N/A
2005	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 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

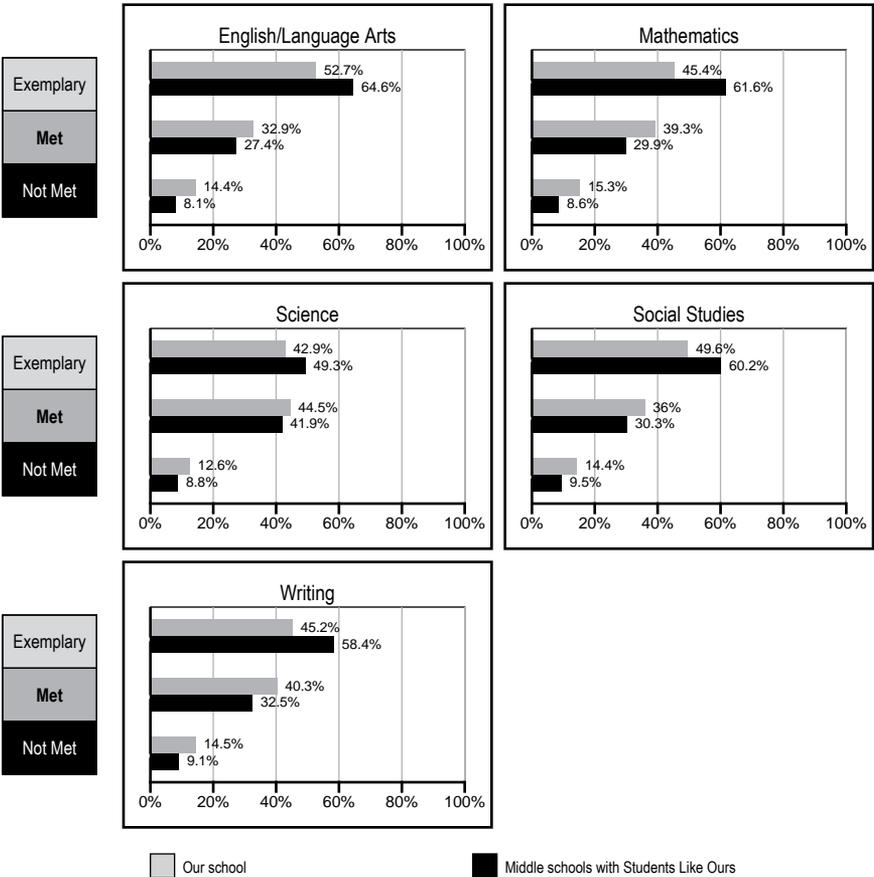
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	1	0	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

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%	99.3%
English 1	100.0%	100.0%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	100.0%	99.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=944)				
Students enrolled in high school credit courses (grades 7 & 8)	23.0%	Down from 27.8%	47.8%	21.6%
Retention rate	0.5%	Up from 0.3%	0.2%	1.2%
Attendance rate	97.0%	Up from 96.7%	97.2%	95.9%
Eligible for gifted and talented	30.0%	Down from 33.7%	33.2%	14.8%
With disabilities other than speech	6.5%	Down from 6.6%	6.7%	12.6%
Older than usual for grade	0.2%	Up from 0.1%	0.2%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.5%	0.3%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=64)				
Teachers with advanced degrees	59.4%	Up from 53.8%	63.2%	56.9%
Continuing contract teachers	78.1%	Up from 69.2%	78.1%	72.7%
Teachers with emergency or provisional certificates	4.9%	Up from 3.7%	3.0%	5.3%
Teachers returning from previous year	N/A	N/A	86.4%	82.9%
Teacher attendance rate	95.8%	Up from 94.9%	95.4%	95.2%
Average teacher salary*	\$47,077	Up 3.5%	\$47,961	\$46,599
Professional development days/teacher	7.9 days	Down from 16.2 days	9.3 days	10.8 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	23.4 to 1	Up from 21.7 to 1	21.7 to 1	20.1 to 1
Prime instructional time	91.8%	Up from 90.8%	90.6%	89.9%
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%	97.8%
Character development program	Good	No Change	Excellent	Good
Dollars spent per pupil**	\$6,389	Down 28.5%	\$6,735	\$7,645
Percent of expenditures for instruction**	69.1%	Up from 65.9%	66.7%	63.4%
Percent of expenditures for teacher salaries**	52.4%	Down from 56.1%	61.1%	57.0%

* 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

The Pleasant Hill Middle School family is proud to be a Red Carpet School and one of the top-performing middle schools in the state. Administrators and a fully certified staff embraced the challenges of our third 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. Thirty-seven teachers have advanced degrees and 15 are National Board Certified. Our Teacher of the Year was Amanda Grady. We focus on academic progress and emphasize working cooperatively at every grade level and across the spectrum. Our current challenges include rapid student growth and closing the achievement gap within our student population.

PHMS won the second-place silver award of \$3,000 for project S.M.I.L.E. and was recognized as an All-Health Team by WIS-TV and SC DHEC. Our Beta Club inducted 194 new members; 42 members attended the state convention in Myrtle Beach. Forty-six students were named Junior Scholars. The robotics club fielded two school teams and both teams qualified for the state meet. Our chorus, drama and dance classes performed "Annie Jr." with more than 200 students participating. Band and orchestra placed students in the solo ensemble and concert festivals. PHMS athletic teams provided students with opportunities in cheerleading, football, basketball, track, wrestling, volleyball, high school baseball, softball and tennis. The PHMS boys' basketball team, undefeated this year, was named conference champs. Our students enjoyed the intramural program along with 12 student clubs. The student council, Beta Club and the entire student body participated in a variety of service-learning activities. Our service-learning projects included an "empty bowls" dinner, mentoring students at PHES, a toy drive for Palmetto Richland Hospital, and support for Harvest Hope Food Bank, LICS and Adopt-A-Highway. Our first annual Relay For Life Pageant netted more than \$8,000 for the American Cancer Society. Our students volunteered well over 1,600 hours of service to these projects.

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

Our wonderful PTSA raised funds for student rewards, field studies and classroom supplies. Our SIC was designated an Honor Roll school this year. The award recognized the PHMS SIC as one of the top SICs in the state. Our SIC continues to be a state leader in advocacy for public schools in South Carolina. As we work together with all stakeholders, we aim to create a partnership and provide decision-making opportunities for students in which they reap the rewards of a warm and supportive learning environment.

Dr. Bill Coon, Principal
Ted Zee, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	260	114
Percent satisfied with learning environment	95.3%	82.6%	97.3%
Percent satisfied with social and physical environment	100.0%	88.4%	93.8%
Percent satisfied with school-home relations	100.0%	87.0%	85.7%

* 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 19 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

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	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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 = 58.8% (Met or Exemplary)

All Students	958	100	15.8	34.5	49.7	89.7	88.8	82.8	Yes	Yes
Gender										
Male	514	100	19.5	34.1	46.4	86.3	86.3	79.3	N/A	N/A
Female	444	100	11.5	35	53.5	93.5	91.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	826	100	14.2	34.1	51.7	90.9	90.3	89.5	Yes	Yes
African American	71	100	31.1	39.3	29.5	75.4	77.7	73.7	Yes	Yes
Asian/Pacific Islander	24	100	4.2	25	70.8	95.8	95.4	92.3	I/S	I/S
Hispanic	31	100	29	48.4	22.6	87.1	81.9	76.5	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	91.7	82.5	I/S	I/S
Disability Status										
Disabled	63	100	73.8	21.3	4.9	32.8	54.1	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	25	100	30.8	38.5	30.8	84.6	82.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	145	100	32.4	36	31.6	75.7	79.9	75.5	Yes	Yes

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

All Students	958	100	16.4	42.2	41.4	88.8	85.7	78.9	Yes	Yes
Gender										
Male	514	100	16.7	37.8	45.6	88	85.1	77	N/A	N/A
Female	444	100	16.1	47.2	36.6	89.9	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	826	100	14.8	42.7	42.5	90	87.8	87.2	Yes	Yes
African American	71	100	36.1	42.6	21.3	77	69.9	66.7	Yes	Yes
Asian/Pacific Islander	24	100	4.2	20.8	75	95.8	93.2	93	I/S	I/S
Hispanic	31	100	22.6	45.2	32.3	83.9	78.2	76	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	85.4	79.5	I/S	I/S
Disability Status										
Disabled	63	100	63.9	27.9	8.2	47.5	53.2	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	25	100	23.1	34.6	42.3	84.6	80.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	145	100	30.9	44.9	24.3	77.2	74.2	70.2	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	658	100	12.6	44.5	42.9	87.4	80	67.5
Gender								
Male	357	100	13.8	38.3	47.8	86.2	80.3	67
Female	301	100	11.2	51.7	37.1	88.8	79.7	68
Racial/Ethnic Group								
White	574	100	10.8	44.4	44.8	89.2	82.7	79.5
African American	42	100	36.1	55.6	8.3	63.9	58.8	50.3
Asian/Pacific Islander	18	100	5.6	33.3	61.1	94.4	89.9	84.3
Hispanic	21	100	23.8	38.1	38.1	76.2	72.4	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	74.2	71.2
Disability Status								
Disabled	42	100	63.4	26.8	9.8	36.6	46.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	17	100	22.2	44.4	33.3	77.8	73.7	59.6
Socio-Economic Status								
Subsized meals	100	100	28	47.3	24.7	72	65.2	55.1
Social Studies								
All Students	661	100	14.4	36	49.6	85.6	82.4	72.3
Gender								
Male	358	100	13.3	29.9	56.8	86.7	82.3	71.5
Female	303	100	15.5	43.2	41.2	84.5	82.5	73.2
Racial/Ethnic Group								
White	568	100	13.8	34.5	51.6	86.2	83.8	80.7
African American	53	100	24.4	46.7	28.9	75.6	71	60
Asian/Pacific Islander	16	100	6.3	31.3	62.5	93.8	92.2	88.5
Hispanic	20	100	10	60	30	90	76.1	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	80.6	72.2
Disability Status								
Disabled	45	100	53.5	27.9	18.6	46.5	55.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	15	100	12.5	50	37.5	87.5	75.2	67.9
Socio-Economic Status								
Subsized meals	101	100	22.3	43.6	34	77.7	70.2	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
Writing										
All Students	954	99.8	14.3	40.4	45.3	85.7	77.3	70.2	97	96.1
Gender										
Male	512	99.8	20.7	40.2	39.2	79.3	71.1	63.2	97	96.1
Female	442	99.8	6.9	40.6	52.4	93.1	83.8	77.5	97	96.2
Racial/Ethnic Group										
White	822	99.8	12.7	40.3	47	87.3	79.7	79.1	96.9	96.1
African American	71	100	34.4	36.1	29.5	65.6	61	57.6	97.5	96.3
Asian/Pacific Islander	24	100	4.2	45.8	50	95.8	88.6	86.2	98.2	97.4
Hispanic	31	100	22.6	41.9	35.5	77.4	64.5	62.6	97.6	95.9
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	77.6	68.7	97.4	95
Disability Status										
Disabled	62	100	71.7	20	8.3	28.3	34.3	26.1	97.4	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	98.6
English Proficiency										
Limited English Proficient	25	100	23.1	42.3	34.6	76.9	64.7	61.2	98.6	96.6
Socio-Economic Status										
Subsided meals	140	99.3	29.3	44.4	26.3	70.7	62	58.9	96.2	94.9

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
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	312	100	15	32.6	52.5	85
	7	361	100	16.3	34.3	49.4	83.7
	8	285	100	16	37	47	84
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	312	100	16.9	40.2	42.9	83.1
	7	361	100	13.1	42.6	44.3	86.9
	8	285	100	19.9	43.8	36.3	80.1
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	156	100	15.8	62.5	21.7	84.2
	7	361	100	11.1	41.1	47.7	88.9
	8	141	100	12.9	33.1	54	87.1
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	156	100	6	48.3	45.6	94
	7	361	100	19.1	30.6	50.3	80.9
	8	144	100	11.3	36.6	52.1	88.7
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	308	100	15.9	45.2	38.9	84.1
	7	360	99.4	14	30.4	55.6	86
	8	286	100	12.8	47.7	39.5	87.2

Abbreviations for Missing Data

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