

PLEASANT HILL MIDDLE

660 Rawl Road
Lexington, South Carolina

Grades	6-8 Middle School	
Enrollment	1,049 Students	
Principal	Dr. Bill Coon	803-821-2700
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	Cynthia S. Smith	803-957-5095

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent*
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Below Average
2006	N/A	N/A

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

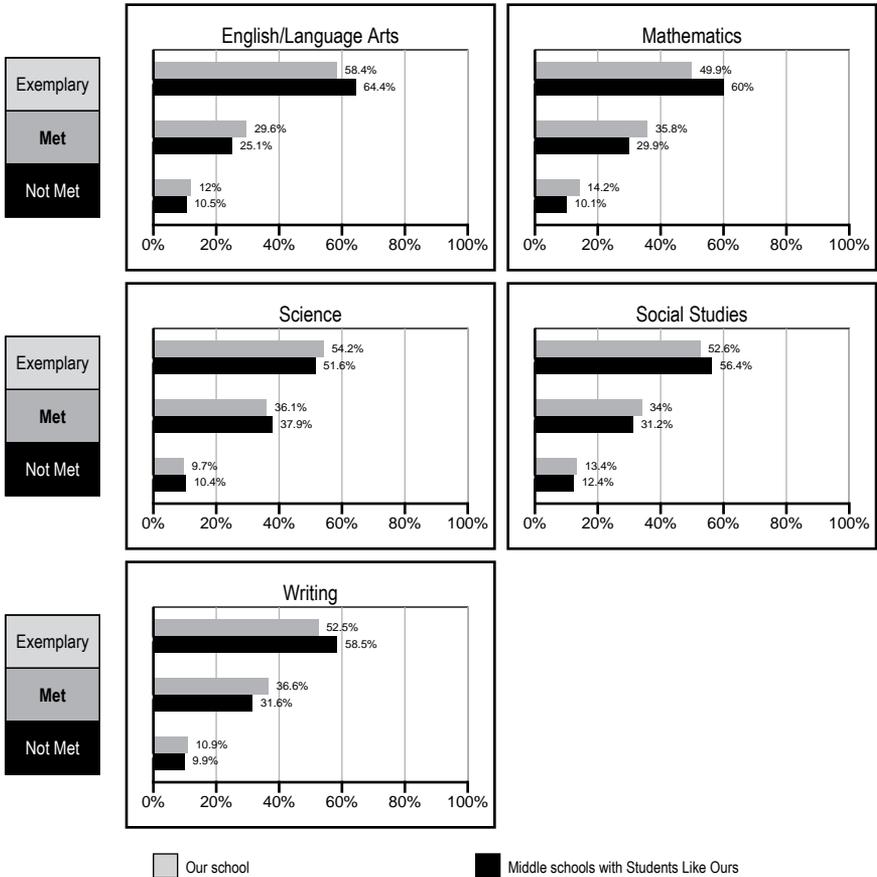
97%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
11	0	0	0	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%	99.5%
English 1	100.0%	99.4%
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=1,049)				
Students enrolled in high school credit courses (grades 7 & 8)	30.0%	Up from 23.0%	53.3%	24.2%
Retention rate	0.4%	Down from 0.5%	0.2%	0.7%
Attendance rate	97.4%	Up from 97.0%	96.7%	95.9%
Eligible for gifted and talented	34.4%	Up from 30.0%	39.5%	16.4%
With disabilities other than speech	7.3%	Up from 6.5%	6.7%	12.0%
Older than usual for grade	0.5%	Up from 0.2%	0.5%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.2%	0.3%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=69)				
Teachers with advanced degrees	60.9%	Up from 59.4%	60.9%	58.5%
Continuing contract teachers	84.1%	Up from 78.1%	84.1%	80.0%
Teachers with emergency or provisional certificates	4.6%	Down from 4.9%	2.9%	4.0%
Teachers returning from previous year	94.4%	N/A	90.4%	84.6%
Teacher attendance rate	94.1%	Down from 95.8%	94.1%	95.4%
Average teacher salary*	\$47,994	Up 1.9%	\$48,632	\$46,561
Professional development days/teacher	10.0 days	Up from 7.9 days	7.8 days	10.2 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	22.4 to 1	Down from 23.4 to 1	22.2 to 1	21.1 to 1
Prime instructional time	90.4%	Down from 91.8%	90.4%	90.4%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.4%	Down from 100.0%	99.6%	98.1%
Character development program	Good	No Change	Excellent	Good
Dollars spent per pupil**	\$6,925	Up 8.4%	\$6,403	\$7,802
Percent of expenditures for instruction**	66.4%	Down from 69.1%	65.7%	63.8%
Percent of expenditures for teacher salaries**	65.2%	Up from 52.4%	64.3%	60.0%

* 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 excited to be a state-recognized winner of both the Palmetto Gold Award and Red Carpet Award. PHMS received an "Excellent" rating and continues to be one of the state's top performing middle schools.

PHMS firmly believes that effective learning will be achieved through a team effort and high standards of excellence for all. Thirty-eight teachers have advanced degrees and 18 are National Board certified. We continue to be challenged by rapid growth and closing the achievement gap as we focus on constructing quality common assessments and research-based teaching interventions.

The PHMS "Celerity" race team placed first nationally in the middle school division and received third-place recognition in three other team events. Our MathCounts team won second place in the state, and one student competed in the national competition. Our performing arts programs consistently earned "Excellent" and "Superior" ratings at state festivals. The Robotics Team advanced to the state championship. The student council wrote and was the only South Carolina school to receive a Project Unify grant, which teamed Special Olympics athletes with general education students. In addition, PHMS special education students will be featured in exercise posters in all South Carolina welcome centers and rest areas. Jenny Johansson, one of our special education teachers, was named PHMS Teacher of the Year. The cheer squad finished second in the state. PHMS' football team won the conference championship, and the wrestling team won the state championship. Our main service-learning project was Pennies for Peace, and our students volunteered more than 1,800 hours of service to various community service projects.

PHMS teachers and staff collaborated to discuss teaching methodologies, assessments, data, interventions, and literacy goals. Best practices were discussed and shared by our faculty and district personnel. SMART (Specific, Measurable, Achievable, Realistic, and Time-bound) goals and common assessments were reviewed to ensure that our assessments were on target with state standards.

The outstanding parent volunteers that make up our Parent Teacher Student Association and School Improvement Council continued to assist and support learning at PHMS. The PTSA provided funds for student recognition, classroom supplies, and field studies. The SIC and PTSA funded the installation of new floor coverings in five "Cougar Cabanas" in order to provide a first-class learning environment in every classroom.

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
 Julynn Spence, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	313	108
Percent satisfied with learning environment	94.3%	92.0%	93.5%
Percent satisfied with social and physical environment	100.0%	95.8%	93.5%
Percent satisfied with school-home relations	96.2%	96.8%	88.9%

* 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 20 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	0.6%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.7%	0.0%	No
Student attendance rate	97.4%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	1047	100	13.3	30.5	56.3	91.1	89	83.5	Yes	Yes
Gender										
Male	557	100	16.5	30.1	53.3	88.1	86.2	80.1	N/A	N/A
Female	490	100	9.5	30.9	59.6	94.5	91.9	87	N/A	N/A
Racial/Ethnic Group										
White	905	100	11.7	30.1	58.2	92	90.7	89.6	Yes	Yes
African American	75	100	29.2	38.9	31.9	80.6	76.9	74.6	Yes	Yes
Asian/Pacific Islander	34	100	10.3	13.8	75.9	93.1	95.4	92.7	I/S	I/S
Hispanic	29	100	21.4	35.7	42.9	89.3	82.4	79.6	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	89.3	85.1	I/S	I/S
Disability Status										
Disabled	78	100	69.3	24	6.7	40	53.9	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	29	32.3	38.7	83.9	83.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	163	100	25.3	34.4	40.3	83.1	80.1	76.9	Yes	Yes

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

All Students	1047	99.9	15.7	39.4	44.9	89.6	86.2	80.4	Yes	Yes
Gender										
Male	557	99.8	17.1	35.5	47.4	87.4	84.9	78.4	N/A	N/A
Female	490	100	14.2	43.8	42.1	92.2	87.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	905	100	14.2	39.3	46.5	90.9	88.2	87.8	Yes	Yes
African American	75	100	33.3	50	16.7	76.4	72	69.3	Yes	Yes
Asian/Pacific Islander	34	97.1	13.8	13.8	72.4	89.7	93.9	93.5	I/S	I/S
Hispanic	29	100	17.9	42.9	39.3	82.1	78.2	78.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	87.5	83.2	I/S	I/S
Disability Status										
Disabled	78	100	64	29.3	6.7	45.3	52.7	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	24	95.8	22.6	29	48.4	80.6	81.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	163	100	27.9	42.9	29.2	80.5	76.1	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	682	100	9.7	36.1	54.2	90.3	80.7	67.3
Gender								
Male	378	100	12	31.1	56.9	88	80.2	66.9
Female	304	100	6.8	42.5	50.7	93.2	81.2	67.7
Racial/Ethnic Group								
White	601	100	8.4	35.9	55.7	91.6	83.4	79.6
African American	45	100	23.3	51.2	25.6	76.7	59.9	49.7
Asian/Pacific Islander	20	100	11.1	11.1	77.8	88.9	90.4	84.4
Hispanic	12	100	16.7	33.3	50	83.3	70	59.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	76.2	69.5
Disability Status								
Disabled	44	100	50	35.7	14.3	50	46.5	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	10	I/S	23.1	30.8	46.2	76.9	69.9	58.6
Socio-Economic Status								
Subsidized meals	104	100	15.2	47.5	37.4	84.8	68	55.4
Social Studies								
All Students	684	100	13.6	34	52.4	86.4	81.5	70.9
Gender								
Male	357	100	16.5	25.2	58.3	83.5	81.5	70.1
Female	327	100	10.3	43.6	46.1	89.7	81.4	71.7
Racial/Ethnic Group								
White	578	100	12.1	33.7	54.2	87.9	82.9	79.2
African American	56	100	22.2	48.1	29.6	77.8	68.5	58.4
Asian/Pacific Islander	21	100	10.5	21.1	68.4	89.5	91.3	86.8
Hispanic	25	100	29.2	20.8	50	70.8	78.6	68
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	82.9	71.2
Disability Status								
Disabled	54	100	57.7	36.5	5.8	42.3	49.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	20	100	33.3	22.2	44.4	66.7	79.2	68
Socio-Economic Status								
Subsidized meals	117	100	22.7	40	37.3	77.3	69.1	60.8

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	1048	99.5	10.6	36.8	52.7	89.4	79.4	72.1	97.4	97.1
Gender										
Male	558	99.1	14.7	41.4	43.8	85.3	73.4	65.2	97.3	97.1
Female	490	100	5.9	31.6	62.6	94.1	85.6	79.2	97.5	97.2
Racial/Ethnic Group										
White	908	99.5	9.4	35.9	54.6	90.6	81.6	80.8	97.3	97.1
African American	74	100	20.8	44.4	34.7	79.2	65.2	59.7	98	97.3
Asian/Pacific Islander	32	100	13.3	26.7	60	86.7	87.7	87	98.8	97.9
Hispanic	30	100	13.8	55.2	31	86.2	66.3	64.6	97.4	97.2
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	82.8	73.4	96.9	96.3
Disability Status										
Disabled	79	94.9	65.8	30.1	4.1	34.2	35.6	27.7	97.2	96.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	18.2	60.6	21.2	81.8	67.1	63.7	98.9	97.8
Socio-Economic Status										
Subsidized meals	169	98.2	17.4	48.4	34.2	82.6	66.5	61.9	97.1	96.3

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
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
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	364	100	9.5	32.7	57.8	90.5
	7	320	100	10	29.6	60.5	90
	8	363	100	19.8	29.1	51.1	80.2
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	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
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	364	99.7	11.3	39	49.7	88.7
	7	320	100	14.8	34.7	50.5	85.2
	8	363	100	20.9	43.8	35.3	79.1
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
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	181	100	9.8	62.4	27.7	90.2
	7	320	100	7.1	30.2	62.7	92.9
	8	181	100	14.3	20.6	65.1	85.7

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
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
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	182	100	12.7	46.8	40.5	87.3
	7	320	100	13.2	28	58.8	86.8
	8	182	100	15	32.2	52.8	85
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
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	359	99.2	8.4	39.5	52	91.6
	7	322	99.7	10.6	31.2	58.2	89.4
	8	367	99.7	12.5	39	48.5	87.5

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