



Pelion Middle

758 Magnolia Street
Pelion, SC 29123

Grades	5-8 Middle School	
Enrollment	750 Students	
Principal	Dr. Sandra M. Jowers	803-821-2300
Superintendent	Dr. Karen C. Woodward	803-951-8363
Board Chair	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
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Average	At-Risk
2004	Average	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

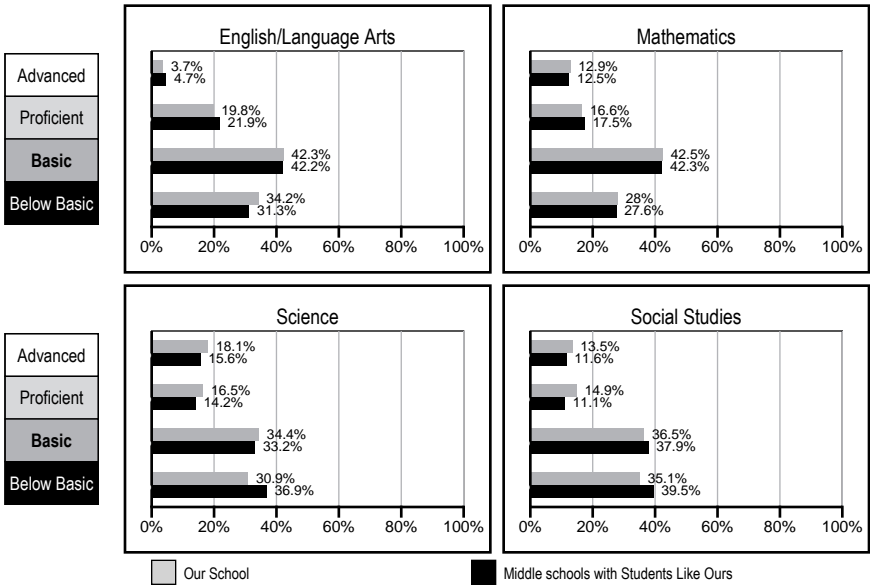
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	14	36	5

* 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	97.1
English 1	97.6	95.7
Physical Science	0	57.7
All Subjects	98.8	96.2

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=750)				
Students enrolled in high school credit courses (grades 7 & 8)	12.7%	Up from 10.5%	17.6%	19.4%
Retention rate	1.7%	Down from 3.8%	1.5%	1.8%
Attendance rate	95.0%	Down from 95.5%	95.7%	95.8%
Eligible for gifted and talented	13.1%	Down from 13.4%	13.3%	15.3%
With disabilities other than speech	12.1%	Up from 11.1%	14.5%	12.9%
Older than usual for grade	2.3%	Up from 1.3%	3.2%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Down from 1.1%	0.6%	0.7%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=59)				
Teachers with advanced degrees	40.7%	Down from 48.4%	52.6%	55.0%
Continuing contract teachers	57.6%	Down from 61.3%	73.6%	70.6%
Teachers with emergency or provisional certificates	11.6%	Up from 10.2%	5.1%	5.4%
Teachers returning from previous year	79.6%	Up from 79.5%	83.4%	83.4%
Teacher attendance rate	95.8%	Up from 94.9%	94.8%	94.9%
Average teacher salary	\$42,686	Up 1.8%	\$44,327	\$44,706
Professional development days/teacher	12.7 days	Up from 11.5 days	11.5 days	11.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	22.0 to 1	Up from 20.1 to 1	19.3 to 1	20.1 to 1
Prime instructional time	90.4%	Up from 90.1%	88.9%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.0%	Up from 96.7%	97.8%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$7,169	Up 6.3%	\$6,949	\$7,097
Percent of expenditures for instruction*	65.8%	Down from 66.1%	65.5%	64.4%
Percent of expenditures for teacher salaries*	63.8%	Down from 64.1%	61.6%	59.4%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Pelion is a welcoming community, where education ranks as a high priority. With the community, we collaboratively tackle our challenges of building the foundation for increased academic and extracurricular accomplishments. This year we completed a new, two-story classroom wing and renovated the existing facility. Freshly painted, 21st Century classrooms now contain dynamic, instructional technology that reflects the community's dedication to its students.

Pelion Middle School staff and students, with members of the community, studied school data, updated the four performance goals of the School Improvement Plan, and added a fifth goal for "Removing Barriers to Learning." Our primary goal at PMS is to improve student achievement. By 2009–2010, we want 88 percent of students to score "Basic" and above on state testing and 59 percent of students to score "Proficient" and above. Our second goal is to increase parent involvement through improved home/school communication and by providing increased opportunities for parent participation in school-sponsored programs. Our third goal is to continuously work to improve the climate of PMS by promoting student safety, appropriate discipline, and good attendance. Our fourth goal is to provide teachers with professional development. Faculty members participated in ongoing professional development during weekly meetings and Collaborative Planning Days. We studied student survey data to set our fifth goal for "Removing Barriers to Learning" for increased student success.

To meet these goals, we are using many effective, research-based strategies. To overcome our barrier of not consistently reaching yearly achievement goals, we are providing challenging academic instruction based on state standards. PMS teachers establish classroom climates that accommodate the needs of each individual student through differentiated instructional strategies. We incorporate the latest technology to support instruction in all of our classrooms. As a "Making Middle Grades Work" site, we are adopting a school-wide literacy plan to improve reading and writing skills. We continue to implement the "No Excuses" classwork/homework policy and to integrate character education across the curriculum and in extracurricular activities. Our school-wide plan of positive behavior support is designed to decrease barriers to learning and to make all students feel safe and supported.

Our guidance program not only provides individual emotional support, but it also offers academic and career guidance through planned classroom programs, assemblies, small groups, and evening programs. We want all our students to be successful. Our counselors help them cultivate personal and social integrity and lifelong learning skills.

We invite you to visit PMS. Our doors are always open to parents and community members. To contact your child's teachers, call (803) 821-2300 and leave a message or go to lexington1.net/pms/pmshp.htm to get their individual e-mail addresses.

Sandra Jowers, Principal
Tim Treaster, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	181	75
Percent satisfied with learning environment	72.5%	75.7%	80.0%
Percent satisfied with social and physical environment	88.2%	75.7%	70.3%
Percent satisfied with school-home relations	52.9%	83.2%	70.3%

* 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 11 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. 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	1.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.6%	0.0%	No
Student attendance rate	95.0%	94.0%	Yes

* Or greater than last year

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

All Students	757	99.5	35.2	43	19.3	2.5	30.7	57.1	48.2	No	Yes
Gender											
Male	376	99.2	43.6	38.7	16.3	1.5	25.9	50	41.7	N/A	N/A
Female	381	99.7	26.9	47.3	22.3	3.4	35.5	64.6	55	N/A	N/A
Racial/Ethnic Group											
White	668	99.6	33.9	43.6	19.7	2.7	31.7	59.6	60	No	Yes
African American	49	98	57.1	31	11.9	0	14.3	37.8	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	75.4	70.4	I/S	I/S
Hispanic	32	100	36	52	12	0	24	39.7	38.4	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	61.5	47	I/S	I/S
Disability Status											
Disabled	99	98	88.8	11.2	0	0	0	17.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	25	100	42.1	47.4	10.5	0	26.3	41.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	464	99.4	43.3	41.3	13.7	1.7	23.8	38.7	34	No	Yes

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

All Students	757	99.6	29.1	44.2	16.4	10.2	36	54.6	45.8	No	Yes
Gender											
Male	376	99.5	26.1	44.3	18.3	11.3	38.6	55.3	45.6	N/A	N/A
Female	381	99.7	32.1	44.1	14.6	9.2	33.5	53.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	668	99.7	28.1	44.2	17.1	10.6	36.5	57.7	59	No	Yes
African American	49	98	47.6	40.5	7.1	4.8	28.6	30.5	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	71.6	71.3	I/S	I/S
Hispanic	32	100	28	48	20	4	32	37.5	38.1	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	59	46.2	I/S	I/S
Disability Status											
Disabled	99	98	68.5	28.1	3.4	0	5.6	20.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	25	100	26.3	42.1	21.1	10.5	36.8	42	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	464	99.6	33.1	46.8	14.1	6	29.3	36.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

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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	471	100	30.9	34.4	16.5	18.1	34.7	50.3	35.7	95	96.1
Gender											
Male	242	100	31.4	29.5	16.4	22.7	39.1	51.7	37.4	94.7	96.1
Female	229	100	30.5	39.5	16.7	13.3	30	48.7	33.8	95.3	96.1
Racial/Ethnic Group											
White	410	100	29.7	34.7	16.6	18.9	35.5	53.7	49.2	95	96.1
African American	33	100	53.6	28.6	7.1	10.7	17.9	25.1	17	95.5	96.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	65.8	58	94.1	96.8
Hispanic	22	100	29.4	41.2	23.5	5.9	29.4	31.9	24.9	95.1	95.9
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	65.2	37.4	94.6	94.8
Disability Status											
Disabled	66	100	70.7	22.4	6.9	0	6.9	20	14	94.3	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.1
English Proficiency											
Limited English Proficient	15	100	36.4	45.5	18.2	0	18.2	28.9	24.4	94.9	96.4
Socio-Economic Status											
Subsided meals	289	100	34.5	35.7	15.9	14	29.8	31.8	21.1	94.4	94.9
Social Studies											
All Students	473	100	35.1	36.5	14.9	13.5	28.4	47.1	34	95	96.1
Gender											
Male	225	100	32.9	30.5	20	16.7	36.7	52	36.6	94.7	96.1
Female	248	100	37.2	42	10.2	10.6	20.8	41.9	31.3	95.3	96.1
Racial/Ethnic Group											
White	422	100	33.9	36.5	15.4	14.2	29.6	49.4	44.5	95	96.1
African American	29	100	48	32	8	12	20	29.2	19.1	95.5	96.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	64.2	58.9	94.1	96.8
Hispanic	18	100	38.5	53.8	7.7	0	7.7	28	27.5	95.1	95.9
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	55.6	32.7	94.6	94.8
Disability Status											
Disabled	55	100	71.2	21.2	1.9	5.8	7.7	21.6	14.4	94.3	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.1
English Proficiency											
Limited English Proficient	15	100	30	50	20	0	20	30.5	27.3	94.9	96.4
Socio-Economic Status											
Subsided meals	285	100	42	37.4	10.5	10.1	20.6	28.2	21	94.4	94.9

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	179	99.4	33.9	45.8	19.6	0.6	20.2
	6	194	99.5	42.6	39.9	16.4	1.1	17.5
	7	185	99.5	41.3	41.3	15.1	2.3	17.4
	8	218	99.1	36.9	50.7	10.8	1.5	12.3
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	187	99.5	38.8	44.1	17.1	0	17.1
	6	189	98.4	37.9	33.3	23.2	5.6	28.8
	7	190	100	33.7	45.9	19.2	1.2	20.3
	8	191	100	30.5	48.9	17.8	2.9	20.7
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	179	100	33.7	39.6	15.4	11.2	26.6
	6	194	99.5	27.9	43.2	18.6	10.4	29
	7	185	99.5	30.8	42.4	15.7	11	26.7
	8	218	99.5	29.6	59.1	8.9	2.5	11.3
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	187	99.5	22.4	46.5	24.7	6.5	31.2
	6	189	98.9	36.5	32.6	13.5	17.4	30.9
	7	190	100	30.8	42.4	13.4	13.4	26.7
	8	191	100	26.4	55.7	14.4	3.4	17.8
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	88	100	46.3	25.6	17.1	11	28
	6	94	98.9	37.5	31.8	10.2	20.5	30.7
	7	185	99.5	35.5	32	23.8	8.7	32.6
	8	108	100	29	39	15	17	32
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	93	100	38.8	34.1	12.9	14.1	27.1
	6	94	100	38.6	28.4	13.6	19.3	33
	7	190	100	26.7	38.4	15.1	19.8	34.9
	8	94	100	23.5	32.9	25.9	17.6	43.5
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	91	100	60.9	21.8	6.9	10.3	17.2
	6	99	100	20	30.5	23.2	26.3	49.5
	7	185	99.5	45.3	29.1	9.3	16.3	25.6
	8	110	100	35.6	55.8	5.8	2.9	8.7
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	93	100	51.8	36.5	4.7	7.1	11.8
	6	93	100	8.9	28.9	27.8	34.4	62.2
	7	190	100	45.9	32.6	10.5	11	21.5
	8	97	100	24.7	51.7	20.2	3.4	23.6

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