



Honea Path Middle

107 Brock Ave
Honea Path, SC 29654

Grades	5-8 Middle School	
Enrollment	489 Students	
Principal	Dr. John Snead	864-369-7641
Superintendent	Mr. Thomas T. Chapman	864-369-7364
Board Chair	Mrs. Brenda Cooley	864-369-7364

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	Below Average

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

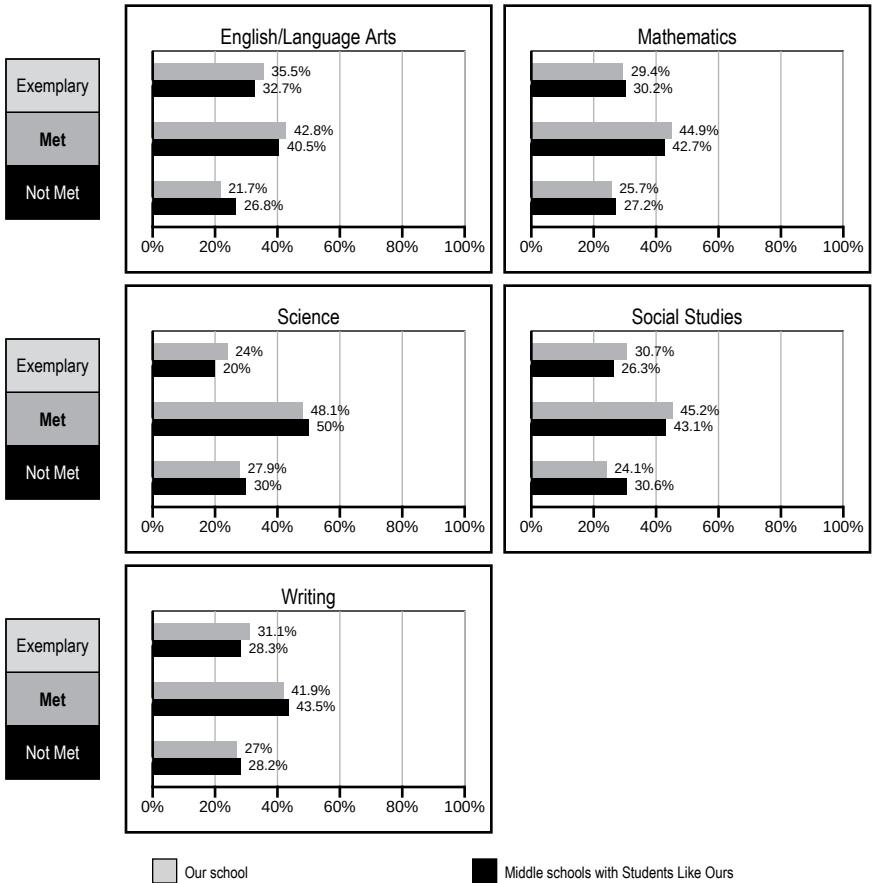
98.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	7	43	1	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%	96.8%
English 1	100.0%	94.4%
Physical Science	N/A	77.4%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=489)				
Students enrolled in high school credit courses (grades 7 & 8)	12.6%	Down from 16.7%	22.7%	21.6%
Retention rate	0.2%	Down from 1.7%	1.1%	1.2%
Attendance rate	95.1%	No Change	95.9%	95.9%
Eligible for gifted and talented	18.3%	Down from 20.9%	17.9%	14.8%
With disabilities other than speech	15.1%	Up from 14.9%	13.6%	12.6%
Older than usual for grade	2.5%	Up from 2.1%	1.9%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.8%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	53.3%	Up from 36.7%	57.6%	56.9%
Continuing contract teachers	76.7%	No Change	76.9%	72.7%
Teachers with emergency or provisional certificates	3.6%	Down from 4.2%	3.6%	5.3%
Teachers returning from previous year	93.3%	Up from 89.1%	85.6%	82.9%
Teacher attendance rate	95.8%	Down from 95.9%	95.2%	95.2%
Average teacher salary*	\$45,176	Up 4.8%	\$47,386	\$46,599
Professional development days/teacher	12.7 days	Down from 18.3 days	11.3 days	10.8 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	3.0
Student-teacher ratio in core subjects	22.2 to 1	Up from 21.1 to 1	21.8 to 1	20.1 to 1
Prime instructional time	89.5%	Up from 88.9%	90.0%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Down from 100.0%	98.5%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$6,764	Down 9.2%	\$7,341	\$7,645
Percent of expenditures for instruction**	69.2%	Up from 66.2%	63.2%	63.4%
Percent of expenditures for teacher salaries**	58.9%	Up from 54.5%	58.4%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2008-2009 school year at HPMS was an exciting year with continued growth. The students performed well academically, and the HPMS community worked together to accomplish many successes:

Nine of our 8th grade students were recognized as SC Junior Scholars;

One seventh grade student was recognized as a Duke TIP Scholar;

An eighth grader was the Honea Path Middle School Spelling Bee winner and placed 5th at the Anderson County Spelling Bee;

Students in grades 5-8 participated in the school Science Fair. Grade level and school winners were recognized at a district awards ceremony;

Thirty-one students participated in the Science Olympiads, placing 8th overall; In the various competitions, six students received 6th place ribbons, six received 5th place ribbons, three received 4th place medals, and one team of two students received two 3rd place medals.

Students in grades 5-8 participated in a number of service activities totaling 14,675 hours of service. One hundred thirty-four students received the Presidential Award for Service Learning: 27 received the gold award, 18 received the silver award, and 89 received the bronze award.

HPMS's 2008-2009 Teacher of the Year was Mrs. Beth Cannon, and Mrs. Patti Barrett was selected to serve as HPMS Teacher of the Year for 2009-2010.

The staff has been busy with the improvement of instruction as we begin our twelfth year as a Standards Based Curriculum School. Our goal of maintaining and improving our standardized test scores will be addressed in a variety of ways, including a 21st Century Grant that enables us to provide Merit Academy (after-school program for at-risk students) ; PLATO, Study Island, and NCS Learn Lab (computer lab) programs that continue to help improve academic skills; and technology upgrades, including Promethean Boards that aid in classroom instruction.

We appreciate the support of our PTO, School Improvement Council, and Business Partner. The PTO held fundraisers to purchase student supplies and assisted in numerous school activities. We salute our parents, local industry, businesses, and community, and we thank them for their continued support. Together we are building a brighter future and opening the door for a new century of progress.

Dr. John Snead, Principal

Ann Miller, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	140	74
Percent satisfied with learning environment	96.9%	84.8%	88.9%
Percent satisfied with social and physical environment	100.0%	82.6%	81.9%
Percent satisfied with school-home relations	96.8%	86.8%	86.1%

* 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 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	0.0%	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	95.1%	94.0%*	Yes

* Or greater than last year

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	488	100	22.6	43.6	33.8	85.7	90.1	82.8	Yes	Yes
Gender										
Male	242	100	25.2	45.7	29.1	84.3	88.5	79.3	N/A	N/A
Female	246	100	20	41.7	38.3	87.1	91.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	409	100	20.3	43.3	36.5	86.8	91.2	89.5	Yes	Yes
African American	74	100	36.9	43.1	20	80	85.3	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	87.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	73	100	52.1	40.8	7	56.3	68.2	52	SWD	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	231	100	32.3	41.9	25.8	80.6	85.4	75.5	Yes	Yes

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

All Students	488	100	26.2	46.4	27.4	82.6	87.3	78.9	Yes	Yes
Gender										
Male	242	100	26.5	48.7	24.8	81.7	86.2	77	N/A	N/A
Female	246	100	25.8	44.2	30	83.3	88.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	409	100	23.5	46.8	29.8	84.5	89.6	87.2	Yes	Yes
African American	74	100	40	47.7	12.3	72.3	76.9	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	87.5	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	73	100	70.4	23.9	5.6	43.7	57.3	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	231	100	32.3	47.9	19.8	75.6	80.9	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	305	100	27.6	47.6	24.8	72.4	80.5	67.5
Gender								
Male	143	100	27.6	46.3	26.1	72.4	79.9	67
Female	162	100	27.5	48.8	23.8	72.5	81	68
Racial/Ethnic Group								
White	258	100	22.4	50.4	27.2	77.6	84	79.5
African American	44	100	59.5	29.7	10.8	40.5	64.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	92.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	47	100	52.2	32.6	15.2	47.8	51.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status								
Subsided meals	139	100	38.5	42.3	19.2	61.5	73.4	55.1

Social Studies

All Students	304	100	24.5	45.2	30.3	75.5	81.5	72.3
Gender								
Male	155	100	24.8	40.9	34.2	75.2	80.3	71.5
Female	149	100	24.1	49.7	26.2	75.9	82.7	73.2
Racial/Ethnic Group								
White	254	100	24.2	41.9	33.9	75.8	83.4	80.7
African American	48	100	25	63.6	11.4	75	73.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	69.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	44	100	48.8	39.5	11.6	51.2	59.2	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsided meals	156	100	31.8	49.3	18.9	68.2	74.7	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	492	98.4	27	41.9	31.1	73	73.5	70.2	95.1	95.9
Gender										
Male	245	99.2	34.6	41.9	23.5	65.4	66.2	63.2	95	95.8
Female	247	97.6	19.5	41.9	38.6	80.5	81.2	77.5	95.2	95.9
Racial/Ethnic Group										
White	413	98.1	25.3	41	33.8	74.8	76	79.1	94.9	95.7
African American	74	100	38.5	46.2	15.4	61.5	62.1	57.6	96.5	96.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	96.6
Hispanic	3	I/S	I/S	I/S	I/S	I/S	68.8	62.6	91.8	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	91.1
Disability Status										
Disabled	76	89.5	71.6	26.9	1.5	28.4	32.2	26.1	93.8	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	61.2	91.4	96.2
Socio-Economic Status										
Subsidized meals	231	98.7	33.9	44	22	66.1	64.6	58.9	94.3	95.3

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	109	100	22.6	43.4	34	77.4
	6	117	100	15.3	43.2	41.4	84.7
	7	121	100	25.4	39.8	34.7	74.6
	8	141	100	25.9	47.4	26.7	74.1
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	109	100	28.3	42.5	29.2	71.7
	6	117	100	14.4	50.5	35.1	85.6
	7	121	100	19.5	52.5	28	80.5
	8	141	100	40	40.7	19.3	60
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	54	100	30.8	44.2	25	69.2
	6	58	100	25	55.4	19.6	75
	7	120	100	23.1	49.6	27.4	76.9
	8	73	100	34.8	40.6	24.6	65.2
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	55	100	22.2	46.3	31.5	77.8
	6	60	100	8.9	55.4	35.7	91.1
	7	121	100	29.7	43.2	27.1	70.3
	8	68	100	30.3	39.4	30.3	69.7
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	113	99.1	30.3	33.9	35.8	69.7
	6	117	98.3	15.5	42.7	41.8	84.5
	7	120	97.5	17.4	48.7	33.9	82.6
	8	142	98.6	41.9	41.9	16.2	58.1

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample