



Pickens Middle

467 Sparks Lane
Pickens, SC 29671

Grades	6-8 Middle School	
Enrollment	839 Students	
Principal	Dr. Libba Floyd	864-878-8735
Superintendent	Dr. Henry Hunt	864-855-8150
Board Chair	Jim Shelton	864-836-8465

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	Average	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

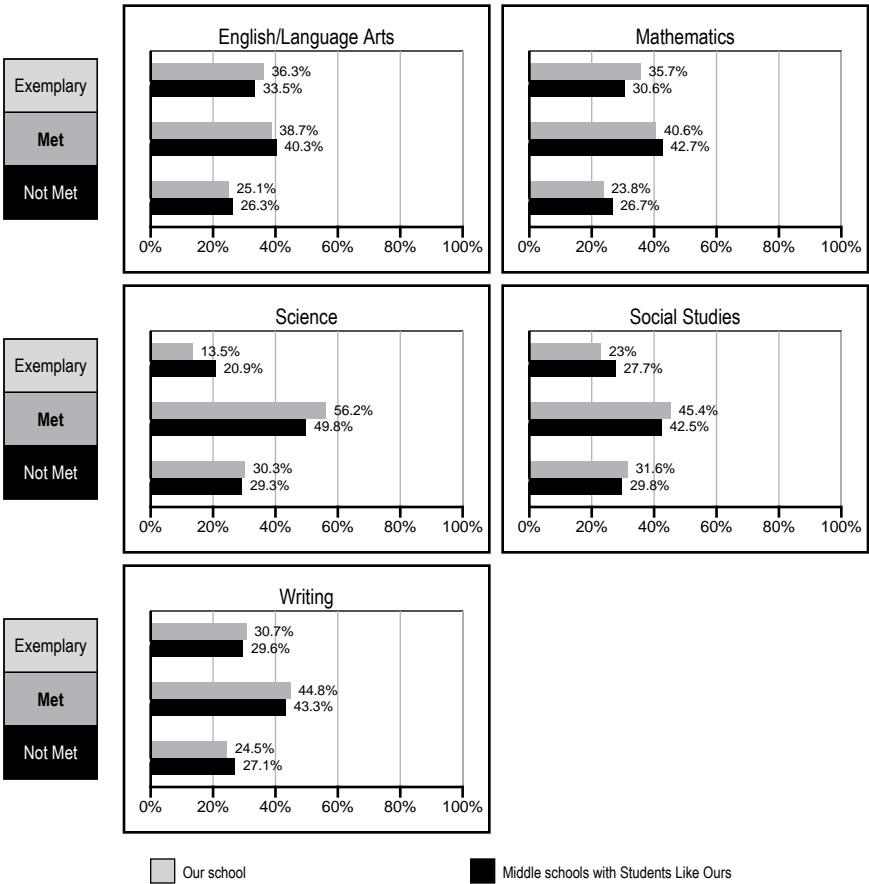
98%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	10	37	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%	97.1%
English 1	100.0%	94.2%
Physical Science	N/A	83.1%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=839)				
Students enrolled in high school credit courses (grades 7 & 8)	64.4%	Up from 44.5%	21.5%	21.6%
Retention rate	2.0%	Up from 1.6%	1.0%	1.2%
Attendance rate	95.9%	Up from 95.5%	95.9%	95.9%
Eligible for gifted and talented	22.6%	No Change	18.2%	14.8%
With disabilities other than speech	15.1%	Up from 15.0%	12.6%	12.6%
Older than usual for grade	3.1%	Down from 3.2%	1.9%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.3%	Up from 0.2%	0.8%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=59)				
Teachers with advanced degrees	67.8%	Up from 67.2%	57.3%	56.9%
Continuing contract teachers	76.3%	Down from 88.5%	76.9%	72.7%
Teachers with emergency or provisional certificates	2.0%	Up from 1.8%	4.6%	5.3%
Teachers returning from previous year	84.8%	Down from 87.1%	85.4%	82.9%
Teacher attendance rate	95.1%	Up from 94.0%	95.3%	95.2%
Average teacher salary*	\$48,555	Up 1.7%	\$47,312	\$46,599
Professional development days/teacher	12.1 days	Down from 13.9 days	11.4 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio in core subjects	22.0 to 1	Down from 23.2 to 1	21.8 to 1	20.1 to 1
Prime instructional time	89.6%	Up from 88.3%	90.1%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	98.6%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$7,608	Up 5.9%	\$7,259	\$7,645
Percent of expenditures for instruction**	61.7%	Up from 61.4%	63.1%	63.4%
Percent of expenditures for teacher salaries**	58.7%	Up from 56.7%	57.1%	57.0%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Pickens Middle School, a National Blue Ribbon School of Excellence and a National Service Learning Leader School, works daily with parents and community to emphasize high academic achievement, career awareness, and citizenship through diverse learning opportunities in a secure and caring environment. Pickens Middle has been named a National School of Character Promising Practices, an Exemplary Writing School, and a Carolina First Palmetto's Finest state middle school. We seek to improve student achievement by reading across the curriculum, creating career awareness through job shadowing activities, and increasing parent involvement. The faculty participates in numerous staff development conferences through the Southern Regional Education Board (SREB), the National Middle School Conference, and other state and local conferences. Differentiated instruction, Thinking Maps, Literacy, technology integration are among the staff development activities that the faculty participated in during school day meetings. Selected by the State Department of Education, the school is in the fourth year of a project to use the environment as an integrating context for learning. Seventh graders participate in this project in an effort to close the achievement gap. As a national leader in service learning, we continue to involve 100 percent of the faculty and students with service learning integrated into the curriculum. Plans are to develop a professional library to offer to teachers the resources for innovative teaching techniques. It is our belief that by enlisting the support of the faculty, staff, administration, parents, and the community, we will achieve our goal of engaging students who can cope with the demands of an ever-changing world. Strong community support is shown through our civic organizations and business community partnerships that provide both financial and personal support to our school.

Dr. Libba Floyd, Principal
Donna Harden, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	55	187	91
Percent satisfied with learning environment	85.5%	71.5%	81.1%
Percent satisfied with social and physical environment	87.3%	77.0%	73.3%
Percent satisfied with school-home relations	79.6%	83.4%	78.9%

* 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 17 out of 19 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	0.7%	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	95.9%	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	847	99.8	26.3	40.1	33.5	83	87.9	82.8	Yes	Yes
Gender										
Male	451	99.8	30.5	42.3	27.2	78.8	85.3	79.3	N/A	N/A
Female	396	99.8	21.8	37.8	40.4	87.6	90.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	782	99.7	25.6	40.2	34.2	83.6	89.1	89.5	Yes	Yes
African American	41	100	45.7	40	14.3	65.7	78.6	73.7	I/S	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.6	92.3	I/S	I/S
Hispanic	20	100	16.7	44.4	38.9	88.9	82.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	82.5	I/S	I/S
Disability Status										
Disabled	125	99.2	63.6	30.9	5.5	54.5	60.5	52	No	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	9	I/S	I/S	I/S	I/S	I/S	82.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	402	99.5	38.1	38.6	23.3	73.2	81.2	75.5	Yes	Yes

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

All Students	847	99.8	24.9	43.6	31.4	81.8	83.8	78.9	Yes	Yes
Gender										
Male	451	99.8	25.7	44.5	29.8	80	82.3	77	N/A	N/A
Female	396	99.8	24.1	42.7	33.2	83.7	85.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	782	99.7	24.3	43.4	32.3	82.6	85.6	87.2	Yes	Yes
African American	41	100	37.1	51.4	11.4	62.9	67.7	66.7	I/S	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.1	93	I/S	I/S
Hispanic	20	100	33.3	33.3	33.3	83.3	80.2	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	79.5	I/S	I/S
Disability Status										
Disabled	125	99.2	58.2	40	1.8	50.9	52.9	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	9	I/S	I/S	I/S	I/S	I/S	82.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	402	99.5	35.7	44.8	19.6	71	75.9	70.2	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	571	99.7	29.6	56.7	13.8	70.4	76.8	67.5
Gender								
Male	307	99.7	31.8	55.1	13.1	68.2	76.3	67
Female	264	99.6	27.1	58.4	14.5	72.9	77.4	68
Racial/Ethnic Group								
White	530	99.6	29	56.7	14.3	71	79.2	79.5
African American	27	100	N/AV	N/AV	N/AV	56.5	58.3	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.1	84.3
Hispanic	12	100	I/S	I/S	I/S	I/S	66.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	86	100	61	35.1	3.9	39	45	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	5	I/S	I/S	I/S	I/S	I/S	69.8	59.6
Socio-Economic Status								
Subsided meals	258	99.2	41.5	52.6	6	58.5	67.4	55.1
Social Studies								
All Students	567	100	31.2	45.7	23.1	68.8	78.8	72.3
Gender								
Male	305	100	31.8	43.3	24.9	68.2	78.5	71.5
Female	262	100	30.6	48.2	21.2	69.4	79.2	73.2
Racial/Ethnic Group								
White	520	100	31.1	44.9	24	68.9	80	80.7
African American	28	100	43.5	52.2	4.3	56.5	68.4	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90	88.5
Hispanic	15	100	14.3	71.4	14.3	85.7	76.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	72.2
Disability Status								
Disabled	80	100	69.1	27.9	2.9	30.9	49.1	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	6	I/S	I/S	I/S	I/S	I/S	77.8	67.9
Socio-Economic Status								
Subsided meals	276	100	43.9	44.7	11.5	56.1	69.8	62.1

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	847	98.1	24.2	45	30.8	75.8	78.9	70.2	95.9	96.5
Gender										
Male	449	98.4	32.4	44.4	23.2	67.6	72.2	63.2	95.8	96.4
Female	398	97.7	15.4	45.5	39	84.6	86.1	77.5	96.1	96.5
Racial/Ethnic Group										
White	782	98.1	23.5	45.3	31.2	76.5	80.6	79.1	95.9	96.4
African American	41	97.6	40	42.9	17.1	60	65.8	57.6	96.5	96.8
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.2	86.2	96.1	98
Hispanic	20	100	27.8	33.3	38.9	72.2	69.2	62.6	97.5	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.4	68.7	N/A	96.2
Disability Status										
Disabled	118	89	75	23	2	25	33.3	26.1	93.7	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	88.1	95.5
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	73.4	61.2	97.8	97.7
Socio-Economic Status										
Subsided meals	376	97.6	36.9	44.6	18.5	63.1	67.9	58.9	95	95.8

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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	287	100	26.3	44.2	29.5	73.7
	7	293	100	23.3	38.1	38.5	76.7
	8	267	99.3	29.5	37.8	32.7	70.5
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	287	100	21.9	47.5	30.6	78.1
	7	293	100	26.3	41.1	32.6	73.7
	8	267	99.3	26.8	42.1	31.1	73.2
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	148	100	28.5	63.2	8.3	71.5
	7	292	100	25.3	59.1	15.6	74.7
	8	131	98.5	40	44	16	60
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	142	100	19	59.1	21.9	81
	7	291	100	39.2	37.7	23.1	60.8
	8	134	100	27.6	48	24.4	72.4
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	288	98.6	21.5	48.7	29.8	78.5
	7	285	99	22.4	43.7	34	77.6
	8	274	96.7	29.2	42.3	28.5	70.8

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