



Middle School of Pacolet

850 Sunny Acres Rd.
Pacolet, SC 29372

Grades	6-8 Middle School	
Enrollment	196 Students	
Principal	Cynthia D. James	864-279-6600
Superintendent	James O. Ray	864-279-6000
Board Chair	Mr. Eddie Dearybury	864-279-6000

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

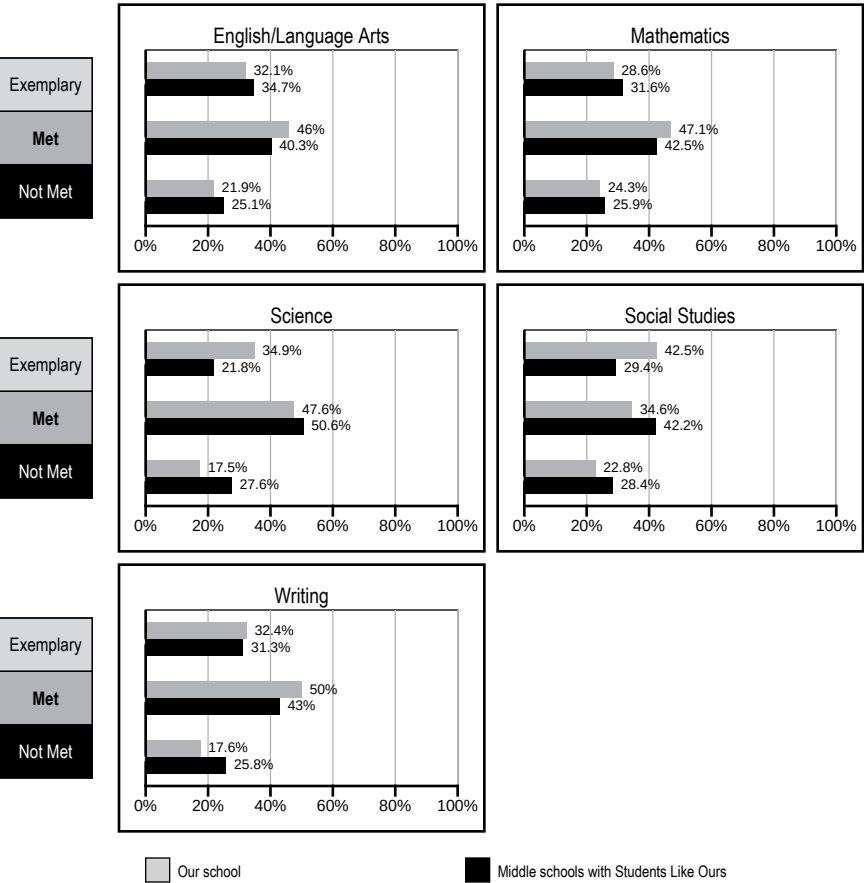
98.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	11	37	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%	97.3%
English 1	N/A	96.9%
Physical Science	N/A	91.9%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=196)				
Students enrolled in high school credit courses (grades 7 & 8)	17.4%	Down from 22.9%	25.4%	21.6%
Retention rate	0.0%	Down from 0.5%	1.1%	1.2%
Attendance rate	96.0%	Down from 96.1%	95.9%	95.9%
Eligible for gifted and talented	22.2%	Up from 21.6%	18.1%	14.8%
With disabilities other than speech	16.2%	Up from 15.9%	12.0%	12.6%
Older than usual for grade	1.0%	Up from 0.9%	2.0%	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=14)				
Teachers with advanced degrees	57.1%	Down from 60.0%	57.5%	56.9%
Continuing contract teachers	78.6%	Up from 53.3%	76.5%	72.7%
Teachers with emergency or provisional certificates	0.0%	Down from 9.1%	4.6%	5.3%
Teachers returning from previous year	74.1%	Down from 76.2%	85.5%	82.9%
Teacher attendance rate	95.9%	Down from 96.5%	95.1%	95.2%
Average teacher salary*	\$43,480	Up 3.8%	\$47,084	\$46,599
Professional development days/teacher	12.5 days	Down from 14.2 days	10.6 days	10.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 19.7 to 1	21.8 to 1	20.1 to 1
Prime instructional time	90.6%	Up from 89.9%	89.9%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.8%	Down from 100.0%	98.7%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$9,499	Up 2.1%	\$6,991	\$7,645
Percent of expenditures for instruction**	49.9%	Up from 48.3%	63.6%	63.4%
Percent of expenditures for teacher salaries**	47.8%	Up from 45.6%	57.7%	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

Middle School of Pacolet continued to help students grow in all aspects of life. The 2008-09 school year was filled with opportunities for academic and social development, excitement, and hard work.

Faculty members completed a second year of working with the process known as Understanding by Design. Results from this project produced five eighth grade Junior Scholars and three seventh grade students recognized as Duke Tip Scholars. For the third consecutive year, 100% of our Algebra 1 students passed the EOC, and, in a first for Middle School of Pacolet, one 8th grade student was selected to attend the Spartanburg County Scholars Academy.

In the arts, we had numerous students win awards at both the local and state level. One of our students designed the state-winning Christmas card for Vulcan Materials. Our school was also well represented in region band competition and solo and ensemble competition.

Communication took on a new look as our Web site converted to eChalk. The weekly newsletter "Indian Headlines" earned distinction as an Award Winner by the South Carolina Association of Public Relations. Students directed and produced our morning news show—WMSP.

One of our greatest assets is our giving. Students collected over 700 canned-good items through our Fellowship of Christian Athletes for 2nd Presbyterian Food Bank. A school record was set for Relay for Life. Our school was recognized as the 3rd highest middle school in Spartanburg County, with over \$3700.00 collected. Another strength of MSP is the thirty-five parents who volunteer to help out at the school.

By receiving a grant from the State Department of Education, some of our young ladies are spending one week this summer in a nontraditional work setting camp. These seventeen girls will experience machine tool, electricity, construction, and welding at Daniel Morgan Technology Center.

A year of growth, excitement, and hard work—MSP met the challenge.

Leland McKelvey, SIC Chair
Cynthia D. James, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	61	37
Percent satisfied with learning environment	87.5%	80.3%	83.8%
Percent satisfied with social and physical environment	100.0%	88.5%	83.8%
Percent satisfied with school-home relations	87.5%	96.7%	78.4%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

YES

This school met 13 out of 13 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	N/A	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	96.0%	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	194	100	21.8	45.7	32.4	84.6	85.4	82.8	Yes	Yes
Gender										
Male	103	100	27	43	30	80	81.4	79.3	N/A	N/A
Female	91	100	15.9	48.9	35.2	89.8	89.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	157	100	17.9	44.4	37.7	88.1	87.6	89.5	Yes	Yes
African American	31	100	45.2	48.4	6.5	64.5	76.1	73.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	78.6	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	78.8	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	33	100	65.6	28.1	6.3	43.8	56.1	52	I/S	I/S
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	N/A	N/AV	I/S	I/S	I/S	I/S	78	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	94	100	30.8	49.5	19.8	76.9	80.3	75.5	Yes	Yes

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

All Students	194	100	26.6	47.3	26.1	81.4	80.7	78.9	Yes	Yes
Gender										
Male	103	100	30	48	22	79	78.7	77	N/A	N/A
Female	91	100	22.7	46.6	30.7	84.1	82.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	157	100	22.5	46.4	31.1	85.4	84.4	87.2	Yes	Yes
African American	31	100	51.6	41.9	6.5	58.1	62	66.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.7	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.9	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	33	100	75	15.6	9.4	40.6	47.5	45.5	I/S	I/S
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	N/A	N/AV	I/S	I/S	I/S	I/S	78	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	94	100	39.6	48.4	12.1	72.5	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	132	100	17.3	47.2	35.4	82.7	77	67.5
Gender								
Male	68	100	26.2	38.5	35.4	73.8	76.3	67
Female	64	100	8.1	56.5	35.5	91.9	77.7	68
Racial/Ethnic Group								
White	115	100	14.5	45.5	40	85.5	80.2	79.5
African American	12	100	50	41.7	8.3	50	60.5	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	72.7	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	70.3	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	22	100	66.7	19	14.3	33.3	48	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	N/A	N/AV	I/S	I/S	I/S	I/S	68.2	59.6
Socio-Economic Status								
Subsided meals	62	100	28.3	55	16.7	71.7	70.3	55.1

Social Studies

All Students	131	100	22.7	34.4	43	77.3	77.3	72.3
Gender								
Male	68	100	29.9	28.4	41.8	70.1	76.7	71.5
Female	63	100	14.8	41	44.3	85.2	78	73.2
Racial/Ethnic Group								
White	106	100	19.4	35	45.6	80.6	79.1	80.7
African American	23	100	39.1	34.8	26.1	60.9	65.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	83.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	23	100	72.7	18.2	9.1	27.3	48.7	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	76.3	67.9
Socio-Economic Status								
Subsided meals	66	100	26.6	45.3	28.1	73.4	71.5	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	195	99.5	17.6	50	32.4	82.4	74.8	70.2	96	96.2
Gender										
Male	105	99.1	25	55	20	75	67.5	63.2	96	96.1
Female	90	100	9.1	44.3	46.6	90.9	82.9	77.5	96.1	96.3
Racial/Ethnic Group										
White	157	99.4	14.7	48.7	36.7	85.3	77.8	79.1	95.8	96
African American	32	100	31.3	50	18.8	68.8	61.8	57.6	97	96.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	64.3	86.2	98.6	97.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	66.7	62.6	97.6	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	99.4	96.5
Disability Status										
Disabled	33	97	N/AV	N/AV	N/AV	32.3	31.9	26.1	94.6	95.3
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	N/A	N/AV	I/S	I/S	I/S	I/S	58.9	61.2	98.9	97.2
Socio-Economic Status										
Subsidized meals	94	98.9	26.4	54.9	18.7	73.6	67.8	58.9	94.6	95.5

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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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	64	100	24.2	50	25.8	75.8
	7	68	100	19.7	36.4	43.9	80.3
	8	62	100	21.7	51.7	26.7	78.3

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	64	100	24.2	48.4	27.4	75.8
	7	68	100	21.2	48.5	30.3	78.8
	8	62	100	35	45	20	65

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	32	100	9.7	48.4	41.9	90.3
	7	68	100	21.2	47	31.8	78.8
	8	32	100	16.7	46.7	36.7	83.3

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	33	100	12.5	53.1	34.4	87.5
	7	68	100	19.7	33.3	47	80.3
	8	30	100	40	16.7	43.3	60

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	63	98.4	18	49.2	32.8	82
	7	69	100	16.7	42.4	40.9	83.3
	8	63	100	18	59	23	82

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample