

## PELION MIDDLE

758 Magnolia Street  
Pelion, SC 29123

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	626 Students	
<b>Principal</b>	Sandy Jowers	803-821-2300
<b>Superintendent</b>	Dr. Karen C. Woodward	803-821-1000
<b>Board Chair</b>	Cynthia S. Smith	803-957-5095

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	Below 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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

**Percent of Student PASS Records Matched for Purpose of Computing Growth Rating**

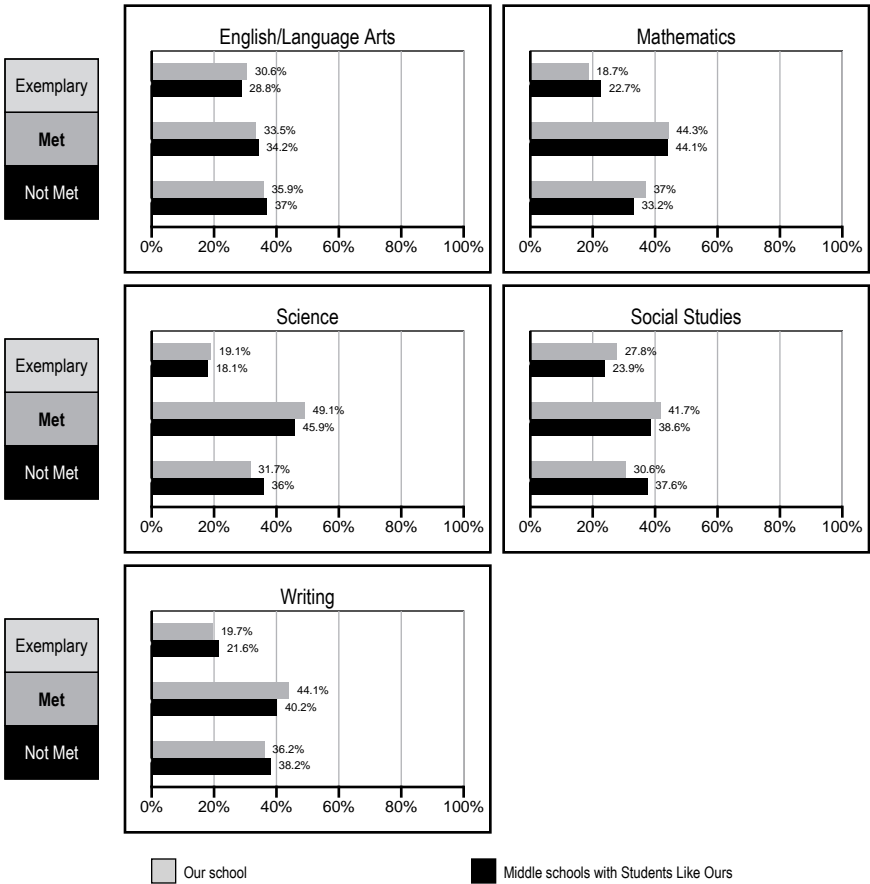
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.3%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
1	2	41	7	0

\* Ratings are calculated with data available by 11/09/2011.

**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%	96.8%
English 1	100.0%	92.9%
Biology 1/Applied Biology 2	N/A	91.6%
Physical Science	N/A	50.0%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=626)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	9.0%	Down from 11.5%	29.2%	24.5%
Retention rate	1.8%	Up from 0.7%	0.7%	0.7%
Attendance rate	94.9%	Up from 94.5%	95.7%	95.9%
Served by gifted and talented program	11.6%	Up from 10.9%	16.7%	17.8%
With disabilities other than speech	9.3%	Down from 14.3%	10.1%	9.2%
Older than usual for grade	2.1%	Up from 1.3%	2.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.2%	Down from 2.5%	0.7%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	54.3%	Up from 48.9%	58.6%	60.0%
Continuing contract teachers	84.8%	Up from 74.5%	86.7%	82.6%
Teachers returning from previous year	83.7%	Up from 82.2%	82.9%	85.6%
Teacher attendance rate	95.4%	Up from 94.1%	95.4%	95.3%
Average teacher salary*	\$45,140	Up 0.8%	\$45,222	\$46,300
Professional development days/teacher	23.3 days	Up from 15.5 days	9.9 days	9.9 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	24.1 to 1	Up from 23.2 to 1	21.1 to 1	21.5 to 1
Prime instructional time	88.7%	Up from 87.6%	90.4%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.0%	Up from 95.2%	96.4%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$8,324	Down 2.4%	\$7,484	\$7,634
Percent of expenditures for instruction**	60.2%	Down from 60.9%	62.4%	64.0%
Percent of expenditures for teacher salaries**	59.1%	Down from 59.8%	59.2%	61.2%

\* 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**

Pelion Middle School has been preparing students to succeed in a global and competitive 21st century. Over the past year, PMS increased world language opportunities and improved academic and behavior interventions. As a result, student achievement increased. With continued support from all stakeholders, we are confident in our ability to reach our full potential.

Our motto over the past year was "Whatever it Takes." We expanded the Response to Intervention (RTI) program to help the PMS students (about 30 percent) who did not meet standard on state testing. This three-tiered RTI program matches intervention strategies to students' needs. Each day, during the Tier I interventions period, teachers re-taught concepts, provided enrichment and gave students time to redo work. PMS also piloted a literacy program focusing on literacy across subject areas. More teachers integrated technology into instruction and put that technology into the hands of students. In line with our vision, we continue to educate students for the 21st century.

We have high expectations for our students at PMS. We are a rural community, and some of our students have unique challenges. Using the Positive Behavior Support System, we praise students for practicing appropriate behavior or displaying random acts of kindness through positive referrals. We also regularly recognized students for honor roll and perfect attendance. To encourage the pursuit of individual interests, PMS offered an increased number of student clubs. Community service projects continued to be a focus with students and staff, raising more than \$10,000 for people in need.

We not only promote high expectations and lifelong learning for our students, but also for our faculty. Thirteen teachers are currently pursuing advanced degrees. We used professional development time to develop common assessments and encourage the use of data in designing instruction. Professional learning communities among teachers made this transition easier and emphasized student learning needs.

We know that parents and community are key stakeholders in the education of students. Through the PTO and the School Improvement Council, we encourage parent participation and involvement. We use our Open House, family nights and speakers to welcome the community into our school. Over the past year, PMS proudly received more than \$64,000 in grant money. A Lowe's Toolbox in Education grant provided funding for outdoor learning centers. Mid-Carolina Electric Cooperative awarded our school a Bright Ideas grant to purchase a computer for our Industrial Technology Education program. We also received a Litter Trashes Everyone grant from PalmettoPride for a cardboard recycling bin.

You are always welcome to visit PMS! To contact your child's teachers, call 803-821-2300 or visit the PMS website to get their email addresses.

We are in a great place and positioned for success!

Sandra Jowers, Principal  
 Randy Edwards, School Improvement Council Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	37	173	108
Percent satisfied with learning environment	83.8%	72.8%	70.5%
Percent satisfied with social and physical environment	81.1%	79.1%	66.0%
Percent satisfied with school-home relations	64.9%	84.2%	65.4%

\* 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 15 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.2%	0.0%	No
Student attendance rate	94.9%	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 = 79.4% (Met or Exemplary)**

All Students	618	99.8	35.8	33.6	30.7	74.5	88	82.4	No	Yes
<b>Gender</b>										
Male	312	100	41.1	31.1	27.8	68.6	84.9	78.7	N/A	N/A
Female	306	99.7	30.2	36.1	33.7	80.7	91.3	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	511	100	34.6	32.9	32.5	76.1	90	88.9	No	Yes
African American	57	98.3	62.7	21.6	15.7	49	74.6	72.9	No	Yes
Asian/Pacific Islander	12	100	N/AV	N/AV	N/AV	100	94.6	93	I/S	I/S
Hispanic	36	100	27.3	57.6	15.2	78.8	81.2	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	92	83	I/S	I/S
<b>Disability Status</b>										
Disabled	91	98.9	82.6	12.8	4.7	18.6	51.1	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	26	100	17.9	64.3	17.9	82.1	80.3	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	432	99.8	41.2	33.6	25.2	69.6	78.6	75.4	No	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	617	99.8	36.9	44.4	18.7	75.8	88	81.9	Yes	Yes
<b>Gender</b>										
Male	311	100	39.9	41.3	18.8	73.2	86.5	79.9	N/A	N/A
Female	306	99.7	33.7	47.7	18.6	78.6	89.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	510	100	35.5	46	18.6	77.9	89.8	88.9	Yes	Yes
African American	57	98.3	62.7	27.5	9.8	51	75.3	71.4	Yes	Yes
Asian/Pacific Islander	12	100	16.7	16.7	66.7	83.3	95.4	94.6	I/S	I/S
Hispanic	36	100	27.3	54.5	18.2	78.8	82	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	90	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	91	98.9	81.4	15.1	3.5	30.2	52.3	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	26	100	25	53.6	21.4	82.1	83.1	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	431	99.8	42.8	42.1	15.1	70.8	78.1	74.9	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
<b>Science</b>								
All Students	418	100	31.7	49.1	19.1	68.3	80.1	68.6
<b>Gender</b>								
Male	210	100	34.7	45	20.3	65.3	79.7	68.3
Female	208	100	28.7	53.3	17.9	71.3	80.5	68.9
<b>Racial/Ethnic Group</b>								
White	347	100	30.2	49.8	19.9	69.8	82.8	80.7
African American	40	100	54.1	37.8	8.1	45.9	60.6	51.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	89.8	85.3
Hispanic	22	100	30	65	5	70	70.5	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.6	70.8
<b>Disability Status</b>								
Disabled	66	100	N/AV	N/AV	N/AV	17.5	45.3	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	18	100	28.6	61.9	9.5	71.4	70.6	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	290	100	37.2	47.8	15	62.8	66.5	57.3
<b>Social Studies</b>								
All Students	416	99.8	30.4	41.8	27.8	69.6	82.8	72.5
<b>Gender</b>								
Male	211	100	31.2	39.1	29.7	68.8	82.5	72
Female	205	99.5	29.5	44.6	25.9	70.5	83	73.1
<b>Racial/Ethnic Group</b>								
White	349	100	29.3	41	29.6	70.7	84.7	81
African American	35	97.1	35.5	54.8	9.7	64.5	69.4	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	92.1	89
Hispanic	24	100	45.5	31.8	22.7	54.5	74.5	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.9	73.5
<b>Disability Status</b>								
Disabled	56	98.2	79.2	18.9	1.9	20.8	49.9	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	16	100	43.8	25	31.3	56.3	76	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	298	99.7	34.9	40.9	24.2	65.1	70.3	62.9

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
<b>Writing</b>										
All Students	197	99.5	35.8	44.4	19.8	64.2	79.6	73.2	94.9	95.7
<b>Gender</b>										
Male	101	100	44.3	42.3	13.4	55.7	74.1	67.2	94.8	95.7
Female	96	99	26.7	46.7	26.7	73.3	85.3	79.4	95.1	95.8
<b>Racial/Ethnic Group</b>										
White	158	99.4	31.8	46.4	21.9	68.2	81.6	81.5	94.8	95.7
African American	22	100	66.7	28.6	4.8	33.3	65.3	61.3	95	96
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93	87	96.3	96.6
Hispanic	13	100	45.5	45.5	9.1	54.5	68.2	66.7	96.2	95.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.9	72.2	90.8	94.9
<b>Disability Status</b>										
Disabled	30	100	N/AV	N/AV	N/AV	14.3	30.7	26	93.6	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	69.7	65.7	96.8	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	133	99.3	44.4	40.3	15.3	55.6	67.4	63.2	94.4	94.8

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
<b>English/Language Arts</b>							
<b>2010</b>	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	218	100	38.9	35.6	25.5	61.1
	7	203	100	33.9	34.4	31.7	66.1
	8	180	100	42.5	31.7	25.7	57.5
<b>2011</b>	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	201	100	33.9	38.1	28	66.1
	7	218	100	39.5	28.1	32.4	60.5
	8	199	99.5	33.5	35.1	31.4	66.5
<b>Mathematics</b>							
<b>2010</b>	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	218	100	47.6	37.5	14.9	52.4
	7	203	99.5	41.3	38.6	20.1	58.7
	8	180	99.4	42.5	34.7	22.8	57.5
<b>2011</b>	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	201	100	32.8	45	22.2	67.2
	7	217	100	40.7	40.7	18.7	59.3
	8	199	99.5	36.8	48.1	15.1	63.2
<b>Science</b>							
<b>2010</b>	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	109	100	34.6	49	16.3	65.4
	7	202	100	23.3	51.9	24.9	76.7
	8	89	100	27.4	39.3	33.3	72.6
<b>2011</b>	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	102	100	35.5	55.9	8.6	64.5
	7	217	100	32.1	49.8	18.2	67.9
	8	99	100	27.4	41.1	31.6	72.6

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
<b>Social Studies</b>							
<b>2010</b>	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	109	100	23.1	58.7	18.3	76.9
	7	202	99.5	39.9	31.4	28.7	60.1
	8	90	100	33.7	39.8	26.5	66.3
<b>2011</b>	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	99	100	16.7	58.3	25	83.3
	7	217	100	35.4	36.4	28.2	64.6
	8	100	99	33.3	36.7	30	66.7
<b>Writing</b>							
<b>2010</b>	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	220	100	41.2	39.3	19.4	58.8
	7	205	99	28.9	52.1	18.9	71.1
	8	181	99.5	30.8	50.9	18.3	69.2
<b>2011</b>	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	197	99.5	35.8	44.4	19.8	64.2

Abbreviations for Missing Data

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