



PLEASANT HILL MIDDLE

660 Rawl Road
Lexington, South Carolina

Grades	6-8 Middle School	
Enrollment	1,070 Students	
Principal	Dr. Bill Coon	803-821-2700
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	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
2011	Excellent	Excellent*
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Below Average

* The School's 2011 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

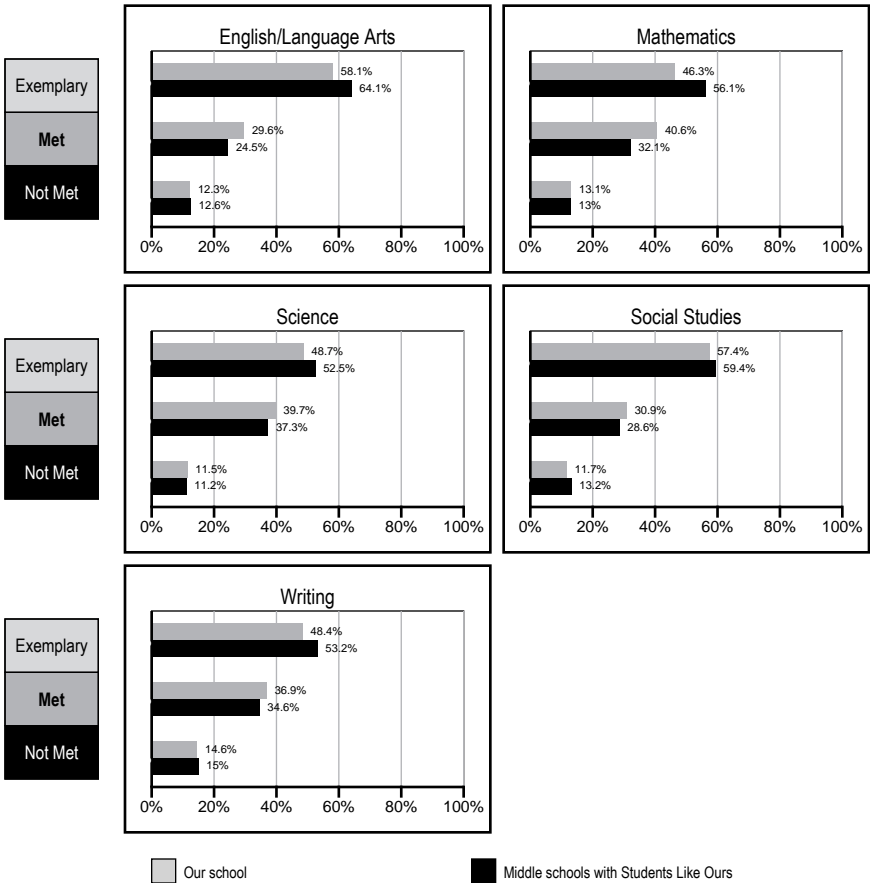
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
10	1	0	0	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%	99.9%
English 1	100.0%	99.5%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	100.0%	99.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,070)				
Students enrolled in high school credit courses (grades 7 & 8)	27.3%	Down from 30.0%	45.8%	24.5%
Retention rate	0.3%	Down from 0.4%	0.2%	0.7%
Attendance rate	94.0%	Down from 97.4%	96.4%	95.9%
Served by gifted and talented program	34.9%	Up from 34.4%	38.2%	17.8%
With disabilities other than speech	3.6%	Down from 7.3%	3.3%	9.2%
Older than usual for grade	0.2%	Down from 0.5%	0.5%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	No Change	0.5%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=67)				
Teachers with advanced degrees	62.7%	Up from 60.9%	61.5%	60.0%
Continuing contract teachers	88.1%	Up from 84.1%	88.1%	82.6%
Teachers returning from previous year	95.2%	Up from 94.4%	89.5%	85.6%
Teacher attendance rate	95.3%	Up from 94.1%	95.3%	95.3%
Average teacher salary*	\$47,916	Down 0.2%	\$47,916	\$46,300
Professional development days/teacher	8.8 days	Down from 10.0 days	8.8 days	9.9 days
School				
Principal's years at school	5.0	Up from 4.0	2.0	4.0
Student-teacher ratio in core subjects	23.6 to 1	Up from 22.4 to 1	23.3 to 1	21.5 to 1
Prime instructional time	88.1%	Down from 90.4%	91.3%	90.1%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.4%	99.7%	98.1%
Character development program	Good	No Change	Excellent	Good
Dollars spent per pupil**	\$6,683	Down 3.5%	\$6,175	\$7,634
Percent of expenditures for instruction**	67.7%	Up from 66.4%	65.4%	64.0%
Percent of expenditures for teacher salaries**	66.4%	Up from 65.2%	63.0%	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

Pleasant Hill Middle School is a state-of-the-art middle school recognized in academics, athletics and the arts. During the 2010-2011 school year, Pleasant Hill Middle received a Palmetto Gold Award for outstanding student achievement and a Palmetto Silver Award for excellent results in closing the achievement gap. PHMS received an excellent rating on our school report card and continued to be one of the state's top-performing middle schools.

Though we continue to be challenged by rapid growth, PHMS firmly believes that effective learning will be achieved through a team effort and high standards of excellence for all. We focused this year on constructing high-quality common assessments using research-based teaching methods, on interventions and on data analysis. During weekly professional development meetings, teachers collaborated by sharing and modeling teaching methodologies and best practices.

PHMS is proud to employ 18 National Board Certified teachers and 38 teachers with advanced degrees. In addition, Dianna Deaderick, one of our sixth-grade teachers, was named PHMS Teacher of the Year and finalist for district teacher of the year.

The PHMS "Celerity" race team placed first nationally in the middle school division of the NASCAR STEM initiative and received third-place recognition overall. Our MathCounts team placed fifth in the state, and one student competed in the national MathCounts competition. Our band, orchestra and choir consistently earned excellent and superior ratings at state festivals. The student council participated in Project Unify, which teamed Special Olympics athletes with general education students. The cheer squad won the state cheer competition. Our volleyball team won the conference championship, and the girls' basketball team finished with an undefeated season and the conference championship. Our service-learning students volunteered more than 1,800 hours of service to various community and school service projects.

The PHMS PTSA and SIC are prime examples of our outstanding parent volunteers who donate their time, talents, energy and enthusiasm to aid and support the learning at PHMS. The PTSA provided funds for student recognition, classroom supplies, field studies and Cougar Carnivals. Our SIC and PTSA created our Cougar Calendar, which was distributed to all PHMS families.

Our administrative staff used SchoolMessenger each week to help keep PHMS families informed of school events, activities and announcements. We continue to work with all stakeholders to create partnerships with parents and the community. We take great pride in providing a warm, supportive, family-friendly atmosphere for students and helping students reach their maximum potential in academics, athletics and the arts.

Dr. Bill Coon, Principal
 Donnie Watts, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	292	60
Percent satisfied with learning environment	95.7%	77.1%	91.7%
Percent satisfied with social and physical environment	100.0%	80.9%	86.7%
Percent satisfied with school-home relations	97.8%	86.0%	86.2%

* 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 19 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	0.4%	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	0.0%	0.0%	Yes
Student attendance rate	94.0%	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 = 79.4% (Met or Exemplary)

All Students	1075	100	12.3	29.5	58.2	92.1	88	82.4	Yes	Yes
Gender										
Male	569	100	16.8	31.6	51.6	88.1	84.9	78.7	N/A	N/A
Female	506	100	7.2	27.2	65.6	96.5	91.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	925	100	11.5	28.7	59.9	93	90	88.9	Yes	Yes
African American	86	100	22.5	42.5	35	81.3	74.6	72.9	Yes	Yes
Asian/Pacific Islander	30	100	6.7	20	73.3	93.3	94.6	93	I/S	I/S
Hispanic	31	100	15.4	30.8	53.8	92.3	81.2	79.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	92	83	I/S	I/S
Disability Status										
Disabled	58	100	66.7	24.1	9.3	38.9	51.1	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	21.4	39.3	39.3	85.7	80.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	194	100	19.3	38.6	42	86.4	78.6	75.4	Yes	Yes

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

All Students	1075	100	13.1	40.7	46.1	92.4	88	81.9	Yes	Yes
Gender										
Male	569	100	17.7	36.2	46.1	89.6	86.5	79.9	N/A	N/A
Female	506	100	8	45.8	46.2	95.5	89.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	925	100	12.3	39.6	48.2	92.6	89.8	88.9	Yes	Yes
African American	86	100	23.8	55	21.3	86.3	75.3	71.4	Yes	Yes
Asian/Pacific Islander	30	100	10	26.7	63.3	100	95.4	94.6	I/S	I/S
Hispanic	31	100	15.4	50	34.6	92.3	82	81.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	90	84.4	I/S	I/S
Disability Status										
Disabled	58	100	70.4	24.1	5.6	38.9	52.3	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	17.9	46.4	35.7	92.9	83.1	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	194	100	20.5	49.4	30.1	86.4	78.1	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	732	99.9	11.5	39.9	48.7	88.5	80.1	68.6
Gender								
Male	383	99.7	14.2	34.3	51.5	85.8	79.7	68.3
Female	349	100	8.6	45.9	45.6	91.4	80.5	68.9
Racial/Ethnic Group								
White	639	99.8	10.6	38.5	50.9	89.4	82.8	80.7
African American	50	100	22.2	53.3	24.4	77.8	60.6	51.4
Asian/Pacific Islander	17	100	17.6	29.4	52.9	82.4	89.8	85.3
Hispanic	23	100	10.5	63.2	26.3	89.5	70.5	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	88.6	70.8
Disability Status								
Disabled	40	97.5	59.5	29.7	10.8	40.5	45.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	19	100	21.7	47.8	30.4	78.3	70.6	60.7
Socio-Economic Status								
Subsidized meals	115	100	19	45.7	35.2	81	66.5	57.3
Social Studies								
All Students	723	99.9	11.7	31	57.3	88.3	82.8	72.5
Gender								
Male	368	100	12.9	28.4	58.7	87.1	82.5	72
Female	355	99.7	10.5	33.7	55.8	89.5	83	73.1
Racial/Ethnic Group								
White	610	99.8	10.5	30.9	58.6	89.5	84.7	81
African American	67	100	24.6	36.9	38.5	75.4	69.4	60
Asian/Pacific Islander	22	100	9.1	13.6	77.3	90.9	92.1	89
Hispanic	22	100	10.5	31.6	57.9	89.5	74.5	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.9	73.5
Disability Status								
Disabled	37	100	57.1	34.3	8.6	42.9	49.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	17	100	19	23.8	57.1	81	76	69.7
Socio-Economic Status								
Subsidized meals	143	100	19.2	36.2	44.6	80.8	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
Writing										
All Students	327	99.7	14.4	37.1	48.6	85.6	79.6	73.2	94	95.7
Gender										
Male	183	100	21.3	40.8	37.9	78.7	74.1	67.2	94	95.7
Female	144	99.3	5.8	32.4	61.9	94.2	85.3	79.4	94.1	95.8
Racial/Ethnic Group										
White	283	99.7	13.6	37.5	48.9	86.4	81.6	81.5	93.9	95.7
African American	26	100	29.2	37.5	33.3	70.8	65.3	61.3	95.3	96
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	93	87	95.7	96.6
Hispanic	8	I/S	I/S	I/S	I/S	I/S	68.2	66.7	93.7	95.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.9	72.2	94.5	94.9
Disability Status										
Disabled	19	100	N/AV	N/AV	N/AV	5.9	30.7	26	93.6	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	69.7	65.7	95.4	96.3
Socio-Economic Status										
Subsidized meals	55	100	20.8	47.2	32.1	79.2	67.4	63.2	93.6	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
English/Language Arts							
2010	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	364	100	9.5	32.7	57.8	90.5
	7	320	100	10	29.6	60.5	90
	8	363	100	19.8	29.1	51.1	80.2
2011	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	366	100	12.5	28.9	58.6	87.5
	7	379	100	10.5	32.2	57.3	89.5
	8	330	100	14.1	27.2	58.8	85.9
Mathematics							
2010	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	364	99.7	11.3	39	49.7	88.7
	7	320	100	14.8	34.7	50.5	85.2
	8	363	100	20.9	43.8	35.3	79.1
2011	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	366	100	9.3	41.9	48.7	90.7
	7	379	100	10.5	39.2	50.3	89.5
	8	330	100	20.4	41.2	38.3	79.6
Science							
2010	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	181	100	9.8	62.4	27.7	90.2
	7	320	100	7.1	30.2	62.7	92.9
	8	181	100	14.3	20.6	65.1	85.7
2011	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	187	100	19.4	49.4	31.1	80.6
	7	379	100	8.9	44.9	46.2	91.1
	8	166	99.4	8.4	16.8	74.8	91.6

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
Social Studies							
2010	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	182	100	12.7	46.8	40.5	87.3
	7	320	100	13.2	28	58.8	86.8
	8	182	100	15	32.2	52.8	85
2011	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	180	99.4	12.1	39.3	48.6	87.9
	7	379	100	11.6	27.3	61.1	88.4
	8	164	100	11.5	30.6	58	88.5
Writing							
2010	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	359	99.2	8.4	39.5	52	91.6
	7	322	99.7	10.6	31.2	58.2	89.4
	8	367	99.7	12.5	39	48.5	87.5
2011	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	327	99.7	14.4	37.1	48.6	85.6

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