



Pelion Middle

758 Magnolia Street
Pelion, SC 29123

Grades	6-8 Middle School	
Enrollment	574 Students	
Principal	Dr. Sandra M. Jowers	803-821-2300
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	G. Edwin Harmon, Ph.D.	803-359-0844

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

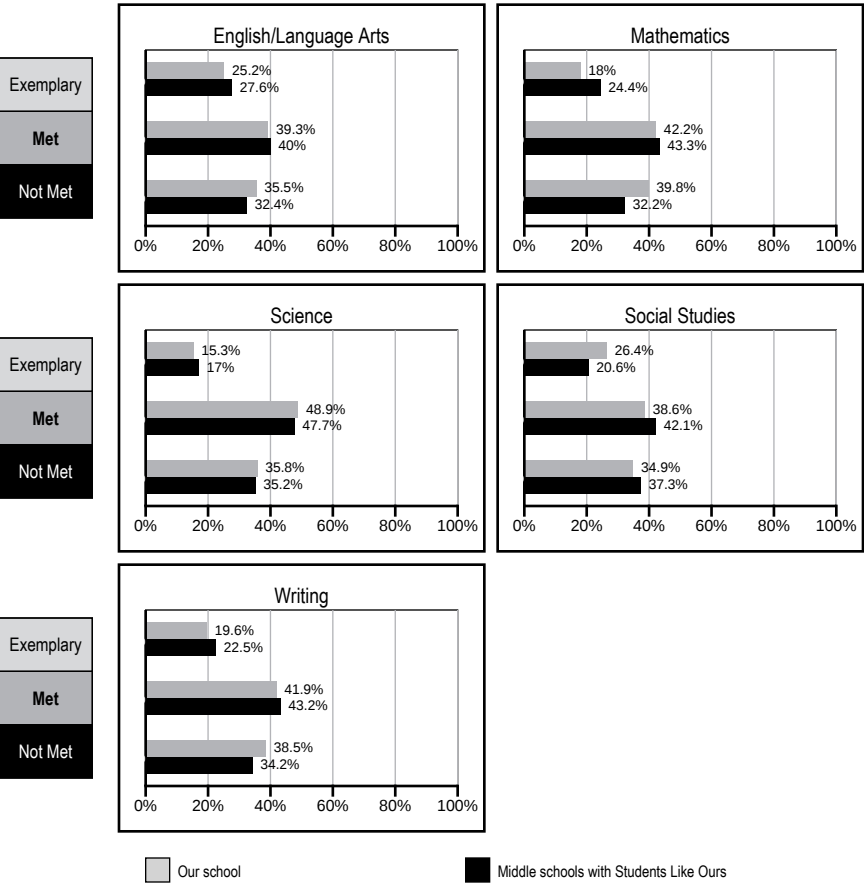
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	37	4	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%	96.9%
English 1	97.7%	95.6%
Physical Science	N/A	96.4%
US History and the Constitution	N/A	N/A
All Subjects	98.7%	96.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=574)				
Students enrolled in high school credit courses (grades 7 & 8)	13.5%	Up from 12.7%	16.3%	21.6%
Retention rate	1.0%	Down from 1.7%	1.5%	1.2%
Attendance rate	94.9%	Down from 95.0%	95.6%	95.9%
Eligible for gifted and talented	12.8%	Down from 13.1%	14.2%	14.8%
With disabilities other than speech	12.7%	Up from 12.1%	13.6%	12.6%
Older than usual for grade	1.6%	Down from 2.3%	3.2%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.2%	Up from 0.8%	0.7%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	47.8%	Up from 40.7%	55.4%	56.9%
Continuing contract teachers	56.5%	Down from 57.6%	74.5%	72.7%
Teachers with emergency or provisional certificates	5.7%	Down from 11.6%	4.5%	5.3%
Teachers returning from previous year	77.0%	Down from 79.6%	81.4%	82.9%
Teacher attendance rate	95.8%	No Change	95.3%	95.2%
Average teacher salary*	\$43,888	Up 2.8%	\$46,052	\$46,599
Professional development days/teacher	14.0 days	Up from 12.7 days	10.0 days	10.8 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	3.0
Student-teacher ratio in core subjects	22.3 to 1	Up from 22.0 to 1	20.1 to 1	20.1 to 1
Prime instructional time	90.0%	Down from 90.4%	89.9%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.5%	Up from 98.0%	98.4%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$7,675	Up 7.1%	\$7,675	\$7,645
Percent of expenditures for instruction**	64.2%	Down from 65.8%	63.7%	63.4%
Percent of expenditures for teacher salaries**	48.0%	Down from 63.8%	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

The 2008–2009 school year at Pelion Middle School provided Pelion, for the first time, with a true middle school offering sixth- through eighth-grade teams.

The PMS School Improvement Plan's primary performance goal was to increase student achievement. Each grade increased PACT scores in three of the four core subject areas. We knew we had rising test scores, could see our renovations nearing completion, sharpened our focus and worked to meet the needs of our students.

We used research-based strategies in class instruction and during a daily extended intervention period.

Teachers collaborated and used strategies to answer the questions outlined in "On Common Ground" (DuFour, Eaker, DuFour). 1) What do we want all students to learn? 2) How will we know when students have mastered the learning? 3) How will we respond when students experience difficulty in learning? 4) How will we deepen the learning for students who have mastered essential knowledge?

With the help of the PTO and SIC, we continued to work on the second goal of increasing parent involvement.

We enhanced parent communication through the installation of classroom telephones, the use of our calling/messaging system SchoolMessenger® and our daily morning news program posted on our Web page.

We continued our efforts to involve all parents by providing flexible scheduling for meetings. As a result, 95 percent of parents came for eighth-grade guidance conferences.

The third goal was to improve the climate of PMS by promoting student safety, appropriate discipline and good attendance. Our Positive Behavior Support system encourages teachers to write more positive than negative discipline referrals for students. Students were recognized daily during lunch, and their names were put in weekly prize drawings. PMS attendance fluctuates yearly and challenges us. We focused on attendance through recognition for good and improved attendance this year, and held intervention conferences on a regular basis.

Our fourth goal was to provide teachers with professional development. Through an SDE Technical Assistance grant, an additional day of professional development for teachers enabled us to begin the year "on common ground." We studied the process for developing common grade-level assessments. Biweekly staff development, led by Literacy and Science coaches, was held during planning periods and the planning emphasis continued during Collaborative Planning meetings.

Our fifth goal was to remove barriers to learning. Staff increased supervision in areas identified through student surveys, and we implemented a weekly, small group Advisor-Advisee program focused on character education, study skills and setting goals.

You are always welcome to visit PMS! To contact your child's teachers, call 803-821-2300 and leave a message, or visit the PMS Web site for e-mail addresses.

Sandra Jowers, Principal
Ben Spearman, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	162	97
Percent satisfied with learning environment	83.3%	75.9%	82.3%
Percent satisfied with social and physical environment	90.5%	75.3%	79.4%
Percent satisfied with school-home relations	61.9%	86.4%	79.8%

* 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 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	0.2%	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	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 = 58.8% (Met or Exemplary)

All Students	577	99.1	36.8	41	22.3	74.7	88.8	82.8	Yes	Yes
Gender										
Male	289	98.6	43	38	19	68.6	86.3	79.3	N/A	N/A
Female	288	99.7	30.7	43.8	25.5	80.5	91.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	496	99	35.8	40.6	23.6	75.9	90.3	89.5	Yes	Yes
African American	44	100	59	28.2	12.8	51.3	77.7	73.7	I/S	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.4	92.3	I/S	I/S
Hispanic	28	100	28	60	12	84	81.9	76.5	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	91.7	82.5	I/S	I/S
Disability Status										
Disabled	80	98.8	84.7	13.9	1.4	31.9	54.1	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	22	100	20	65	15	85	82.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	368	98.6	41.9	40.9	17.2	70	79.9	75.5	Yes	Yes

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

All Students	577	99.1	41.5	44	14.5	69.7	85.7	78.9	Yes	Yes
Gender										
Male	289	98.6	42.2	40.7	17.1	68.2	85.1	77	N/A	N/A
Female	288	99.7	40.8	47.2	12	71.2	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	496	99	40.8	44.2	15	70.9	87.8	87.2	Yes	Yes
African American	44	100	59	28.2	12.8	46.2	69.9	66.7	I/S	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.2	93	I/S	I/S
Hispanic	28	100	36	60	4	76	78.2	76	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	85.4	79.5	I/S	I/S
Disability Status										
Disabled	80	98.8	N/AV	N/AV	N/AV	26.4	53.2	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	22	100	30	60	10	80	80.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	368	98.6	47.8	44.1	8.1	65.6	74.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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	384	98.2	35.1	49.4	15.5	64.9	80	67.5
Gender								
Male	194	98.5	36.2	44.3	19.5	63.8	80.3	67
Female	190	97.9	33.9	54.6	11.5	66.1	79.7	68
Racial/Ethnic Group								
White	331	98.2	34.8	48.7	16.6	65.2	82.7	79.5
African American	28	100	45.8	41.7	12.5	54.2	58.8	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.9	84.3
Hispanic	21	95.2	N/AV	N/AV	N/AV	72.2	72.4	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	74.2	71.2
Disability Status								
Disabled	53	98.1	N/AV	N/AV	N/AV	25.5	46.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	16	100	N/AV	N/AV	N/AV	78.6	73.7	59.6
Socio-Economic Status								
Subsided meals	240	97.1	42	49.3	8.7	58	65.2	55.1

Social Studies

All Students	382	97.9	34.2	39.1	26.7	65.8	82.4	72.3
Gender								
Male	186	96.2	32.1	32.7	35.2	67.9	82.3	71.5
Female	196	99.5	36.1	44.8	19.1	63.9	82.5	73.2
Racial/Ethnic Group								
White	333	97.6	34.2	37.8	28	65.8	83.8	80.7
African American	29	100	46.2	42.3	11.5	53.8	71	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.2	88.5
Hispanic	14	100	15.4	69.2	15.4	84.6	76.1	68
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	80.6	72.2
Disability Status								
Disabled	55	94.6	63.8	29.8	6.4	36.2	55.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	13	100	16.7	58.3	25	83.3	75.2	67.9
Socio-Economic Status								
Subsided meals	242	96.7	40.5	40	19.5	59.5	70.2	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	578	97.4	37.3	42.7	20	62.7	77.3	70.2	94.9	96.1
Gender										
Male	290	96.2	48.4	35.7	15.9	51.6	71.1	63.2	94.6	96.1
Female	288	98.6	26.6	49.4	24	73.4	83.8	77.5	95.2	96.2
Racial/Ethnic Group										
White	496	97.4	35.5	42.2	22.3	64.5	79.7	79.1	94.8	96.1
African American	43	97.7	52.6	42.1	5.3	47.4	61	57.6	95.4	96.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.6	86.2	92.5	97.4
Hispanic	28	100	N/AV	N/AV	N/AV	56	64.5	62.6	96.4	95.9
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	77.6	68.7	92.8	95
Disability Status										
Disabled	79	89.9	84.1	14.5	1.4	15.9	34.3	26.1	94.4	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	98.6
English Proficiency										
Limited English Proficient	22	100	40	55	5	60	64.7	61.2	96.9	96.6
Socio-Economic Status										
Subsidized meals	367	96.5	44.4	41.9	13.8	55.6	62	58.9	94.2	94.9

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							
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	200	99	34.1	43.6	22.3	65.9
	7	190	98.4	41.6	35.8	22.5	58.4
	8	187	100	34.7	43.4	22	65.3
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	200	99	41.3	49.2	9.5	58.7
	7	190	98.4	42.8	41	16.2	57.2
	8	187	100	40.5	41.6	17.9	59.5
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	98	99	27	62.9	10.1	73
	7	190	98.4	39.9	44.5	15.6	60.1
	8	96	96.9	33.7	45.3	20.9	66.3
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	100	95	17	53.4	29.5	83
	7	190	99	45.1	31.2	23.7	54.9
	8	92	98.9	29.9	40.2	29.9	70.1
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	201	96.5	38.2	47.8	14	61.8
	7	191	96.9	33.1	40.7	26.2	66.9
	8	186	98.9	40.6	39.4	20	59.4

Abbreviations for Missing Data

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N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample