

School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2018/19 to 2023/24
Upcoming School Year: 2023/24

School Name:	Pleasant Hill Middle
SIDN:	3201061
Plan Submission:	School utilizes Cognia
Grade Span:	6 To 8
District:	Lexington 01
Address 1:	660 Rawl Rd.
Address 2:	
City:	Lexington, SC
Zip Code:	29072
School Renewal Plan Contact Person:	Julie Painter
School Plan Contact Phone:	8038212701
School Plan E-mail Address:	jpainter@lexington1.net

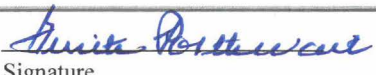

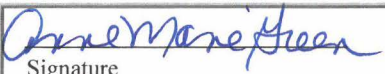

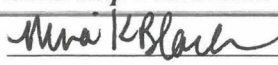
Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurance requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

<i>Superintendent</i>		
<u>Dr. Gerrita Postlewait</u> Printed Name	 Signature	<u>4-11-23</u> Date
<i>Principal</i>		
<u>Julie Painter</u> Printed Name	 Signature	<u>3/13/23</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>Anne Marie Green</u> Printed Name	 Signature	<u>4-11-23</u> Date
<i>Chairperson, School Improvement Council</i>		
<u>Angel Mendez</u> Printed Name	 Signature	<u>3/13/23</u> Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Nina Blackburn</u> Printed Name	 Signature	<u>3/13/23</u> Date

Assurances for School Renewal Plan

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Yes	<p>Developmental Screening</p> <p>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
N/A	<p>Half-Day Child Development</p> <p>The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
N/A	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
Yes	<p>Parenting and Family Literacy</p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
Yes	<p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
Yes	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan.
A participant for each numbered position is required.

	Position	Name
1.	Principal	Julie Painter
2.	Teacher	Lori McKelvey
3.	Parent/Guardian	Marett Bishop
4.	Community Member	Richard Jackson
5.	Paraprofessional	Erin Strange
6.	School Improvement Council Member	Angel Mendez
7.	Read to Succeed Reading Coach	Emily Lucas
8.	School Read To Succeed Literacy Leadership Team Lead	Nina Blackburn
9.	School Read To Succeed Literacy Leadership Team Member	Stephanie Ascolese
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed	
	Teacher	Tricia Lanum
	Teacher	Ron Block
	Teacher	Denise Liddle
	School Read To Succeed Literacy Leadership Team Member	Jennifer Cooper
	School Read To Succeed Literacy Leadership Team Member	Melissa Masters
	Assistant Principal	Ashley Fouty
	Assistant Principal	Joshua Black

District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:

<http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	
5. Other (Include the SBE Regulation number to be waived)	Lexington County School District One received a waiver for SBE Regulation 43-232 from the S.C. Department of Education to allow grade six dual language immersion students to earn high school credit when they demonstrate appropriate proficiency at the end of their language course. This waiver allows dual immersion students, who have been on an accelerated pathway for language acquisition in elementary school, to progress on time with the requisite skills for the next level of their language proficiency.
6. Other (Include the SBE Regulation number to be waived)	Lexington County School District One received a waiver for SBE Regulations 43-231 (II), 43-232 (I), 43-234 (VI)(C)(1), 43-234 (II)(b), and 43-234 (VI)(C)(I) from the S.C. Department of Education, which gives our students enrolled in the Lexington One Online Learning Academy access to a flexible pathway to the next grade level that is not bound by pace, place, or time. This waiver empowers students to demonstrate mastery of standards through synchronous and asynchronous teaching and learning experiences.



Pleasant Hill Middle School
2018 - 2023 Strategic Plan

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Lexington District One Vision

Empower each child to design the future.



Lexington District One Mission

**Our mission is to cultivate
a caring community
where ALL learners
are extraordinary communicators,
collaborators, creators and critical thinkers.**



System Commitments

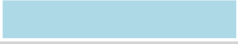













The idea of 'system commitments' rather than strategic goals indicates that these are promises we make to ourselves, our students and our community, rather than numerical goals to check off. Annual performance goals will be driven by our commitments.

1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.
2. Teaching and learning develop power skills in all students.
3. Our schools are service-oriented centers of learning, committed to family and community partnerships.
4. Every adult will be equipped with the skills and resources necessary to advocate for and ensure the success of all students.

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Pleasant Hill Middle School	Number of Students
ELA	21-22	All	All	61.8%	<div><div></div></div>	(438 / 709)
		ELL	Not ELL	62.1%	<div><div></div></div>	(434 / 699)
			ELL	40.0%	<div><div></div></div>	(4 / 10)
		Gender	Female	63.9%	<div><div></div></div>	(235 / 368)
			Male	59.5%	<div><div></div></div>	(203 / 341)
		InstrSetting	Not Special Ed	66.3%	<div><div></div></div>	(434 / 655)
			Special Ed	7.4%	<div><div></div></div>	(4 / 54)
		Race	Black / Latinx	40.9%	<div><div></div></div>	(61 / 149)
			White / Other	67.3%	<div><div></div></div>	(377 / 560)
	20-21	All	All	58.2%	<div><div></div></div>	(424 / 728)
		ELL	Not ELL	58.7%	<div><div></div></div>	(420 / 716)
			ELL	33.3%	<div><div></div></div>	(4 / 12)
		Gender	Female	61.0%	<div><div></div></div>	(230 / 377)
			Male	55.3%	<div><div></div></div>	(194 / 351)
		InstrSetting	Not Special Ed	63.3%	<div><div></div></div>	(420 / 663)
			Special Ed	6.2%	<div><div></div></div>	(4 / 65)
		Race	Black / Latinx	42.0%	<div><div></div></div>	(66 / 157)
			White / Other	62.7%	<div><div></div></div>	(358 / 571)
	18-19	All	All	60.3%	<div><div></div></div>	(718 / 1190)
		ELL	Not ELL	60.9%	<div><div></div></div>	(715 / 1175)
			ELL	20.0%	<div><div></div></div>	(3 / 15)
		Gender	Female	68.4%	<div><div></div></div>	(412 / 602)
			Male	52.0%	<div><div></div></div>	(306 / 588)
		InstrSetting	Not Special Ed	65.5%	<div><div></div></div>	(710 / 1084)
			Special Ed	7.5%	<div><div></div></div>	(8 / 106)
		Race	Black / Latinx	44.2%	<div><div></div></div>	(72 / 163)
			White / Other	62.9%	<div><div></div></div>	(646 / 1027)
	17-18	All	All	55.7%	<div><div></div></div>	(667 / 1197)
		ELL	Not ELL	56.4%	<div><div></div></div>	(661 / 1172)
			ELL	24.0%	<div><div></div></div>	(6 / 25)
		Gender	Female	62.0%	<div><div></div></div>	(364 / 587)
			Male	49.7%	<div><div></div></div>	(303 / 610)
		InstrSetting	Not Special Ed	59.8%	<div><div></div></div>	(658 / 1101)
			Special Ed	9.4%	<div><div></div></div>	(9 / 96)
		Race	Black / Latinx	37.9%	<div><div></div></div>	(67 / 177)
			White / Other	58.8%	<div><div></div></div>	(600 / 1020)
	16-17	All	All	57.4%	<div><div></div></div>	(658 / 1146)
		ELL	Not ELL	57.9%	<div><div></div></div>	(650 / 1122)
			ELL	33.3%	<div><div></div></div>	(8 / 24)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Pleasant Hill Middle School	Number of Students
ELA	16-17	Gender	Female	64.1%	<div></div>	(354 / 552)
			Male	51.2%	<div></div>	(304 / 594)
		InstrSetting	Not Special Ed	61.4%	<div></div>	(651 / 1061)
			Special Ed	8.2%	<div></div>	(7 / 85)
		Race	Black / Latinx	34.8%	<div></div>	(54 / 155)
			White / Other	60.9%	<div></div>	(604 / 991)
	15-16	All	All	65.3%	<div></div>	(727 / 1114)
		ELL	Not ELL	66.2%	<div></div>	(720 / 1088)
			ELL	26.9%	<div></div>	(7 / 26)
		Gender	Female	72.4%	<div></div>	(381 / 526)
			Male	58.8%	<div></div>	(346 / 588)
		InstrSetting	Not Special Ed	69.7%	<div></div>	(719 / 1031)
			Special Ed	9.6%	<div></div>	(8 / 83)
		Race	Black / Latinx	42.1%	<div></div>	(61 / 145)
			White / Other	68.7%	<div></div>	(666 / 969)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Pleasant Hill Middle School	Number of Students
Math	21-22	All	All	44.1%	<div><div></div></div>	(313 / 710)
		ELL	Not ELL	44.4%	<div><div></div></div>	(311 / 700)
			ELL	20.0%	<div><div></div></div>	(2 / 10)
		Gender	Female	40.8%	<div><div></div></div>	(150 / 368)
			Male	47.7%	<div><div></div></div>	(163 / 342)
		InstrSetting	Not Special Ed	47.3%	<div><div></div></div>	(310 / 656)
			Special Ed	5.6%	<div><div></div></div>	(3 / 54)
		Race	Black / Latinx	23.5%	<div><div></div></div>	(35 / 149)
			White / Other	49.6%	<div><div></div></div>	(278 / 561)
	20-21	All	All	49.8%	<div><div></div></div>	(363 / 729)
		ELL	Not ELL	50.1%	<div><div></div></div>	(359 / 717)
			ELL	33.3%	<div><div></div></div>	(4 / 12)
		Gender	Female	48.5%	<div><div></div></div>	(183 / 377)
			Male	51.1%	<div><div></div></div>	(180 / 352)
		InstrSetting	Not Special Ed	53.8%	<div><div></div></div>	(357 / 664)
			Special Ed	9.2%	<div><div></div></div>	(6 / 65)
		Race	Black / Latinx	35.9%	<div><div></div></div>	(56 / 156)
			White / Other	53.6%	<div><div></div></div>	(307 / 573)
	18-19	All	All	55.0%	<div><div></div></div>	(654 / 1190)
		ELL	Not ELL	55.5%	<div><div></div></div>	(652 / 1175)
			ELL	13.3%	<div><div></div></div>	(2 / 15)
		Gender	Female	58.1%	<div><div></div></div>	(350 / 602)
			Male	51.7%	<div><div></div></div>	(304 / 588)
		InstrSetting	Not Special Ed	59.7%	<div><div></div></div>	(647 / 1084)
			Special Ed	6.6%	<div><div></div></div>	(7 / 106)
		Race	Black / Latinx	34.4%	<div><div></div></div>	(56 / 163)
			White / Other	58.2%	<div><div></div></div>	(598 / 1027)
	17-18	All	All	52.1%	<div><div></div></div>	(624 / 1198)
		ELL	Not ELL	52.4%	<div><div></div></div>	(615 / 1173)
			ELL	36.0%	<div><div></div></div>	(9 / 25)
		Gender	Female	53.4%	<div><div></div></div>	(314 / 588)
			Male	50.8%	<div><div></div></div>	(310 / 610)
		InstrSetting	Not Special Ed	55.9%	<div><div></div></div>	(616 / 1102)
			Special Ed	8.3%	<div><div></div></div>	(8 / 96)
		Race	Black / Latinx	34.8%	<div><div></div></div>	(62 / 178)
			White / Other	55.1%	<div><div></div></div>	(562 / 1020)
	16-17	All	All	57.1%	<div><div></div></div>	(654 / 1146)
		ELL	Not ELL	57.4%	<div><div></div></div>	(644 / 1122)
			ELL	41.7%	<div><div></div></div>	(10 / 24)
		Gender	Female	58.9%	<div><div></div></div>	(325 / 552)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Pleasant Hill Middle School	Number of Students
Math	16-17	Gender	Male	55.4%		(329 / 594)
		InstrSetting	Not Special Ed	60.9%		(646 / 1061)
			Special Ed	9.4%		(8 / 85)
		Race	Black / Latinx	32.3%		(50 / 155)
			White / Other	60.9%		(604 / 991)
	15-16	All	All	59.8%		(666 / 1114)
		ELL	Not ELL	60.7%		(660 / 1087)
			ELL	22.2%		(6 / 27)
		Gender	Female	61.6%		(324 / 526)
			Male	58.2%		(342 / 588)
		InstrSetting	Not Special Ed	64.0%		(660 / 1031)
			Special Ed	7.2%		(6 / 83)
		Race	Black / Latinx	38.2%		(55 / 144)
			White / Other	63.0%		(611 / 970)
















	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Pleasant Hill Middle School	Number of Students
Science	21-22	All	All	63.0%	<div><div></div></div>	(143 / 227)
		ELL	Not ELL	64.0%	<div><div></div></div>	(142 / 222)
			ELL	20.0%	<div><div></div></div>	(1 / 5)
		Gender	Female	62.9%	<div><div></div></div>	(78 / 124)
			Male	63.1%	<div><div></div></div>	(65 / 103)
		InstrSetting	Not Special Ed	68.3%	<div><div></div></div>	(142 / 208)
			Special Ed	5.3%	<div><div></div></div>	(1 / 19)
		Race	Black / Latinx	31.8%	<div><div></div></div>	(14 / 44)
			White / Other	70.5%	<div><div></div></div>	(129 / 183)
	20-21	All	All	59.5%	<div><div></div></div>	(141 / 237)
		ELL	Not ELL	60.2%	<div><div></div></div>	(139 / 231)
			ELL	33.3%	<div><div></div></div>	(2 / 6)
		Gender	Female	54.8%	<div><div></div></div>	(68 / 124)
			Male	64.6%	<div><div></div></div>	(73 / 113)
		InstrSetting	Not Special Ed	62.8%	<div><div></div></div>	(137 / 218)
			Special Ed	21.1%	<div><div></div></div>	(4 / 19)
		Race	Black / Latinx	35.5%	<div><div></div></div>	(22 / 62)
			White / Other	68.0%	<div><div></div></div>	(119 / 175)
	18-19	All	All	67.0%	<div><div></div></div>	(549 / 819)
		ELL	Not ELL	67.5%	<div><div></div></div>	(546 / 809)
			ELL	30.0%	<div><div></div></div>	(3 / 10)
		Gender	Female	68.7%	<div><div></div></div>	(290 / 422)
			Male	65.2%	<div><div></div></div>	(259 / 397)
		InstrSetting	Not Special Ed	72.5%	<div><div></div></div>	(539 / 743)
			Special Ed	13.2%	<div><div></div></div>	(10 / 76)
		Race	Black / Latinx	42.4%	<div><div></div></div>	(50 / 118)
			White / Other	71.2%	<div><div></div></div>	(499 / 701)
	17-18	All	All	66.9%	<div><div></div></div>	(535 / 800)
		ELL	Not ELL	67.6%	<div><div></div></div>	(528 / 781)
			ELL	36.8%	<div><div></div></div>	(7 / 19)
		Gender	Female	69.3%	<div><div></div></div>	(264 / 381)
			Male	64.7%	<div><div></div></div>	(271 / 419)
		InstrSetting	Not Special Ed	71.0%	<div><div></div></div>	(525 / 739)
			Special Ed	16.4%	<div><div></div></div>	(10 / 61)
		Race	Black / Latinx	46.1%	<div><div></div></div>	(53 / 115)
			White / Other	70.4%	<div><div></div></div>	(482 / 685)
	16-17	All	All	69.0%	<div><div></div></div>	(791 / 1147)
		ELL	Not ELL	69.5%	<div><div></div></div>	(780 / 1123)
			ELL	45.8%	<div><div></div></div>	(11 / 24)

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Pleasant Hill Middle School	Number of Students
Science	16-17	Gender	Female	70.7%		(391 / 553)
			Male	67.3%		(400 / 594)
		InstrSetting	Not Special Ed	73.3%		(778 / 1062)
			Special Ed	15.3%		(13 / 85)
		Race	Black / Latinx	45.2%		(70 / 155)
			White / Other	72.7%		(721 / 992)
	15-16	All	All	87.5%		(971 / 1110)
		ELL	Not ELL	88.1%		(955 / 1084)
			ELL	61.5%		(16 / 26)
		Gender	Female	88.6%		(466 / 526)
			Male	86.5%		(505 / 584)
		InstrSetting	Not Special Ed	91.5%		(941 / 1028)
			Special Ed	36.6%		(30 / 82)
		Race	Black / Latinx	68.1%		(98 / 144)
			White / Other	90.4%		(873 / 966)
	14-15	All	All	85.2%		(890 / 1044)
		ELL	Not ELL	86.1%		(878 / 1020)
			ELL	50.0%		(12 / 24)
		Gender	Female	86.9%		(425 / 489)
			Male	83.8%		(465 / 555)
		InstrSetting	Not Special Ed	90.1%		(867 / 962)
			Special Ed	28.0%		(23 / 82)
		Race	Black / Latinx	64.7%		(86 / 133)
			White / Other	88.3%		(804 / 911)
	13-14	All	All	88.7%		(606 / 683)
		ELL	Not ELL	88.9%		(606 / 682)
			ELL	0.0%		(0 / 1)
		Gender	Female	89.7%		(279 / 311)
			Male	87.9%		(327 / 372)
		InstrSetting	Not Special Ed	92.6%		(587 / 634)
			Special Ed	38.8%		(19 / 49)
		Race	Black / Latinx	73.3%		(66 / 90)
			White / Other	91.2%		(540 / 592)


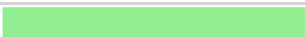


























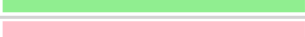






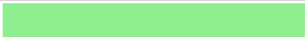


	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Pleasant Hill Middle School	Number of Students
Social Studies	18-19	All	All	83.7%	<div></div>	(309 / 369)
		ELL	Not ELL	83.8%	<div></div>	(305 / 364)
			ELL	80.0%	<div></div>	(4 / 5)
		Gender	Female	84.4%	<div></div>	(152 / 180)
			Male	83.1%	<div></div>	(157 / 189)
		InstrSetting	Not Special Ed	87.3%	<div></div>	(296 / 339)
			Special Ed	43.3%	<div></div>	(13 / 30)
		Race	Black / Latinx	75.0%	<div></div>	(33 / 44)
			White / Other	84.9%	<div></div>	(276 / 325)
	17-18	All	All	85.4%	<div></div>	(340 / 398)
		ELL	Not ELL	85.2%	<div></div>	(334 / 392)
			ELL	100.0%	<div></div>	(6 / 6)
		Gender	Female	84.1%	<div></div>	(174 / 207)
			Male	86.9%	<div></div>	(166 / 191)
		InstrSetting	Not Special Ed	88.7%	<div></div>	(322 / 363)
			Special Ed	51.4%	<div></div>	(18 / 35)
		Race	Black / Latinx	74.6%	<div></div>	(47 / 63)
			White / Other	87.5%	<div></div>	(293 / 335)
	16-17	All	All	87.2%	<div></div>	(1000 / 1147)
		ELL	Not ELL	87.5%	<div></div>	(983 / 1123)
			ELL	70.8%	<div></div>	(17 / 24)
		Gender	Female	87.5%	<div></div>	(484 / 553)
			Male	86.9%	<div></div>	(516 / 594)
		InstrSetting	Not Special Ed	90.7%	<div></div>	(963 / 1062)
			Special Ed	43.5%	<div></div>	(37 / 85)
		Race	Black / Latinx	71.6%	<div></div>	(111 / 155)
			White / Other	89.6%	<div></div>	(889 / 992)
	15-16	All	All	90.1%	<div></div>	(1000 / 1110)
		ELL	Not ELL	90.4%	<div></div>	(980 / 1084)
			ELL	76.9%	<div></div>	(20 / 26)
		Gender	Female	91.6%	<div></div>	(482 / 526)
			Male	88.7%	<div></div>	(518 / 584)
		InstrSetting	Not Special Ed	94.3%	<div></div>	(969 / 1028)
			Special Ed	37.8%	<div></div>	(31 / 82)
		Race	Black / Latinx	75.7%	<div></div>	(109 / 144)
			White / Other	92.2%	<div></div>	(891 / 966)
	14-15	All	All	90.5%	<div></div>	(944 / 1043)
		ELL	Not ELL	91.1%	<div></div>	(928 / 1019)
			ELL	66.7%	<div></div>	(16 / 24)
		Gender	Female	91.0%	<div></div>	(445 / 489)

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Pleasant Hill Middle School	Number of Students
Social Studies	14-15	Gender	Male	90.1%	<div></div>	(499 / 554)
			Female	90.1%	<div></div>	(499 / 554)
		InstrSetting	Not Special Ed	94.8%	<div></div>	(912 / 962)
			Special Ed	39.5%	<div></div>	(32 / 81)
		Race	Black / Latinx	82.6%	<div></div>	(109 / 132)
			White / Other	91.7%	<div></div>	(835 / 911)
	13-14	All	All	90.6%	<div></div>	(617 / 681)
		ELL	Not ELL	90.6%	<div></div>	(614 / 678)
			ELL	100.0%	<div></div>	(3 / 3)
		Gender	Female	91.5%	<div></div>	(290 / 317)
			Male	89.8%	<div></div>	(327 / 364)
		InstrSetting	Not Special Ed	94.3%	<div></div>	(595 / 631)
			Special Ed	44.0%	<div></div>	(22 / 50)
		Race	Black / Latinx	79.6%	<div></div>	(74 / 93)
			White / Other	92.5%	<div></div>	(543 / 587)









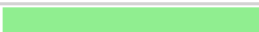
















	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Pleasant Hill Middle School	Number of Students
Algebra 1	21-22	All	All	97.4%		(111 / 114)
		ELL	Not ELL	97.4%		(111 / 114)
		Gender	Female	100.0%		(55 / 55)
			Male	94.9%		(56 / 59)
		InstrSetting	Not Special Ed	97.4%		(111 / 114)
		Race	Black / Latinx	100.0%		(13 / 13)
			White / Other	97.0%		(98 / 101)
	20-21	All	All	101.0%		(98 / 97)
		ELL	Not ELL	101.0%		(98 / 97)
		Gender	Female	100.0%		(58 / 58)
			Male	100.0%		(39 / 39)
		InstrSetting	Not Special Ed	101.0%		(98 / 97)
		Race	Black / Latinx	100.0%		(20 / 20)
			White / Other	100.0%		(77 / 77)
	18-19	All	All	100.0%		(130 / 130)
		ELL	Not ELL	100.0%		(129 / 129)
			ELL	100.0%		(1 / 1)
		Gender	Female	100.0%		(71 / 71)
			Male	100.0%		(59 / 59)
		InstrSetting	Not Special Ed	100.0%		(130 / 130)
		Race	Black / Latinx	100.0%		(14 / 14)
			White / Other	100.0%		(116 / 116)
	17-18	All	All	100.0%		(161 / 161)
		ELL	Not ELL	100.0%		(160 / 160)
			ELL	100.0%		(1 / 1)
		Gender	Female	100.0%		(76 / 76)
			Male	100.0%		(85 / 85)
		InstrSetting	Not Special Ed	100.0%		(161 / 161)
		Race	Black / Latinx	100.0%		(11 / 11)
			White / Other	100.0%		(150 / 150)
	16-17	All	All	100.0%		(133 / 133)
		ELL	Not ELL	100.0%		(132 / 132)
			ELL	100.0%		(1 / 1)
		Gender	Female	100.0%		(71 / 71)
			Male	100.0%		(62 / 62)
		InstrSetting	Not Special Ed	100.0%		(132 / 132)
			Special Ed	100.0%		(1 / 1)
		Race	Black / Latinx	100.0%		(9 / 9)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Pleasant Hill Middle School	Number of Students
Algebra 1	16-17	Race	White / Other	100.0%		(124 / 124)
	15-16	All	All	100.0%		(146 / 146)
		ELL	Not ELL	100.0%		(146 / 146)
		Gender	Female	100.0%		(84 / 84)
			Male	100.0%		(62 / 62)
		InstrSetting	Not Special Ed	100.0%		(146 / 146)
		Race	Black / Latinx	100.0%		(12 / 12)
			White / Other	100.0%		(134 / 134)
	14-15	All	All	100.0%		(151 / 151)
		ELL	Not ELL	100.0%		(151 / 151)
		Gender	Female	100.0%		(66 / 66)
			Male	100.0%		(85 / 85)
		InstrSetting	Not Special Ed	100.0%		(151 / 151)
		Race	Black / Latinx	100.0%		(13 / 13)
			White / Other	100.0%		(138 / 138)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Pleasant Hill Middle School	Number of Students
Biology 1	20-21	All	All	100.0%	<div></div>	(1 / 1)
		ELL	Not ELL	100.0%	<div></div>	(1 / 1)
		InstrSetting	Not Special Ed	100.0%	<div></div>	(1 / 1)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Pleasant Hill Middle School	Number of Students
English 1	18-19	All	All	100.0%		(148 / 148)
		ELL	Not ELL	100.0%		(147 / 147)
			ELL	100.0%		(1 / 1)
		Gender	Female	100.0%		(96 / 96)
			Male	100.0%		(52 / 52)
		InstrSetting	Not Special Ed	100.0%		(147 / 147)
			Special Ed	100.0%		(1 / 1)
		Race	Black / Latinx	100.0%		(19 / 19)
			White / Other	100.0%		(129 / 129)
	17-18	All	All	100.0%		(168 / 168)
		ELL	Not ELL	100.0%		(168 / 168)
		Gender	Female	100.0%		(91 / 91)
			Male	100.0%		(77 / 77)
		InstrSetting	Not Special Ed	100.0%		(168 / 168)
		Race	Black / Latinx	100.0%		(11 / 11)
			White / Other	100.0%		(157 / 157)
	16-17	All	All	100.0%		(185 / 185)
		ELL	Not ELL	100.0%		(184 / 184)
			ELL	100.0%		(1 / 1)
		Gender	Female	100.0%		(101 / 101)
			Male	100.0%		(84 / 84)
		InstrSetting	Not Special Ed	100.0%		(185 / 185)
		Race	Black / Latinx	100.0%		(15 / 15)
			White / Other	100.0%		(170 / 170)
	15-16	All	All	100.0%		(170 / 170)
		ELL	Not ELL	100.0%		(170 / 170)
		Gender	Female	100.0%		(104 / 104)
			Male	100.0%		(66 / 66)
		InstrSetting	Not Special Ed	100.0%		(170 / 170)
		Race	Black / Latinx	100.0%		(14 / 14)
			White / Other	100.0%		(156 / 156)
	14-15	All	All	100.0%		(171 / 171)
		ELL	Not ELL	100.0%		(171 / 171)
		Gender	Female	100.0%		(83 / 83)
			Male	100.0%		(88 / 88)
		InstrSetting	Not Special Ed	100.0%		(171 / 171)
		Race	Black / Latinx	100.0%		(15 / 15)
			White / Other	100.0%		(156 / 156)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Pleasant Hill Middle School	Number of Students
Accelerated/ Eagles	21-22	All	All	36.2%		(271 / 748)
		ELL	Not ELL	36.1%		(256 / 710)
			ELL	39.5%		(15 / 38)
		Gender	Female	37.8%		(145 / 384)
			Male	34.6%		(126 / 364)
		InstrSetting	Not Special Ed	39.6%		(270 / 681)
			Special Ed	1.5%		(1 / 67)
		Race	Black / Latinx	25.0%		(50 / 200)
			White / Other	40.3%		(221 / 548)
	20-21	All	All	33.4%		(260 / 778)
		ELL	Not ELL	33.5%		(247 / 738)
			ELL	32.5%		(13 / 40)
		Gender	Female	33.0%		(132 / 400)
			Male	33.9%		(128 / 378)
		InstrSetting	Not Special Ed	36.3%		(258 / 710)
			Special Ed	2.9%		(2 / 68)
		Race	Black / Latinx	22.2%		(46 / 207)
			White / Other	37.5%		(214 / 571)
	19-20	All	All	30.9%		(238 / 770)
		ELL	Not ELL	30.8%		(228 / 741)
			ELL	34.5%		(10 / 29)
		Gender	Female	33.9%		(134 / 395)
			Male	27.7%		(104 / 375)
		InstrSetting	Not Special Ed	33.9%		(236 / 697)
			Special Ed	2.7%		(2 / 73)
		Race	Black / Latinx	21.4%		(39 / 182)
			White / Other	33.8%		(199 / 588)
	18-19	All	All	33.3%		(415 / 1245)
		ELL	Not ELL	33.4%		(400 / 1197)
			ELL	31.3%		(15 / 48)
		Gender	Female	35.8%		(224 / 626)
			Male	30.9%		(191 / 619)
		InstrSetting	Not Special Ed	36.8%		(413 / 1123)
			Special Ed	1.6%		(2 / 122)
		Race	Black / Latinx	20.6%		(50 / 243)
			White / Other	36.4%		(365 / 1002)
	17-18	All	All	33.3%		(403 / 1212)
		ELL	Not ELL	33.5%		(387 / 1155)


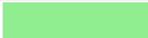




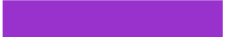






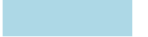
























	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Pleasant Hill Middle School	Number of Students
Accelerated/ Eagles	17-18	ELL	ELL	26.7%		(16 / 60)
		Gender	Female	36.0%		(213 / 592)
			Male	30.6%		(190 / 620)
		InstrSetting	Not Special Ed	35.8%		(397 / 1110)
			Special Ed	5.7%		(6 / 105)
		Race	Black / Latinx	23.3%		(47 / 202)
			White / Other	35.2%		(356 / 1010)
	16-17	All	All	33.7%		(397 / 1177)
		ELL	Not ELL	34.4%		(387 / 1125)
			ELL	19.2%		(10 / 52)
		Gender	Female	35.5%		(201 / 566)
			Male	32.1%		(196 / 611)
		InstrSetting	Not Special Ed	36.2%		(391 / 1081)
			Special Ed	6.3%		(6 / 96)
		Race	Black / Latinx	15.6%		(26 / 167)
			White / Other	36.7%		(371 / 1010)
	15-16	All	All	36.0%		(410 / 1138)
		ELL	Not ELL	37.1%		(407 / 1098)
			ELL	7.5%		(3 / 40)
		Gender	Female	37.2%		(200 / 537)
			Male	34.9%		(210 / 601)
		InstrSetting	Not Special Ed	39.0%		(407 / 1044)
			Special Ed	3.2%		(3 / 94)
		Race	Black / Latinx	15.4%		(23 / 149)
			White / Other	39.1%		(387 / 989)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Pleasant Hill Middle School	Number of Students
Honors	21-22	All	All	18.3%		(137 / 748)
		ELL	Not ELL	18.5%		(131 / 710)
			ELL	15.8%		(6 / 38)
		Gender	Female	18.2%		(70 / 384)
			Male	18.4%		(67 / 364)
		InstrSetting	Not Special Ed	20.0%		(136 / 681)
			Special Ed	1.5%		(1 / 67)
		Race	Black / Latinx	8.5%		(17 / 200)
			White / Other	21.9%		(120 / 548)
	20-21	All	All	17.7%		(138 / 778)
		ELL	Not ELL	17.6%		(130 / 738)
			ELL	20.0%		(8 / 40)
		Gender	Female	21.5%		(86 / 400)
			Male	13.8%		(52 / 378)
		InstrSetting	Not Special Ed	19.3%		(137 / 710)
			Special Ed	1.5%		(1 / 68)
		Race	Black / Latinx	14.0%		(29 / 207)
			White / Other	19.1%		(109 / 571)
	19-20	All	All	17.0%		(131 / 770)
		ELL	Not ELL	17.0%		(126 / 741)
			ELL	17.2%		(5 / 29)
		Gender	Female	19.0%		(75 / 395)
			Male	14.9%		(56 / 375)
		InstrSetting	Not Special Ed	18.8%		(131 / 697)
			Special Ed	0.0%		(0 / 73)
		Race	Black / Latinx	11.5%		(21 / 182)
			White / Other	18.7%		(110 / 588)
	18-19	All	All	14.8%		(184 / 1245)
		ELL	Not ELL	14.9%		(178 / 1197)
			ELL	12.5%		(6 / 48)
		Gender	Female	17.6%		(110 / 626)
			Male	12.0%		(74 / 619)
		InstrSetting	Not Special Ed	16.3%		(183 / 1123)
			Special Ed	0.8%		(1 / 122)
		Race	Black / Latinx	9.9%		(24 / 243)
			White / Other	16.0%		(160 / 1002)
	17-18	All	All	18.1%		(219 / 1212)
		ELL	Not ELL	18.3%		(211 / 1155)
			ELL	13.3%		(8 / 60)







































	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Pleasant Hill Middle School	Number of Students
Honors	17-18	Gender	Female	18.9%		(112 / 592)
			Male	17.3%		(107 / 620)
		InstrSetting	Not Special Ed	19.7%		(219 / 1110)
			Special Ed	0.0%		(0 / 105)
		Race	Black / Latinx	8.9%		(18 / 202)
			White / Other	19.9%		(201 / 1010)
	16-17	All	All	16.8%		(198 / 1177)
		ELL	Not ELL	17.0%		(191 / 1125)
			ELL	13.5%		(7 / 52)
		Gender	Female	18.4%		(104 / 566)
			Male	15.4%		(94 / 611)
		InstrSetting	Not Special Ed	18.2%		(197 / 1081)
			Special Ed	1.0%		(1 / 96)
		Race	Black / Latinx	9.6%		(16 / 167)
			White / Other	18.0%		(182 / 1010)
	15-16	All	All	15.7%		(179 / 1138)
		ELL	Not ELL	16.2%		(178 / 1098)
			ELL	2.5%		(1 / 40)
		Gender	Female	19.6%		(105 / 537)
			Male	12.3%		(74 / 601)
		InstrSetting	Not Special Ed	17.1%		(179 / 1044)
			Special Ed	0.0%		(0 / 94)
		Race	Black / Latinx	8.7%		(13 / 149)
			White / Other	16.8%		(166 / 989)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Pleasant Hill Middle School	Number of Students
Chronic Absences	21-22	All	All	14.9%		(112 / 754)
		ELL	Not ELL	14.7%		(107 / 729)
			ELL	20.0%		(5 / 25)
		Gender	Female	13.9%		(54 / 388)
			Male	15.8%		(58 / 366)
		InstrSetting	Not Special Ed	13.4%		(92 / 686)
			Special Ed	29.4%		(20 / 68)
		Race	Black / Latinx	20.8%		(40 / 192)
			White / Other	12.8%		(72 / 562)
	20-21	All	All	17.7%		(138 / 778)
		ELL	Not ELL	18.0%		(135 / 748)
			ELL	10.0%		(3 / 30)
		Gender	Female	18.3%		(73 / 400)
			Male	17.2%		(65 / 378)
		InstrSetting	Not Special Ed	16.6%		(118 / 710)
			Special Ed	29.4%		(20 / 68)
		Race	Black / Latinx	26.6%		(55 / 207)
			White / Other	14.5%		(83 / 571)
	19-20	All	All	8.7%		(67 / 770)
		ELL	Not ELL	8.6%		(65 / 759)
			ELL	18.2%		(2 / 11)
		Gender	Female	9.4%		(37 / 395)
			Male	8.0%		(30 / 375)
		InstrSetting	Not Special Ed	7.3%		(51 / 697)
			Special Ed	21.9%		(16 / 73)
		Race	Black / Latinx	7.1%		(13 / 182)
			White / Other	9.2%		(54 / 588)
	18-19	All	All	6.5%		(81 / 1245)
		ELL	Not ELL	6.5%		(80 / 1225)
			ELL	5.0%		(1 / 20)
		Gender	Female	5.9%		(37 / 626)
			Male	7.1%		(44 / 619)
		InstrSetting	Not Special Ed	5.8%		(65 / 1123)
			Special Ed	13.1%		(16 / 122)
		Race	Black / Latinx	7.0%		(17 / 243)
			White / Other	6.4%		(64 / 1002)
	17-18	All	All	7.2%		(87 / 1213)







































	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Pleasant Hill Middle School	Number of Students
Chronic Absences	17-18	ELL	Not ELL	7.2%		(86 / 1193)
			ELL	11.5%		(3 / 26)
		Gender	Female	6.4%		(38 / 592)
			Male	7.9%		(49 / 621)
		InstrSetting	Not Special Ed	6.0%		(67 / 1111)
			Special Ed	7.6%		(8 / 105)
		Race	Black / Latinx	8.4%		(17 / 202)
			White / Other	6.9%		(70 / 1011)
	16-17	All	All	7.5%		(89 / 1185)
		ELL	Not ELL	7.4%		(86 / 1157)
			ELL	10.7%		(3 / 28)
		Gender	Female	6.7%		(38 / 570)
			Male	8.3%		(51 / 615)
		InstrSetting	Not Special Ed	6.5%		(71 / 1089)
			Special Ed	18.8%		(18 / 96)
		Race	Black / Latinx	10.6%		(18 / 170)
			White / Other	7.0%		(71 / 1015)
	15-16	All	All	4.9%		(56 / 1149)
		ELL	Not ELL	5.0%		(56 / 1118)
			ELL	0.0%		(0 / 28)
		Gender	Female	4.6%		(25 / 538)
			Male	5.1%		(31 / 611)
		InstrSetting	Not Special Ed	4.5%		(47 / 1051)
			Special Ed	9.2%		(9 / 98)
		Race	Black / Latinx	6.7%		(10 / 150)
			White / Other	4.6%		(46 / 999)
	14-15	All	All	6.7%		(74 / 1097)
		ELL	Not ELL	6.6%		(70 / 1065)
			ELL	7.7%		(2 / 26)
		Gender	Female	5.9%		(30 / 508)
			Male	7.5%		(44 / 589)
		InstrSetting	Not Special Ed	4.8%		(48 / 992)
			Special Ed	24.8%		(26 / 105)
		Race	Black / Latinx	7.5%		(11 / 147)
			White / Other	6.6%		(63 / 950)

































	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pleasant Hill Middle School	Number of Students
Referrals	21-22	All	All	24.5%		(185 / 754)
		ELL	Not ELL	24.3%		(177 / 728)
			ELL	30.8%		(8 / 26)
		Gender	Female	15.5%		(60 / 388)
			Male	34.2%		(125 / 366)
		InstrSetting	Not Special Ed	23.3%		(160 / 686)
			Special Ed	36.8%		(25 / 68)
		Race	Black / Latinx	37.8%		(62 / 164)
			White / Other	20.8%		(123 / 590)
	20-21	All	All	14.5%		(113 / 778)
		ELL	Not ELL	14.3%		(107 / 748)
			ELL	20.0%		(6 / 30)
		Gender	Female	7.8%		(31 / 400)
			Male	21.7%		(82 / 378)
		InstrSetting	Not Special Ed	12.5%		(89 / 710)
			Special Ed	35.3%		(24 / 68)
		Race	Black / Latinx	19.5%		(33 / 169)
			White / Other	13.1%		(80 / 609)
	19-20	All	All	21.6%		(166 / 770)
		ELL	Not ELL	21.8%		(162 / 744)
			ELL	15.4%		(4 / 26)
		Gender	Female	10.4%		(41 / 395)
			Male	33.3%		(125 / 375)
		InstrSetting	Not Special Ed	19.4%		(135 / 697)
			Special Ed	42.5%		(31 / 73)
		Race	Black / Latinx	29.7%		(43 / 145)
			White / Other	19.7%		(123 / 625)
	18-19	All	All	18.7%		(233 / 1245)
		ELL	Not ELL	18.6%		(223 / 1198)
			ELL	21.3%		(10 / 47)
		Gender	Female	7.7%		(48 / 626)
			Male	29.9%		(185 / 619)
		InstrSetting	Not Special Ed	16.8%		(189 / 1123)
			Special Ed	36.1%		(44 / 122)
		Race	Black / Latinx	26.8%		(48 / 179)
			White / Other	17.4%		(185 / 1066)
	17-18	All	All	23.0%		(286 / 1242)
		ELL	Not ELL	23.1%		(279 / 1206)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pleasant Hill Middle School	Number of Students
Referrals	17-18	ELL	ELL	19.4%		(7 / 36)
		Gender	Female	10.4%		(63 / 606)
			Male	35.1%		(223 / 636)
		InstrSetting	Not Special Ed	21.0%		(238 / 1135)
			Special Ed	44.9%		(48 / 107)
		Race	Black / Latinx	37.7%		(60 / 159)
			White / Other	20.9%		(226 / 1083)
	16-17	All	All	20.5%		(243 / 1185)
		ELL	Not ELL	20.3%		(235 / 1157)
			ELL	28.6%		(8 / 28)
		Gender	Female	6.1%		(35 / 570)
			Male	33.8%		(208 / 615)
		InstrSetting	Not Special Ed	19.1%		(208 / 1089)
			Special Ed	36.5%		(35 / 96)
		Race	Black / Latinx	36.9%		(62 / 168)
			White / Other	17.8%		(181 / 1017)
	15-16	All	All	24.2%		(278 / 1148)
		ELL	Not ELL	24.3%		(272 / 1120)
			ELL	21.4%		(6 / 28)
		Gender	Female	10.2%		(55 / 538)
			Male	36.6%		(223 / 610)
		InstrSetting	Not Special Ed	21.7%		(228 / 1050)
			Special Ed	51.0%		(50 / 98)
		Race	Black / Latinx	41.1%		(62 / 151)
			White / Other	21.7%		(216 / 997)
	14-15	All	All	21.2%		(232 / 1095)
		ELL	Not ELL	21.0%		(225 / 1069)
			ELL	26.9%		(7 / 26)
		Gender	Female	11.2%		(57 / 507)
			Male	29.8%		(175 / 588)
		InstrSetting	Not Special Ed	18.6%		(185 / 992)
			Special Ed	45.6%		(47 / 103)
		Race	Black / Latinx	37.4%		(55 / 147)
			White / Other	18.7%		(177 / 948)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pleasant Hill Middle School	Number of Students
In School Suspensions	21-22	All	All	9.5%		(72 / 754)
		ELL	Not ELL	9.5%		(69 / 728)
			ELL	11.5%		(3 / 26)
		Gender	Female	6.4%		(25 / 388)
			Male	12.8%		(47 / 366)
		InstrSetting	Not Special Ed	8.7%		(60 / 686)
			Special Ed	17.6%		(12 / 68)
		Race	Black / Latinx	10.4%		(17 / 164)
			White / Other	9.3%		(55 / 590)
	20-21	All	All	4.8%		(37 / 778)
		ELL	Not ELL	4.8%		(36 / 748)
			ELL	3.3%		(1 / 30)
		Gender	Female	1.8%		(7 / 400)
			Male	7.9%		(30 / 378)
		InstrSetting	Not Special Ed	3.9%		(28 / 710)
			Special Ed	13.2%		(9 / 68)
		Race	Black / Latinx	8.3%		(14 / 169)
			White / Other	3.8%		(23 / 609)
	19-20	All	All	5.8%		(45 / 770)
		ELL	Not ELL	5.8%		(43 / 744)
			ELL	7.7%		(2 / 26)
		Gender	Female	3.5%		(14 / 395)
			Male	8.3%		(31 / 375)
		InstrSetting	Not Special Ed	5.3%		(37 / 697)
			Special Ed	11.0%		(8 / 73)
		Race	Black / Latinx	11.0%		(16 / 145)
			White / Other	4.6%		(29 / 625)
	18-19	All	All	6.7%		(84 / 1245)
		ELL	Not ELL	6.8%		(81 / 1198)
			ELL	6.4%		(3 / 47)
		Gender	Female	2.9%		(18 / 626)
			Male	10.7%		(66 / 619)
		InstrSetting	Not Special Ed	5.8%		(65 / 1123)
			Special Ed	15.6%		(19 / 122)
		Race	Black / Latinx	12.3%		(22 / 179)
			White / Other	5.8%		(62 / 1066)
	17-18	All	All	8.9%		(110 / 1242)
		ELL	Not ELL	8.8%		(106 / 1206)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pleasant Hill Middle School	Number of Students
In School Suspensions	17-18	ELL	ELL	11.1%	<div><div></div></div>	(4 / 36)
		Gender	Female	3.3%	<div><div></div></div>	(20 / 606)
			Male	14.2%	<div><div></div></div>	(90 / 636)
		InstrSetting	Not Special Ed	7.4%	<div><div></div></div>	(84 / 1135)
			Special Ed	24.3%	<div><div></div></div>	(26 / 107)
		Race	Black / Latinx	20.1%	<div><div></div></div>	(32 / 159)
			White / Other	7.2%	<div><div></div></div>	(78 / 1083)
		16-17	All	All	7.7%	<div><div></div></div>
	ELL		Not ELL	7.6%	<div><div></div></div>	(88 / 1157)
			ELL	10.7%	<div><div></div></div>	(3 / 28)
	Gender		Female	1.8%	<div><div></div></div>	(10 / 570)
			Male	13.2%	<div><div></div></div>	(81 / 615)
	InstrSetting		Not Special Ed	6.7%	<div><div></div></div>	(73 / 1089)
			Special Ed	18.8%	<div><div></div></div>	(18 / 96)
	Race		Black / Latinx	14.9%	<div><div></div></div>	(25 / 168)
			White / Other	6.5%	<div><div></div></div>	(66 / 1017)
	15-16	All	All	6.4%	<div><div></div></div>	(73 / 1148)
		ELL	Not ELL	6.5%	<div><div></div></div>	(73 / 1120)
			ELL	0.0%	<div><div></div></div>	(0 / 28)
		Gender	Female	1.9%	<div><div></div></div>	(10 / 538)
			Male	10.3%	<div><div></div></div>	(63 / 610)
		InstrSetting	Not Special Ed	4.8%	<div><div></div></div>	(50 / 1050)
			Special Ed	23.5%	<div><div></div></div>	(23 / 98)
		Race	Black / Latinx	10.6%	<div><div></div></div>	(16 / 151)
			White / Other	5.7%	<div><div></div></div>	(57 / 997)
	14-15	All	All	7.0%	<div><div></div></div>	(77 / 1095)
		ELL	Not ELL	6.7%	<div><div></div></div>	(72 / 1069)
			ELL	19.2%	<div><div></div></div>	(5 / 26)
		Gender	Female	3.2%	<div><div></div></div>	(16 / 507)
			Male	10.4%	<div><div></div></div>	(61 / 588)
		InstrSetting	Not Special Ed	4.8%	<div><div></div></div>	(48 / 992)
			Special Ed	28.2%	<div><div></div></div>	(29 / 103)
		Race	Black / Latinx	13.6%	<div><div></div></div>	(20 / 147)
			White / Other	6.0%	<div><div></div></div>	(57 / 948)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pleasant Hill Middle School	Number of Students
Out of School Suspensions	21-22	All	All	9.9%		(75 / 754)
		ELL	Not ELL	9.8%		(71 / 728)
			ELL	15.4%		(4 / 26)
		Gender	Female	5.9%		(23 / 388)
			Male	14.2%		(52 / 366)
		InstrSetting	Not Special Ed	8.5%		(58 / 686)
			Special Ed	25.0%		(17 / 68)
		Race	Black / Latinx	15.2%		(25 / 164)
			White / Other	8.5%		(50 / 590)
	20-21	All	All	2.4%		(19 / 778)
		ELL	Not ELL	2.3%		(17 / 748)
			ELL	6.7%		(2 / 30)
		Gender	Female	1.5%		(6 / 400)
			Male	3.4%		(13 / 378)
		InstrSetting	Not Special Ed	1.7%		(12 / 710)
			Special Ed	10.3%		(7 / 68)
		Race	Black / Latinx	5.3%		(9 / 169)
			White / Other	1.6%		(10 / 609)
	19-20	All	All	4.7%		(36 / 770)
		ELL	Not ELL	4.7%		(35 / 744)
			ELL	3.8%		(1 / 26)
		Gender	Female	1.3%		(5 / 395)
			Male	8.3%		(31 / 375)
		InstrSetting	Not Special Ed	3.7%		(26 / 697)
			Special Ed	13.7%		(10 / 73)
		Race	Black / Latinx	6.9%		(10 / 145)
			White / Other	4.2%		(26 / 625)
	18-19	All	All	5.3%		(66 / 1245)
		ELL	Not ELL	5.3%		(64 / 1198)
			ELL	4.3%		(2 / 47)
		Gender	Female	1.4%		(9 / 626)
			Male	9.2%		(57 / 619)
		InstrSetting	Not Special Ed	4.0%		(45 / 1123)
			Special Ed	17.2%		(21 / 122)
		Race	Black / Latinx	10.6%		(19 / 179)
			White / Other	4.4%		(47 / 1066)
	17-18	All	All	5.6%		(69 / 1242)
		ELL	Not ELL	5.7%		(69 / 1206)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pleasant Hill Middle School	Number of Students
Out of School Suspensions	17-18	ELL	ELL	0.0%		(0 / 36)
		Gender	Female	1.0%		(6 / 606)
			Male	9.9%		(63 / 636)
		InstrSetting	Not Special Ed	4.1%		(46 / 1135)
			Special Ed	21.5%		(23 / 107)
		Race	Black / Latinx	10.1%		(16 / 159)
			White / Other	4.9%		(53 / 1083)
	16-17	All	All	4.1%		(49 / 1185)
		ELL	Not ELL	4.2%		(49 / 1157)
			ELL	0.0%		(0 / 28)
		Gender	Female	0.7%		(4 / 570)
			Male	7.3%		(45 / 615)
		InstrSetting	Not Special Ed	3.3%		(36 / 1089)
			Special Ed	13.5%		(13 / 96)
		Race	Black / Latinx	11.9%		(20 / 168)
			White / Other	2.9%		(29 / 1017)
	15-16	All	All	5.0%		(57 / 1148)
		ELL	Not ELL	4.7%		(53 / 1120)
			ELL	14.3%		(4 / 28)
		Gender	Female	1.3%		(7 / 538)
			Male	8.2%		(50 / 610)
		InstrSetting	Not Special Ed	3.5%		(37 / 1050)
			Special Ed	20.4%		(20 / 98)
		Race	Black / Latinx	9.9%		(15 / 151)
			White / Other	4.2%		(42 / 997)
	14-15	All	All	4.4%		(48 / 1095)
		ELL	Not ELL	4.1%		(44 / 1069)
			ELL	15.4%		(4 / 26)
		Gender	Female	2.0%		(10 / 507)
			Male	6.5%		(38 / 588)
		InstrSetting	Not Special Ed	2.9%		(29 / 992)
			Special Ed	18.4%		(19 / 103)
		Race	Black / Latinx	14.3%		(21 / 147)
			White / Other	2.8%		(27 / 948)

SCDE Survey Results

0 - 74.9% Red

75 - 84.9% Yellow

85% plus Green

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
CURRENT WORKING CONDITIONS							
I have sufficient space in my classroom to meet the educational needs of my students.	20-21			44	77.3%		
	18-19			47	66.0%		
	21-22						
My non-instructional duties do not interfere with my essential role of educating students.	21-22						
	20-21			44	86.4%		
	18-19			47	70.2%		
I have access to reliable communication technology, including phone, fax, and e-mail.	21-22			54	68.5%		
	20-21			44	100.0%		
	18-19			47	100.0%		
I feel supported by administrators at my school.	21-22			54	96.3%		
	20-21			44	81.8%		
	18-19			47	87.2%		
The faculty and staff at my school have a shared vision.	21-22			54	68.5%		
	20-21			44	84.1%		
	18-19			47	85.2%		
I am familiar with local, state, and national policies and how they affect teaching and learning.	21-22			54	55.5%		
	20-21			44	97.7%		
	18-19			47	95.7%		
Local, state, or national policies assist me in meeting the educational needs of my students.	21-22			54	68.5%		
	20-21			44	84.1%		
	18-19			47	70.2%		
The school leadership makes a sustained effort to address teacher concerns.	21-22			53	86.8%		
	20-21			44	77.3%		
	18-19			47	78.8%		
My decisions in areas such as instruction and student progress are supported.	21-22			54	68.5%		
	20-21			44	90.9%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My decisions in areas such as instruction and student learning are effective.	18-19			47	97.9%		
Teachers at my school are encouraged to develop innovative solutions to problems.	21-22			53	86.8%		
	20-21			44	84.1%		
	18-19			47	87.3%		
I feel comfortable raising issues and concerns that are important to me.	21-22			54	68.5%		
	20-21			44	75.0%		
	18-19			47	83.0%		
Sufficient resources are available to allow teachers to take advantage of professional development activities.	21-22			54	75.9%		
	20-21			44	95.4%		
	18-19			47	91.5%		
My class sizes allow me to meet the educational needs of my students.	21-22			53	83.1%		
	20-21			44	70.4%		
	18-19			47	44.6%		
I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	21-22			54	75.9%		
	20-21			44	90.9%		
	18-19			47	87.3%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
HOME-SCHOOL RELATIONS							
I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	21-22	551	93.6%			46	78.3%
	20-21	193	83.9%	44	97.7%	95	65.2%
	18-19	357	86.8%	47	93.7%	88	70.4%
My parent knows what I am expected to learn in school.	21-22	563	90.4%			57	75.5%
	20-21	195	79.0%			95	74.8%
	18-19	357	83.2%			88	71.6%
My parent knows how well I am doing in school.	21-22	564	96.3%				
	20-21	195	90.7%				
	18-19	357	94.4%				
My school informs parents about school programs and activities.	21-22	563	92.0%	54	87.0%		
	20-21	194	90.7%	44	100.0%		
	18-19	357	88.8%	47	100.0%		
Parents at my school know their children's homework assignments.	21-22	548	76.3%	54	81.5%		
	20-21	195	59.5%	44	93.2%		
	18-19	357	54.1%	47	97.9%		
My parent helps me with my homework when I need it.	21-22	556	86.9%				
	20-21	195	78.9%				
	18-19	357	76.5%				
Parents are welcomed at my school.	21-22	539	93.3%				
	20-21	192	82.9%				
	18-19	357	94.7%				
Parents volunteer and participate in activities at my school.	21-22	547	83.2%	50	78.0%		
	20-21	195	69.3%	44	70.4%		
	18-19	357	89.4%	47	85.1%		
My child's teachers contact me to say good things about my child.	21-22					53	45.2%
	20-21					95	77.9%
	18-19					88	44.3%
My child's teachers tell me how I can help my child learn.	21-22					51	56.9%
	20-21					95	51.5%
	18-19					87	45.9%

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My child's teachers invite me to visit my child's classrooms during the school day.	21-22					57	82.5%
	20-21					95	56.8%
	18-19					87	24.1%
My child's school returns my phone calls or e-mails promptly.	21-22					51	74.5%
	20-21					95	69.5%
	18-19					88	78.4%
Parents are involved in school decisions.	21-22			53	86.8%		
	20-21			44	86.4%	95	78.9%
	18-19			47	91.5%	88	69.3%
My child's school considers changes based on what parents say.	21-22					54	94.4%
	20-21					95	45.2%
	18-19					88	43.2%
My child's school schedules activities at times that I can attend.	21-22					54	94.4%
	20-21					95	63.1%
	18-19					88	87.5%
My child's school treats all students fairly.	21-22					53	96.2%
	20-21					95	85.2%
	18-19					88	63.6%
The principal at my child's school is available and welcoming.	21-22					54	87.1%
	20-21					95	69.4%
	18-19					88	69.4%
Parents at my school are aware of school policies.	21-22			53	77.3%		
	20-21			44	95.5%		
	18-19			47	95.7%		
Parents at my school understand the school's instructional programs.	21-22			53	67.9%		
	20-21			44	95.4%		
	18-19			47	95.7%		
Parents at my school support instructional decisions regarding their children.	21-22			51	84.3%		
	20-21			44	95.4%		
	18-19			47	97.9%		
Parents attend conferences requested by teachers at my school.	21-22			53	96.2%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
Parents attend conferences requested by teachers at my school.	20-21			44	93.2%		
	18-19			47	97.9%		
Parents at my school cooperate regarding discipline problems.	21-22			54	77.8%		
	20-21			44	90.9%		
	18-19			47	83.0%		
Parents attend school meetings and other school events.	21-22			53	90.6%		
	20-21			44	86.3%		
	18-19			47	93.6%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
LEARNING ENVIRONMENT							
I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	21-22	549	87.5%	53	77.3%	56	82.1%
	20-21	203	81.3%	44	88.6%	94	63.8%
	18-19	357	73.1%	47	89.3%	85	81.2%
My classes are challenging (not too easy; they make me think).	21-22	558	80.5%	55	98.2%	57	89.5%
	20-21	202	83.7%	44	100.0%	95	89.5%
	18-19	357	76.2%	47	97.9%	85	89.4%
My teachers want me to understand what I am learning, not just remember facts.	21-22	564	89.0%	55	96.4%		
	20-21	201	82.6%	44	95.4%		
	18-19	357	81.0%	47	97.9%		
My teachers expect students to learn.	21-22	567	98.6%	55	98.2%	56	91.0%
	20-21	202	93.1%	44	100.0%	95	83.2%
	18-19	357	95.5%	47	97.9%	84	84.5%
My teachers expect students to behave.	21-22	565	97.5%				
	20-21	202	94.5%				
	18-19	357	95.8%				
My teachers spend enough time helping me learn.	21-22	555	86.1%	55	65.5%		
	20-21	202	74.7%	44	97.8%		
	18-19	357	71.5%	47	87.2%		
My teachers help students when they do not understand something.	21-22	558	92.7%	53	88.7%	54	83.3%
	20-21	202	85.7%	44	88.6%	95	74.7%
	18-19	357	82.4%	47	91.5%	86	86.1%
My teachers do a good job teaching me mathematics.	21-22	562	85.5%				
	20-21	202	72.3%				
	18-19	357	80.1%				
My teachers do a good job teaching me English language arts.	21-22	565	96.6%				
	20-21	202	93.6%				
	18-19	357	74.6%				
My teachers give tests on what I learn in class.	21-22	567	96.3%				
	20-21	202	93.0%				
	18-19	357	95.7%				

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My teachers give homework assignments that help me learn better.	21-22	553	68.3%			56	69.7%
	20-21	203	62.1%			95	77.9%
	18-19	356	61.8%			86	76.7%
My classes are interesting and fun.	21-22	552	70.5%				
	20-21	203	54.2%				
	18-19	357	39.5%				
Students at my school believe they can do good work.	21-22	533	75.5%				
	20-21	203	69.0%				
	18-19	357	54.4%				
My teachers praise students when they do good work.	21-22	546	72.9%				
	20-21	203	67.0%				
	18-19	357	58.3%				
Work done by students can be seen on the walls of my school.	21-22	561	87.9%				
	20-21	203	85.7%				
	18-19	357	89.9%				
The textbooks and workbooks I use at my school really help me to learn.	21-22	556	68.2%				
	20-21	203	57.7%				
	18-19	357	56.9%				
The media center at my school has a good selection of books.	21-22	547	89.6%	53	100.0%		
	20-21	202	87.6%	44	97.7%		
	18-19	357	83.0%	47	97.9%		
I use computers and other technology at my school to help me learn.	21-22	561	96.6%	55	94.6%		
	20-21	203	94.6%	44	97.7%		
	18-19	357	94.9%	47	95.8%		
Teachers at my school effectively implement the State Curriculum Standards.	21-22			55	100.0%		
	20-21			44	100.0%		
	18-19			47	97.9%		
Student assessment information is effectively used by teachers to plan instruction.	21-22			55	87.3%		
	20-21			44	93.2%		
	18-19			47	91.5%		
My school offers effective programs for students with disabilities.	21-22			52	100.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My school offers effective programs for students with disabilities.	20-21			44	95.4%		
	18-19			47	85.1%		
Instructional strategies are used to meet the needs of academically gifted students.	21-22			51	82.3%		
	20-21			44	93.2%		
	18-19			47	89.3%		
The level of teacher and staff morale is high at my school.	21-22			54	42.6%		
	20-21			44	70.4%		
	18-19			47	66.0%		
Teachers respect each other at my school.	21-22			55	92.8%		
	20-21			44	97.7%		
	18-19			47	95.8%		
Teachers at my school are recognized and appreciated for good work.	21-22			55	61.9%		
	20-21			44	77.3%		
	18-19			47	85.1%		
Students at my school are motivated and interested in learning.	21-22			55	72.7%		
	20-21			44	86.4%		
	18-19			47	82.9%		
There are sufficient materials and supplies available for classroom and instructional use.	21-22			55	90.9%		
	20-21			44	100.0%		
	18-19			47	91.5%		
Our school has sufficient computers for instructional use.	21-22			55	100.0%		
	20-21			44	100.0%		
	18-19			47	93.6%		
There are relevant professional development opportunities offered to teachers at my school.	21-22			53	81.1%		
	20-21			44	90.9%		
	18-19			47	85.1%		
The school administration communicates clear instructional goals for the school.	21-22			54	68.5%		
	20-21			44	86.3%		
	18-19			47	78.7%		
The school administration sets high standards for students.	21-22			54	70.3%		
	20-21			44	77.3%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The school administration sets high standards for c	18-19			47	78.7%		
The school administration has high expectations for teacher performance.	21-22			54	88.8%		
	20-21			44	95.5%		
	18-19			47	91.5%		
The school administration provides effective instructional leadership.	21-22			54	64.8%		
	20-21			44	81.8%		
	18-19			47	74.5%		
Student assessment information is used to set goals and plan programs for my school.	21-22			53	84.9%		
	20-21			44	86.3%		
	18-19			47	95.7%		
Teacher evaluation at my school focuses on instructional improvement.	21-22			52	90.4%		
	20-21			44	86.3%		
	18-19			47	85.1%		
School administrators visit classrooms to observe instruction.	21-22			54	61.1%		
	20-21			44	81.8%		
	18-19			47	61.7%		
The school administration arranges for collaborative planning and decision making.	21-22			54	64.8%		
	20-21			44	81.8%		
	18-19			47	91.5%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
SOCIAL AND PHYSICAL ENVIRONMENT							
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	21-22	553	87.7%	54	75.9%	57	86.0%
	20-21	196	87.7%	44	97.7%	45	68.9%
	18-19	357	80.4%	47	91.5%	88	79.5%
The grounds around my school are kept clean.	21-22	568	89.2%	54	88.9%		
	20-21	195	95.9%	44	97.7%		
	18-19	357	88.8%	47	100.0%		
The hallways at my school are kept clean.	21-22	567	91.0%	54	85.2%	53	96.2%
	20-21	195	96.4%	44	100.0%	95	69.4%
	18-19	357	91.9%	47	100.0%	88	97.7%
The bathrooms at my school are kept clean.	21-22	557	59.6%	54	85.1%		
	20-21	195	76.9%	44	95.5%		
	18-19	357	67.3%	47	95.7%		
Broken things at my school get fixed.	21-22	551	88.2%	54	96.3%		
	20-21	193	91.7%	44	97.7%		
	18-19	357	79.6%	47	97.8%		
There is enough room for students to learn at my school.	21-22	557	96.2%	54	87.0%		
	20-21	194	92.8%	44	88.6%		
	18-19	357	74.8%	47	76.6%		
Students at my school behave well in class.	21-22	554	62.8%	54	88.9%		
	20-21	194	63.9%	44	100.0%	95	90.6%
	18-19	357	48.5%	47	83.0%	88	59.1%
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	21-22	547	49.2%	54	88.9%		
	20-21	194	62.3%	44	90.9%		
	18-19	357	39.8%	47	57.5%		
Students at my school know the rules and what happens when students break the rules.	21-22	558	86.7%	54	42.6%		
	20-21	194	86.1%	44	65.9%		
	18-19	357	82.9%	47	51.0%		
The rules about how students should behave in my school are fair.	21-22	556	88.3%	53	73.5%		
	20-21	194	85.6%	44	88.6%		
	18-19	357	74.8%	47	74.5%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The rules for behavior are enforced at my school.	21-22	548	89.8%	54	44.5%		
	20-21	194	85.1%	44	65.9%		
	18-19	357	87.7%	47	49.0%		
I feel safe at my school before and after school hours.	21-22	556	92.3%	54	100.0%		
	20-21	195	93.9%	44	100.0%		
	18-19	357	82.3%	47	95.8%		
I feel safe at my school during the school day.	21-22	562	91.8%	54	100.0%	58	87.9%
	20-21	196	92.8%	44	100.0%	95	55.8%
	18-19	357	84.9%	47	95.7%	88	84.1%
I feel safe going to or coming from my school.	21-22	554	95.7%	54	100.0%		
	20-21	196	94.8%	44	100.0%		
	18-19	357	91.8%	47	100.0%		
Students from different backgrounds get along well at my school.	21-22	541	85.6%	54	90.8%		
	20-21	196	86.2%	44	97.7%		
	18-19	356	77.5%	47	89.4%		
Teachers and students get along well with each other at my school.	21-22	553	87.7%	54	96.3%		
	20-21	196	88.3%	44	100.0%		
	18-19	357	75.6%	47	97.9%		
Teachers work together to help students at my school.	21-22	549	91.6%	54	90.7%		
	20-21	196	89.3%	44	97.7%		
	18-19	357	81.5%	47	100.0%		
**I have seen or know of another student being bullied.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	536	50.8%	51	11.8%		
	20-21	196	43.9%	44	6.8%		
	18-19	357	69.2%	47	8.5%		
**I have been bullied at the school during the school day.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	554	26.7%				
	20-21	196	28.1%				
	18-19	357	35.3%				
**I have bullied another student at my school.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	550	10.2%	53	13.2%		
	20-21	196	15.4%	44	13.6%		
	18-19	357	11.0%	47	14.9%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
**I have been bullied while going to or from school.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	554	12.1%				
	20-21	196	15.3%				
	18-19	357	15.1%				
**I have been bullied by someone from my school using a computer, a cell phone or other electronic devices.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	555	15.8%				
	20-21	196	14.8%				
	18-19	357	17.4%				
Adults at my school prevent bullying from happening.	21-22	548	70.8%	54	85.2%	48	79.2%
	20-21	196	68.9%	44	93.2%	95	43.2%
	18-19	357	56.0%	47	82.9%	88	55.6%
I can always go to adults at my school if I am being bullied.	21-22	540	80.9%				
	20-21	195	72.3%				
	18-19	357	67.2%				
An adult at my school has talked to me about bullying.	21-22	541	78.0%				
	20-21	194	64.4%				
	18-19	356	77.8%				
My child's teachers care about my child as an individual.	21-22					46	86.9%
	20-21					95	82.1%
	18-19					88	78.4%
My child's school has an anti-bullying program to prevent or deal with bullying.	21-22					46	86.9%
	20-21					95	74.7%
	18-19					88	50.0%
The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	21-22						
	20-21					46	71.8%
	18-19					87	93.1%
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	21-22						
	20-21					46	69.6%
	18-19					87	91.9%
I recommend that all parents/guardians attend IGP conferences with their children.	21-22						
	20-21					93	53.8%
	18-19					88	96.6%

Executive Summary of Needs Assessment Data Findings

School Name: **Pleasant Hill Middle School**

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data:

<http://ed.sc.gov/data/report-cards/state-report-cards/>

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

Student Achievement Primary School (K - 2) Student Elementary/ Middle School (3 - 8) Student High School (9 - 12) Student	<p>Pleasant Hill Middle School students continue to perform well on SCReady state tests compared to district and state ratings, although we will continue to strive for improvement. Based on the 2021-2022 SCDE school report card, the overall percentage of students who scored Meets or Exceeds on SCReady ELA increased from 58 to 61.8% and decreased in Math from 50% to 44.4%. While these scores exceed the state and district scores, we recognize that there is an area for growth in both areas. On SCPass for 6th Grade Science, 63.1% of PHMS students scored Meets or Exceeds, an increase from 59% in the previous year.</p> <p>After further evaluation of our school data, PHMS identified a greater focus on using formative data to monitor and adjust instructional practices, ensuring that student learning is on target with standards and demonstrating student growth in academic achievement was needed. We believe that if we use formative data in classes to monitor and adjust instructional practices, then we can ensure that student learning is on target with standards and that students are growing in academic achievement.</p> <p>In an effort to support educators in meeting the needs of individual students and closing the gaps of standard mastery, PHMS participated in a pilot opportunity that provided students with a personalized pathway to standard mastery. This pilot opportunity does not replace CORE instruction but provides supplementary support to students during their advocacy time three days a week. To monitor the implementation of this supplementary resource and to support closing the identified instructional gaps on high stakes assessments, we set multiple goals in our Work Plan for the 2022-2023 school year. They are:</p>
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Executive Summary of Needs Assessment Data Findings

	<ul style="list-style-type: none"> • Work to ensure at least 40% of students will meet their stretch growth target, and the median percent of typical growth met is greater than 100. • Work to ensure 80% of students will work in i-Ready Math and Reading Personalized Pathways for 30-45 minutes each per week. • Work to ensure at least 40% of students with an IEP will meet their stretch growth target and the median percent of typical growth met is greater than 100. • Work to ensure 80% of Empower teachers will meet the goal of students working for 15 minutes in Math i-Ready Personalized Pathways and 15 minutes in Reading i-Ready Personalized Pathways in i-Ready lessons of Empower (advocacy time). Content teachers will support students working for 15- 30 minutes each in i-Ready Math and Reading Personalized Pathways. <p>Additionally, to support students in reaching their typical growth goals, PHMS has a dedicated process to monitor and respond to students that are showing significant gaps in progress. Intervention varies in structure for these students to assist in meeting content standards and growth goals.</p>
Teacher/Administrator Quality	<p>The goals for Teacher/Administrator Quality emphasize leadership development through positive responses on the SCDE survey. The goals are for positive responses on SCDE survey items “sufficient resources are available to allow teachers to take advantage of professional development activities” and “teachers at my school are encouraged to develop innovative solutions to problems” to reach 98% by 2021.</p> <p>The positive responses to teachers agreeing to “sufficient resources available” dropped from 98% in 2017-2018 to 91.5% in 2018-2019. It continued to drop in 21-22 to 75.9%. Many factors could be attributed to the drop in teacher satisfaction in 21-22. Due to student needs coming out of the pandemic, our professional learning model shifted to consult with the SC Personalized Learning Department; many teachers just didn’t feel prepared for that shift. Due to staff/administration changes, in 22-23, we adjusted our professional learning practices to create Professional Learning Communities where administrators are invited to weekly data meetings to work alongside teachers as they analyze formative and summative data.</p> <p>The positive responses “to teachers at my school are encouraged to develop innovative solutions to problems” increased from 84.1% in 20-21 to 86.8% in 21-22. Our current work plan uses formative and summative data to drive instructional decisions. In our PLC meetings with departments, we look closely at data to develop ideas and creative solutions to meet student needs and drive instructional decisions.</p>
School Climate	<p>Pleasant Hill Middle School continues to work on building the school climate with all stakeholders, specifically focusing on decreasing chronically absent students, out-of-school suspensions, and expulsions, ensuring parents and students are satisfied with the social and physical environment, as well as the home/school relations. In our current work plan, we are focusing on increasing participation in PHMS athletics, clubs, focus groups, and student organizations that reflect the racial and gender demographic makeup of the school in percentages of participation. This focus area is a continuation of previous academic year goals. We believe if we promote student participation in organizations and interest groups and seek student voice and feedback, students will have a sense of belonging within the school</p>

Executive Summary of Needs Assessment Data Findings

	<p>community.</p> <p>According to the 2021-2022 SCDE culture and climate survey, the percentage of satisfaction in home-school relations increased among students and parents. This increase was noted by moving from 83.9% to 93.6% with students and 65.2% to 78.3% with parents. While this increase is worth celebrating, we are still shy of our overall goals in these areas.</p> <p>While teachers' contacting parents with positive reports regarding students was an area of growth in the data collected during the 2020-2021 year, we saw a significant decrease in this area during the 2021-2022 school year, falling from 77.9% to 45.2%. PHMS continues to work on improving communication efforts with students and families.</p>
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System Commitments

The idea of 'system commitments' rather than strategic goals indicates that these are promises we make to ourselves, our students and our community, rather than numerical goals to check off. Annual performance goals will be driven by our commitments.

1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.
2. Teaching and learning develop power skills in all students.
3. Our schools are service-oriented centers of learning, committed to family and community partnerships.
4. Every adult will be equipped with the skills and resources necessary to advocate for and ensure the success of all students.

Strategic Areas of Emphasis	South Carolina State Department of Education Required Goal Categories
<ul style="list-style-type: none">• Literacy and Numeracy• High Impact Teaching and Learning• Leadership Development• Opportunity and Access	<ul style="list-style-type: none">• Student Achievement• Teacher and Administrator Quality• School Climate• Gifted and Talented

Performance Goals

1. The district will increase the percentage of students who are progressing on-time with the requisite skills for success at their current grade levels.
2. The district will implement strategies to improve equity in high level coursework.
3. The district will implement strategies to improve performance in high level coursework.
4. The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.
5. The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.
6. The district will implement strategies to improve customer service, parent engagement, and community involvement.

Performance Goal 1 : The district will increase the percentage of students who are progressing on-time with the requisite skills for success at their current grade levels.

System Commitment(s): 1

State Department Category: Student Achievement

Strategic Area of Emphasis: Literacy and numeracy, High impact teaching and learning

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	% of students meeting or exceeding standard on SC READY ELA will increase annually by 2 points.	Grades 6-8	55.7%	57.7%	59.7%	61.7%	63.7%	65.7%
			(Actual)	60.3%		58.2%	61.8%	
	% of students meeting or exceeding standard on SC READY Math will increase annually by 2 points.	Grades 6-8	52.1%	54.0%	56.0%	58.0%	60.0%	62.0%
			(Actual)	55.0%		49.8%	44.1%	
	% of students in Tier 2 or Tier 3 interventions for math and/or reading will decrease annually by 0.5 points.	Grade 8	5.8%	5.3%	4.8%	2.6%	2.1%	1.5%
			(Actual)	2.7%	3.1%	5.4%	2.7%	

Action Plan for Performance Goal 1:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal	None	n/a	Tiered system of support matrix
2. With support from the district's central services, implement a research-based instructional model in mathematics and language arts that increases student success in literacy and numeracy.	May 2018 - June 2019	ELA Coordinator, Math Coordinator, ELA and Math Leadership Teams	None	n/a	Professional learning experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data
3. Research the impact of time, space and place on student achievement and make recommendations for learner-centered scheduling decisions.	May 2018 - December 2018	Principal, Secondary Director, Elementary Director	None	n/a	Scheduling recommendations for 2019-2020
4. Expand intervention approaches for all students using varied methods of service.	May 2018 – June 2019	RTI Coordinator, Lead Interventionist, Special Education Coordinators, GT Coordinator	None	n/a	Scheduling recommendations for 2019-2020 Student achievement results measured by school-based data teams
5. Leverage the SC Teaching Standards 4.0 to empower all teachers to engage all students in high impact learning experiences that cultivate the application of identified power skills.	May 2018 – June 2021	Principal, Assistant Principals	None	n/a	Student engagement survey results, professional learning plans based upon observation data

Performance Goal 2 : The district will implement strategies to improve equity in high level coursework.

System Commitment(s): 1, 2

State Department Category: Gifted and Talented, Teacher and Administrator Quality, School Climate, Student Achievement

Strategic Area of Emphasis: Opportunity and Access, High impact teaching and learning

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	Accelerated/honors course enrollment equity indices for minority groups will increase by 0.03 annually.	Grades 6-8	0.550	0.579	0.609	0.639	0.687	0.716
			(Actual)	0.504	0.582	0.657	0.615	

Action Plan for Performance Goal 2:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Director of Assessment and Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Increase school and teacher access to high quality data resources in order to identify skill gaps that impede individual students’ access to gifted and talented programs or high level coursework.	May 2018 – August 2018	Director of Accountability, Principal	None	n/a	District Data Dashboard
3. Provide supports to students based on identified needs to cultivate growth in the skill sets needed to qualify for enrichment and accelerated coursework.	May 2018 – June 2019	Principal, ELA Coordinator, Math Coordinator,GT Coordinator	None	n/a	Curriculum Unit Plans, SLOs documenting approaches used to achieve specific growth targets for individual students, student achievement results
4. Review and revise coursework at all levels to be more inclusive and responsive to all students’ backgrounds and varied experiences.	May 2018 – June 2019	Content Coordinators, Lead Teachers	None	n/a	Comparison of assessment results from 2017-2018 to 2018-2019, revised CUPs, revised assessments
5. Research and apply support structures for nontraditional students in order to increase the students’ success rates and continued participation in accelerated coursework.	May 2018 – June 2019	Principal, GT Coordinator, Lead Teachers	None	n/a	Comparison of student success data in high level coursework from 2017-2018 to 2018-2019.

Performance Goal 3 : The district will implement strategies to improve performance in high level coursework.

System Commitment(s): 1

State Department Category: Gifted and Talented, Student Achievement

Strategic Area of Emphasis: High Impact Teaching and Learning, Literacy and Numeracy

Reading Plan Goal: 4

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	% scoring Exceeds on SC READY ELA subject test will increase by 1.5 points annually	Grades 6-8	23.7%	25.2%	26.7%	26.9%	29.8%	31.3%
			(Actual)	25.7%		28.3%	25.4%	
	% scoring Exceeds on SC READY Math subject test will increase by 1.5 points annually	Grades 6-8	26.7%	28.2%	29.7%	31.2%	32.7%	34.2%
			(Actual)	26.2%		22.2%	20.6%	
	% scoring Exceeds on SCPASS Science subject test will increase by 1.5 points annually	Grades 6-8	33.1%	34.6%	36.1%	43.2%	44.7%	46.2%
			(Actual)	37.0%		32.5%	34.4%	
	% scoring Exceeds on SCPASS Social Studies subject test will increase by 1.5 points annually	Grades 6-8	56.8%	58.2%	59.7%	58.1%	59.6%	61.1%
			(Actual)	52.0%				

Action Plan for Performance Goal 3:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Increase school and teacher access to high quality data resources in order to identify skill gaps that impede individual students' access to gifted and talented programs or high level coursework.	May 2018 – August 2018	Principal, Director of Accountability	None	n/a	District Data Dashboard
3. Provide supports to students based on identified needs to cultivate growth in the skillsets needed to qualify for enrichment and accelerated coursework.	May 2018 – August 2018	Principal, ELA Coordinator, Math Coordinator, GT Coordinator	None	n/a	Curriculum Unit Plans, SLOs documenting approaches used to achieve specific growth targets for individual students, student achievement results
4. Review and revise coursework at all levels to be more inclusive and responsive to all students' backgrounds and varied experiences.	May 2018 – June 2019	Content Coordinators, Lead Teachers	None	n/a	Comparison of assessment results from 2017-2018 to 2018-2019, revised CUPs, revised assessments
5. Research and apply support structures for all students in order to increase all students' success rates and continued participation in accelerated	May 2018 – June 2019	Principal, GT Coordinator, Lead Teachers	None	n/a	Comparison of student success data in high level coursework from 2017-2018

coursework.					to 2018-2019.
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Performance Goal 4 : The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.

System Commitment(s): 1, 2, 4

State Department Category: School Climate, Teacher/Admin Quality

Strategic Area of Emphasis: Opportunities and Access, Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	% of students chronically absent will decrease by 0.5 points annually.	Grades 6-8	5.8%	5.3%	4.8%	4.3%	3.8%	3.3%
			(Actual)	6.5%	8.7%	17.7%	14.9%	
	% of students with 1 or more out-of-school suspensions or expulsions will decrease by 0.5 points annually.	Grades 6-8	5.6%	5.0%	4.5%	4.0%	3.5%	3.0%
			(Actual)	5.3%	4.7%	2.4%	10.0%	
	SC READY equity indices for minority groups will increase by 0.03 annually.	Grades 6-8	0.631	0.660	0.690	0.697	0.752	0.781
			(Actual)	0.681		0.722	0.609	

Action Plan for Performance Goal 4:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director, School Data Teams	None	n/a	Tiered system of support matrix
2. Establish a wellness team to support the physical, social, and emotional health of students and staff.	August 2018	Principal, Director of School Counseling, Lead Nurse	None	n/a	Wellness team orientation program, monthly monitoring of team records.
3. Utilize district Mental health resources, including counselors shared between schools, in order to provide service to students.	Fall of 2018 to Fall of 2019	Principal, Director of School Counseling			HR Records
4. Implement a system whereby each student is well known by an adult advocate who supports the student's social, emotional, and academic development.	August 2018- Ongoing	Principal, Director of School Counseling, Director of Elementary Schools, Director of Secondary Schools			Status updates from School Wellness Teams and school-level directors of school counseling
5. Student behavior policies will be reviewed and revised to ensure that appropriate interventions are used to support student success.	August 2018- Ongoing	Principal, Director of Student Services			Revision of current board policies.
6. Provide student-centered transition supports for students entering or leaving the school for any reason, including enrolling in or returning from alternative placement, home-based services, illness,	Fall of 2018	Principal, SLT, Director of Student Services, Director of School Counseling,			Status updates from School Wellness Teams and school-level directors of school counseling

suspension, etc.		Director of Elementary Schools, Director of Secondary Schools, District RTI Coordinator			
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Performance Goal 5 : The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.

System Commitment(s): 4

State Department Category: Teacher/Admin Quality

Strategic Area of Emphasis: Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	Positive responses to the SCDE survey item "Sufficient resources are available to allow teachers to take advantage of professional development activities." will reach 98% by 2021		98.8%	98.0%	98.0%	98.0%	98.0%	98.0%
			(Actual)	91.5%		95.4%	75.9%	
	Positive responses to the SCDE survey item "Teachers at my school are encouraged to develop innovative solutions to problems." will reach 98% by 2021		90.3%	92.9%	95.4%	98.0%	98.0%	98.0%
			(Actual)	87.3%		84.1%	86.8%	

Action Plan for Performance Goal 5:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Design a school professional learning plan aligned with system commitments and strategic areas of emphasis (opportunities and access, literacy and numeracy, high-impact teaching and learning, and leadership development)	May 2018 - December 2018	Principal, Director of Professional Learning and Leadership Development	\$22,400	General Budget	School Professional Learning Plan
3. Working with central services office of leadership development, implement a competency-based educational leadership system to develop and support teacher leaders, assistant principals, and aspiring principals.	May 2018 - June 2019	Principal, Director of Professional Learning and Leadership Development, Director of Human Resources	\$108,200	General Budget	Retention of high-performing employees, Transparency of development and hiring process at all leadership levels, Staff engagement and commitment to the development process, Increase in pool of prospective school leaders
4. Design or redesign structures that empower educator collaboration and professional learning opportunities to more effectively support student outcomes.	May 2018 – Nov. 2018	Principal, Elementary Director, Secondary Director, Teacher Leadership Council	None	n/a	Proposal for changes to collaborative planning, vertical planning opportunities and school-based PLCs presented to principals, November 2018
5. Create model classrooms and labsites for visible	2018-2019 PK-	ELA Coordinator,	None	n/a	Professional learning

implementation of workshop model in reading, writing, and math PK-8 and Student Engagement Model in 9-12	8 ELA and Math; 2019-2020 Secondary	Math Coordinator, ELA and Math Leadership Teams			experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data
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Performance Goal 6 : The district will implement strategies to improve customer service, parent engagement, and community involvement.

System Commitment(s): 3

State Department Category: Teacher and Administrator Quality, School Climate

Strategic Area of Emphasis: Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	% of positive student and parent responses on the state survey metric "I am satisfied with the social and physical environment at my school" will reach 95% by 2019-20.		82.4%	88.7%	95.0%	95.0%	95.0%	95.0%
			(Actual)	80.2%		84.2%	87.5%	
	% of positive student and parent responses on the state survey metric "I am satisfied with home/school relations at my school" will reach 95% by 2019-20.		83.8%	89.4%	95.0%	95.0%	95.0%	95.0%
			(Actual)	83.6%		77.7%	92.4%	

Action Plan for Performance Goal 6:					Evaluation
1. Customer service efforts will be supported and monitored through the school’s ongoing improvement meetings with central services.	August 2018 - ongoing	Principal, Director of Elementary Schools, Director of Secondary Schools	None	n/a	Tiered system of support matrix
2. Define job-specific customer service skills for all employees as part of on-boarding and annual HR training.	August 2018	Principal, Director of Human Resources	None	n/a	HR training modules
3. Increase feedback opportunities for students and parents through on-site events, digital communication, and sampling tools.	August 2018 - ongoing	Principal,Director of Accountability	None	n/a	Customer Service/School-Home Relations data available on district dashboard