



Palmetto Middle

803 N. Hamilton Street
Williamston, SC 29697

Grades	6-8 Middle School	
Enrollment	781 Students	
Principal	Barry W. Knight	864-847-4333
Superintendent	Dr. Wayne Fowler	864-847-7344
Board Chair	Mr. Fred Alexander	864-947-9346

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

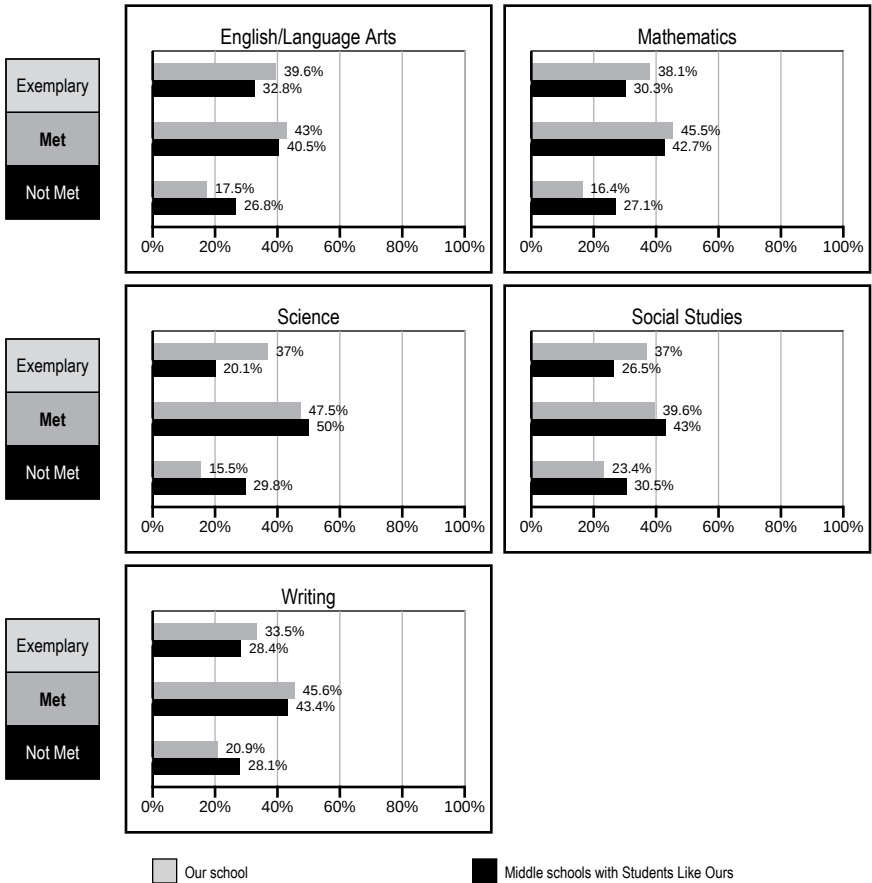
98%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	7	42	1	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	98.2%	96.8%
English 1	98.8%	94.4%
Physical Science	N/A	77.4%
US History and the Constitution	N/A	N/A
All Subjects	98.5%	96.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=781)				
Students enrolled in high school credit courses (grades 7 & 8)	17.5%	Up from 13.3%	23.9%	21.6%
Retention rate	0.9%	No Change	1.1%	1.2%
Attendance rate	95.7%	Up from 95.2%	96.0%	95.9%
Eligible for gifted and talented	14.8%	Up from 14.7%	17.8%	14.8%
With disabilities other than speech	14.0%	Up from 13.9%	13.7%	12.6%
Older than usual for grade	1.9%	Down from 2.9%	1.9%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 0.5%	0.8%	0.6%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	58.7%	Up from 58.3%	57.9%	56.9%
Continuing contract teachers	73.9%	Up from 72.9%	76.8%	72.7%
Teachers with emergency or provisional certificates	0.0%	No Change	3.6%	5.3%
Teachers returning from previous year	89.6%	Down from 90.1%	85.5%	82.9%
Teacher attendance rate	95.8%	Up from 94.5%	95.3%	95.2%
Average teacher salary*	\$47,502	Up 3.7%	\$47,389	\$46,599
Professional development days/teacher	6.4 days	Down from 11.3 days	11.1 days	10.8 days
School				
Principal's years at school	15.0	Up from 14.0	4.0	3.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 19.0 to 1	21.8 to 1	20.1 to 1
Prime instructional time	90.7%	Up from 88.8%	90.2%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.8%	Down from 95.0%	98.6%	97.8%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$6,849	Up 5.6%	\$7,353	\$7,645
Percent of expenditures for instruction**	64.6%	Down from 65.8%	63.2%	63.4%
Percent of expenditures for teacher salaries**	58.9%	Down from 60.7%	58.2%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The staff at Palmetto Middle School continues its efforts to provide our students with a high quality education. Not only are our students learning the core curriculum but they are also learning how to become good stewards of their community via our commitment to service learning. Additionally, our students are learning of the benefits of the great outdoors through their involvement with the South Carolina Department of Natural Resources (DNR).

This past year, our school was recommended and chosen by the State Department of Education and the Department of Natural Resources to become the first in the nation Life's Better Outdoors Natural Resource School. This is a partnership between our school and DNR to teach students the benefits and enjoyment of an active life "outdoors."

Our students are benefiting physically while at the same time increasing their knowledge of active lifestyles provided by the great outdoors. Students participated and learned how to do many activities, such as kayaking, canoeing, hiking, birding, photography, fishing, archery, and skeet shooting/gun safety.

In the classroom, our teachers continue the refinements of their professional learning community by making steady improvement in their instructions provided to the children. What is more notable is how our entire faculty analyzes classroom and statewide test data striving to find ways to improve student learning.

We are happy with the progress our students continue making academically, socially and now environmentally. As we study and compare our data to schools like ours, we are thrilled to find that our test data continues to show gains from the rigor of our curriculum.

Barry Knight, Principal
Susan McAbee, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	238	118
Percent satisfied with learning environment	92.0%	74.6%	90.5%
Percent satisfied with social and physical environment	96.0%	72.0%	78.3%
Percent satisfied with school-home relations	80.0%	78.1%	82.6%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 23 out of 23 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	1.9%	0.0%	No
Student attendance rate	95.7%	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	777	99.7	17.8	45.4	36.9	88.6	92.2	82.8	Yes	Yes
Gender										
Male	400	100	18.8	48.4	32.7	87.7	90.9	79.3	N/A	N/A
Female	377	99.5	16.6	42.1	41.3	89.5	93.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	661	99.9	15.1	44.8	40.1	90.7	93.1	89.5	Yes	Yes
African American	68	100	36.5	46	17.5	74.6	85.4	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.5	92.3	I/S	I/S
Hispanic	40	97.5	35.1	54.1	10.8	73	85.2	76.5	I/S	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	93.3	82.5	I/S	I/S
Disability Status										
Disabled	107	99.1	54.5	39.6	5.9	62.4	72	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	38	100	32.4	51.4	16.2	75.7	84.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	400	99.8	28	46	26.1	80.9	86.5	75.5	Yes	Yes

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

All Students	777	99.7	17.4	48.9	33.8	88.6	88.8	78.9	Yes	Yes
Gender										
Male	400	100	19.6	48.2	32.2	87.2	88.6	77	N/A	N/A
Female	377	99.5	15	49.6	35.5	90	89.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	661	99.9	15.4	48.4	36.2	89.2	89.8	87.2	Yes	Yes
African American	68	100	25.4	54	20.6	87.3	79.6	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.9	93	I/S	I/S
Hispanic	40	97.5	40.5	48.6	10.8	78.4	85.2	76	I/S	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	73.3	79.5	I/S	I/S
Disability Status										
Disabled	107	99.1	49.5	47.5	3	63.4	59.7	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	38	100	37.8	48.6	13.5	81.1	85.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	400	99.8	25.3	51.9	22.8	83.1	81.1	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	517	100	15.3	47.6	37.1	84.7	84.7	67.5
Gender								
Male	263	100	14.6	47.8	37.5	85.4	84.9	67
Female	254	100	15.9	47.3	36.7	84.1	84.4	68
Racial/Ethnic Group								
White	450	100	12.9	46.8	40.3	87.1	86.6	79.5
African American	42	100	35	52.5	12.5	65	63.6	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.7	84.3
Hispanic	21	100	30	55	15	70	79.4	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	70	100	46.3	41.8	11.9	53.7	56.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	19	100	26.3	52.6	21.1	73.7	79.5	59.6
Socio-Economic Status								
Subsided meals	262	100	22.4	52.4	25.2	77.6	74.5	55.1

Social Studies								
All Students	516	100	23.2	40	36.8	76.8	85.9	72.3
Gender								
Male	273	100	22.7	34.6	42.7	77.3	86.2	71.5
Female	243	100	23.8	46	30.2	76.2	85.7	73.2
Racial/Ethnic Group								
White	436	100	22	39.8	38.2	78	86.8	80.7
African American	42	100	28.9	39.5	31.6	71.1	78.7	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	96.6	88.5
Hispanic	32	100	36.7	46.7	16.7	63.3	78.2	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	73	100	62.3	33.3	4.3	37.7	59.8	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	30	100	34.5	48.3	17.2	65.5	78	67.9
Socio-Economic Status								
Subsided meals	275	100	31.4	44.6	24	68.6	77.1	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	778	98.6	20.5	45.9	33.6	79.5	80.5	70.2	95.7	96.3
Gender										
Male	400	98	26.1	48.8	25.1	73.9	75.3	63.2	95.7	96.3
Female	378	99.2	14.6	42.8	42.5	85.4	86.1	77.5	95.8	96.3
Racial/Ethnic Group										
White	663	98.8	18.4	46	35.6	81.6	82.1	79.1	95.6	96.2
African American	68	98.5	33.9	45.2	21	66.1	67.7	57.6	96.5	96.9
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.9	86.2	97	97.2
Hispanic	39	94.9	36.1	50	13.9	63.9	72.2	62.6	97.2	96.9
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	53.3	68.7	95.6	94.3
Disability Status										
Disabled	106	94.3	65.6	31.3	3.1	34.4	36.6	26.1	94.2	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	37	97.3	30.6	52.8	16.7	69.4	74.5	61.2	97.3	97.1
Socio-Economic Status										
Subsidized meals	395	98.7	29.1	49.7	21.2	70.9	68.8	58.9	95.1	95.5

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	248	100	16.7	45.4	37.9	83.3
	7	260	100	19	40.9	40.1	81
	8	269	99.3	17.5	49.8	32.7	82.5

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	248	100	9.6	51.7	38.8	90.4
	7	260	100	18.7	48	33.3	81.3
	8	269	99.3	23.5	47	29.5	76.5

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	127	100	13.1	50	36.9	86.9
	7	258	100	14	42.4	43.6	86
	8	132	100	19.8	55.6	24.6	80.2

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	121	100	8.5	55.1	36.4	91.5
	7	260	100	30.6	35.3	34.1	69.4
	8	135	100	22.4	35.2	42.4	77.6

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	249	98	14.5	47.2	38.3	85.5
	7	259	98.5	21.2	45.6	33.2	78.8
	8	270	99.3	25.4	44.8	29.8	74.6

Abbreviations for Missing Data

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N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

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