

Palmetto Middle

305 Oneal St.
Mullins, S.C. 29574

Grades	6-8 Middle School	
Enrollment	409 Students	
Principal	Mr. Coleman Barbour	843-464-3730
Superintendent	Dr. Nathaniel Miller	843-464-3700
Board Chair	Mrs. Elizabeth Hammond	843-464-3700

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE 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

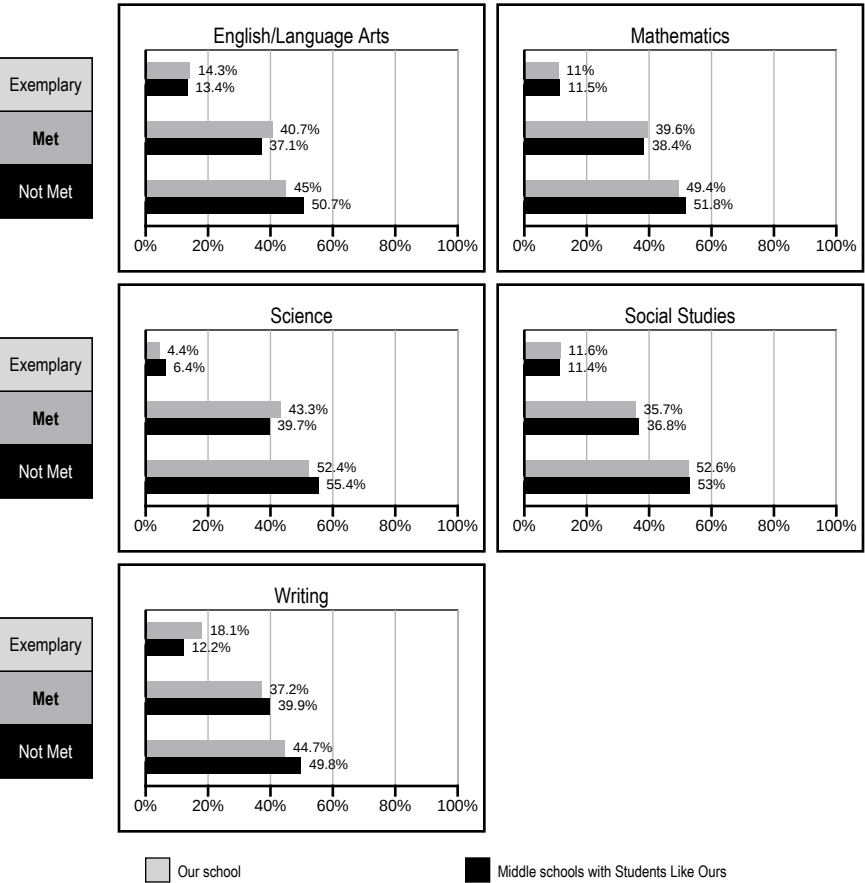
96.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	6	38	23

* 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	91.5%	87.8%
English 1	N/A	84.2%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	91.5%	85.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=409)				
Students enrolled in high school credit courses (grades 7 & 8)	17.5%	Up from 13.3%	15.6%	21.6%
Retention rate	0.8%	Down from 1.3%	2.3%	1.2%
Attendance rate	94.3%	Up from 94.2%	95.5%	95.9%
Eligible for gifted and talented	12.0%	Down from 12.1%	5.6%	14.8%
With disabilities other than speech	13.4%	Down from 17.2%	14.1%	12.6%
Older than usual for grade	1.7%	Down from 5.2%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.3%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	47.1%	Down from 50.0%	54.3%	56.9%
Continuing contract teachers	52.9%	Down from 60.0%	62.2%	72.7%
Teachers with emergency or provisional certificates	22.2%	Down from 25.9%	14.4%	5.3%
Teachers returning from previous year	68.9%	Down from 78.9%	76.3%	82.9%
Teacher attendance rate	93.0%	Down from 94.9%	94.8%	95.2%
Average teacher salary*	\$41,515	Up 4.0%	\$44,507	\$46,599
Professional development days/teacher	6.0 days	Down from 12.6 days	10.3 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 23.1 to 1	16.8 to 1	20.1 to 1
Prime instructional time	86.5%	Down from 87.4%	89.1%	89.9%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.6%	Down from 100.0%	95.7%	97.8%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$7,167	Up 16.6%	\$9,939	\$7,645
Percent of expenditures for instruction**	68.6%	Up from 67.3%	60.3%	63.4%
Percent of expenditures for teacher salaries**	56.8%	Down from 59.4%	53.3%	57.0%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2008-2009 School Year was a great year for Palmetto Middle School. We started the year by providing students with single-gender classes in the core subjects. Three reasons we tried single-gender were that our research showed that academics would increase; discipline problems would decrease; and students would be more engaged in teaching and learning when scheduled in single-gender classes. Since this was the baseline year, we will be collecting data to compare three years not in single-gender to three years participating in single-gender as well as improvements one to the next comparing single-gender only. Then we will know how it has worked for our school. Snapshot data provided a strong indication it is progressing positively in all three areas.

We encouraged all students to work toward earning 85 or better in all subjects. We believe in order to prepare for state standardized testing and to be promoted, students needed to be knowledgeable and skillful on tests with their learning. Based on this effort, we saw a ten percent increase in the number of students on the Honor Rolls and Principal's Lists. There were marginal gains on the Measure of Academic Progress (MAP) tests and we expected gains on the Palmetto Assessment of State Standards (PASS) given in the spring.

Palmetto Middle School students were extremely competitive this year. There were eight students who became junior scholars. These were students who scored 50 or more on the SAT as eighth graders. We had a student to receive the Lt. Governor's Writing Award. We had a student to attend the South Carolina Governor's School of the Arts. We won the Science and Technology competition at South Carolina State University against other middle school students. We were very competitive in the 2008 National Engineer's Future City Competition. We encourage and appreciate the competitiveness of our students.

We are grateful for the support of our School Improvement Council and the community in all of our school academic and social efforts this year. We look forward to next year.

Norma Casarez
SIC Chair

Coleman D. Barbour
Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	115	77
Percent satisfied with learning environment	60.0%	67.5%	67.1%
Percent satisfied with social and physical environment	71.4%	71.3%	56.0%
Percent satisfied with school-home relations	37.5%	80.9%	71.1%

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

School Adequate Yearly Progress

NO

This school met 18 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.2%	0.0%	No
Student attendance rate	94.3%	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	392	99.2	44.7	40.7	14.6	66.3	70.8	82.8	Yes	Yes
Gender										
Male	193	99	54.4	32.4	13.2	57.7	65	79.3	N/A	N/A
Female	199	99.5	35.4	48.7	15.9	74.6	76.6	86.5	N/A	N/A
Racial/Ethnic Group										
White	97	100	24.2	48.4	27.5	80.2	77.6	89.5	Yes	Yes
African American	282	98.9	52.2	38.1	9.7	61.6	67.9	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	68.8	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	51	100	82	14	4	30	46.3	52	No	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	1	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	320	99.1	48.2	39.6	12.2	64.7	69.6	75.5	Yes	Yes

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

All Students	392	99.7	50.8	40.9	8.3	61.8	61.7	78.9	Yes	Yes
Gender										
Male	193	99.5	55.5	36.3	8.2	56	59.1	77	N/A	N/A
Female	199	100	46.3	45.3	8.4	67.4	64.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	97	100	35.2	51.6	13.2	84.6	75.1	87.2	Yes	Yes
African American	282	99.7	56.9	36.1	7.1	53.9	56.3	66.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	68.8	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	51	100	N/AV	N/AV	N/AV	20	32.1	45.5	No	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	1	I/S	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	320	99.7	53.6	40.5	5.9	58.6	58.8	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	267	98.5	51.4	43.8	4.8	48.6	47.8	67.5
Gender								
Male	123	99.2	52.6	43.1	4.3	47.4	48.6	67
Female	144	97.9	50.4	44.4	5.3	49.6	47.1	68
Racial/Ethnic Group								
White	60	100	27.3	63.6	9.1	72.7	63.3	79.5
African American	201	98	59.3	37	3.7	40.7	41.4	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	34	100	75.8	18.2	6.1	24.2	30.4	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	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status								
Subsided meals	219	98.2	54.1	41.5	4.4	45.9	45.1	55.1

Social Studies

All Students	264	98.5	52	36.2	11.8	48	53.6	72.3
Gender								
Male	136	99.3	51.2	36.4	12.4	48.8	52.5	71.5
Female	128	97.7	53	35.9	11.1	47	54.9	73.2
Racial/Ethnic Group								
White	68	98.5	33.9	45.2	21	66.1	60.5	80.7
African American	185	98.4	58	35.1	6.9	42	51.1	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	50	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	35	97.1	75.8	21.2	3	24.2	30.4	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	1	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsided meals	215	98.6	56.2	34.8	9	43.8	50.8	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	393	98.7	44.2	37.5	18.2	55.8	53.4	70.2	94.3	94.9
Gender										
Male	193	97.4	51.4	33.1	15.5	48.6	48.1	63.2	93.4	94.6
Female	200	100	37.5	41.7	20.8	62.5	58.5	77.5	95.1	95.2
Racial/Ethnic Group										
White	98	98	27.2	46.7	26.1	72.8	62.4	79.1	92.7	93.8
African American	283	98.9	50.9	34.6	14.5	49.1	49.3	57.6	94.7	95.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	86.2	99.8	99.1
Hispanic	8	I/S	I/S	I/S	I/S	I/S	75	62.6	94.9	95.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	89.4	92.5
Disability Status										
Disabled	52	98.1	N/AV	N/AV	N/AV	14	14.8	26.1	90.8	93.5
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	1	I/S	I/S	I/S	I/S	I/S	I/S	61.2	97.9	97.2
Socio-Economic Status										
Subsidized meals	316	98.7	47.3	37.3	15.3	52.7	50.2	58.9	94.1	94.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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	120	98.3	33.9	47.5	18.6	66.1
	7	141	100	52.3	34.6	13.1	47.7
	8	131	99.2	47.2	40.7	12.2	52.8
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	120	100	45.4	49.6	5	54.6
	7	141	100	50.8	40.8	8.5	49.2
	8	131	99.2	56.1	32.5	11.4	43.9
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	61	95.1	46.6	51.7	1.7	53.4
	7	141	100	50	43.1	6.9	50
	8	65	98.5	59	37.7	3.3	41
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	59	93.2	27.3	58.2	14.5	72.7
	7	140	100	67.4	25.6	7	32.6
	8	65	100	41.9	38.7	19.4	58.1
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	122	98.4	40.8	40	19.2	59.2
	7	140	99.3	46.5	36.4	17.1	53.5
	8	131	98.5	45.2	36.3	18.5	54.8

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