



Palmetto Middle

803 N. Hamilton Street
Williamston, SC 29697

Grades	6-8 Middle School	
Enrollment	767 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 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	Below Average
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

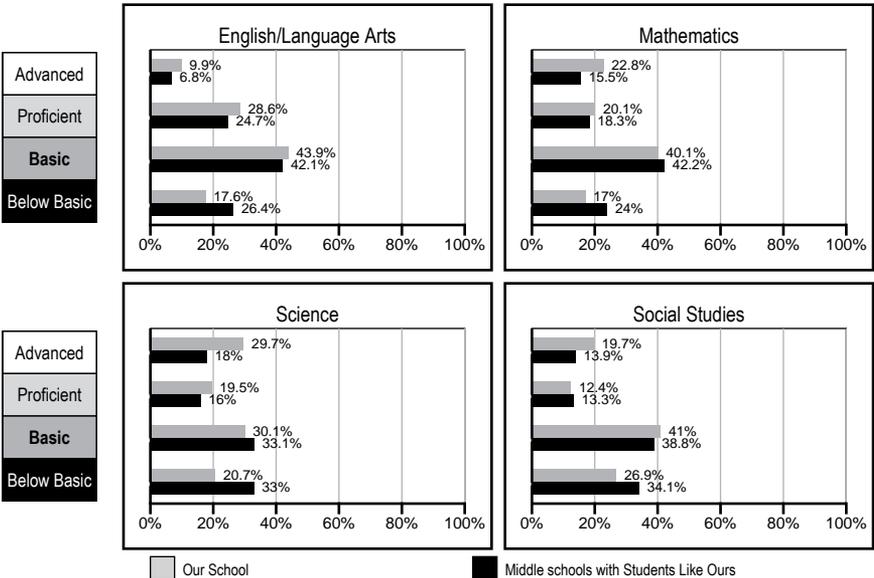
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	17	21	2

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	97.6
English 1	95.1	96.5
Physical Science	0	59.2
All Subjects	96.9	96.9

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=767)				
Students enrolled in high school credit courses (grades 7 & 8)	13.3%	Down from 17.2%	22.9%	19.4%
Retention rate	0.9%	Down from 1.6%	1.5%	1.8%
Attendance rate	95.2%	Up from 95.0%	95.9%	95.8%
Eligible for gifted and talented	14.7%	Down from 15.4%	19.2%	15.3%
With disabilities other than speech	13.9%	Down from 15.4%	13.1%	12.9%
Older than usual for grade	2.9%	Up from 1.3%	2.5%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.4%	0.7%	0.7%
Annual dropout rate	0.2%	No Change	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	58.3%	Down from 72.1%	58.0%	55.0%
Continuing contract teachers	72.9%	Down from 79.1%	76.1%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	4.3%	5.4%
Teachers returning from previous year	90.1%	Up from 89.2%	86.9%	83.4%
Teacher attendance rate	94.5%	Down from 95.6%	95.2%	94.9%
Average teacher salary	\$45,828	Up 0.3%	\$45,357	\$44,706
Professional development days/teacher	11.3 days	Up from 6.1 days	12.6 days	11.8 days
School				
Principal's years at school	14.0	Up from 13.0	3.0	3.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 18.3 to 1	21.4 to 1	20.1 to 1
Prime instructional time	88.8%	Down from 90.1%	89.3%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.0%	Down from 97.8%	98.9%	98.0%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil*	\$6,486	Up 2.2%	\$6,743	\$7,097
Percent of expenditures for instruction*	65.8%	Down from 66.8%	63.6%	64.4%
Percent of expenditures for teacher salaries*	60.7%	Down from 63.1%	59.4%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The faculty and staff of Palmetto Middle, along with the community we serve, have high expectations for all children attending our school. However, our faculty cannot expect more from the students than they themselves are willing to provide; therefore, we continually challenged ourselves to become the very best we can be. For instance, we researched the requirements for schools striving to be named as one of the National Forum's Schools to Watch. We are proud to say that through all stakeholders' efforts, our school was named a South Carolina School to Watch; one of only 160 middle schools across the U.S. to have achieved this prestigious recognition.

On the student level, we celebrate the following accomplishments: for ten consecutive years we have had a "Gold Level" Student Council; eight students were recognized for their science projects at the Anderson/Oconee/Pickens Regional Science Fair; our team of students placed fourth overall in the South Carolina State Science Olympiad; fourteen of our 8th grade students were recognized by the State Department of Education as Junior Scholars; and twenty-four 7th grade students qualified for the Duke Talent Identification Program.

Not content to rest on our achievements, our continuing areas of improvement include: A literacy project, No Book Left Unread, designed to challenge and reward students to make pleasure and informational reading a part of their daily routine; a continuation of community service hours as a requirement for being recognized as a Palmetto's Finest student; a continuing schoolwide commitment to SREB (Southern Regional Education Board) and EIC (Using the Environment as an Integrating Context for learning); a continual refinement of our PALS (advisor/advisee) program; and strategies to promote parent/community involvement as a means of supporting and increasing student achievement.

Barry W. Knight, Principal
 Susan McAbee, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	220	220
Percent satisfied with learning environment	91.7%	84.3%	92.1%
Percent satisfied with social and physical environment	91.7%	81.6%	81.5%
Percent satisfied with school-home relations	83.3%	88.1%	85.0%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 17 out of 25 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. Sanction: Implement the restructuring plan.
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%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.0%	0.0%	No
Student attendance rate	95.2%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	754	99.6	17.9	46.7	28.1	7.4	48.8	63.1	48.2	Yes	Yes
Gender											
Male	399	99.3	23.5	47.6	24.3	4.6	43.5	57.1	41.7	N/A	N/A
Female	355	100	11.6	45.7	32.2	10.4	54.6	69.7	55	N/A	N/A
Racial/Ethnic Group											
White	644	99.7	15.4	46.3	30.1	8.3	51.9	64.9	60	Yes	Yes
African American	56	100	27.1	54.2	18.8	0	33.3	47.2	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	81.6	70.4	I/S	I/S
Hispanic	50	98	39.6	45.8	12.5	2.1	25	47.9	38.4	No	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
Disability Status											
Disabled	101	99	56.4	39.4	2.1	2.1	6.4	24.8	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	39	97.4	45.9	43.2	8.1	2.7	13.5	41.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	371	99.5	25.4	51.6	19.4	3.6	33.1	46.5	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	754	99.7	17.8	42.6	21	18.6	53	59.8	45.8	Yes	Yes
Gender											
Male	399	99.5	20.5	41	20.8	17.8	52.3	60	45.6	N/A	N/A
Female	355	100	14.9	44.5	21.2	19.4	53.7	59.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	644	99.7	16.7	41.3	22.3	19.7	55.9	62	59	Yes	Yes
African American	56	100	20.8	56.3	10.4	12.5	35.4	37.1	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.8	71.3	I/S	I/S
Hispanic	50	100	26.5	49	14.3	10.2	34.7	45.3	38.1	No	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	41.7	46.2	I/S	I/S
Disability Status											
Disabled	101	99	58.5	33	6.4	2.1	12.8	24.5	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	39	100	31.6	50	10.5	7.9	26.3	39.7	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	371	99.7	26.5	44.6	17.3	11.6	40.5	44.2	31.4	No	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	508	99.8	20.5	30.1	19.7	29.7	49.4	57.2	35.7	95.2	96.1
Gender											
Male	265	99.6	21.5	25.9	22.3	30.3	52.6	60.1	37.4	95.1	96.1
Female	243	100	19.4	34.8	16.7	29.1	45.8	53.9	33.8	95.3	96.1
Racial/Ethnic Group											
White	431	99.8	19.2	28.7	20.6	31.4	52.1	59.8	49.2	95.1	96
African American	42	100	24.3	37.8	10.8	27	37.8	31.9	17	95.4	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	70.8	58	98.1	97.5
Hispanic	33	100	28.1	40.6	18.8	12.5	31.3	46	24.9	96.6	96.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	93.3	94.9
Disability Status											
Disabled	72	100	62.3	26.1	10.1	1.4	11.6	23.7	14	93.8	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	25	100	33.3	45.8	8.3	12.5	20.8	38	24.4	96.6	96.6
Socio-Economic Status											
Subsided meals	250	100	32.6	33.5	19.4	14.5	33.9	38.2	21.1	94.3	95.2
Social Studies											
All Students	509	99.2	26.1	41.3	12.8	19.8	32.6	50.7	34	95.2	96.1
Gender											
Male	272	98.5	24.4	39.2	11.2	25.2	36.4	53.7	36.6	95.1	96.1
Female	237	100	28	43.6	14.7	13.8	28.4	47.3	31.3	95.3	96.1
Racial/Ethnic Group											
White	434	99.3	24.8	40.4	14.2	20.6	34.8	51.8	44.5	95.1	96
African American	38	100	38.7	41.9	3.2	16.1	19.4	39.5	19.1	95.4	96.6
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	80	58.9	98.1	97.5
Hispanic	35	97.1	32.4	52.9	5.9	8.8	14.7	39.3	27.5	96.6	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	93.3	94.9
Disability Status											
Disabled	64	100	63.3	25	6.7	5	11.7	24.9	14.4	93.8	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	30	96.7	37.9	44.8	6.9	10.3	17.2	44.7	27.3	96.6	96.6
Socio-Economic Status											
Subsided meals	253	98.8	36.8	41.7	8.8	12.7	21.5	37.5	21	94.3	95.2

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	267	99.6	18.7	46	26.6	8.7	35.3
	7	236	100	19.6	47.6	26.7	6.2	32.9
	8	224	100	17.9	49.5	29.2	3.3	32.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	252	100	14.4	39.4	37.3	8.9	46.2
	7	264	99.2	19.3	55	22.5	3.2	25.7
	8	238	99.6	20	45	24.5	10.5	35
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	267	99.6	14.3	40.5	30.2	15.1	45.2
	7	236	100	18.2	45.8	19.6	16.4	36
	8	224	100	24.5	42.9	21.7	10.8	32.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	252	100	14.4	32.6	26.7	26.3	53
	7	264	99.6	17.2	49.6	17.6	15.6	33.2
	8	238	99.6	22.3	45.5	18.6	13.6	32.3
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	131	99.2	26.6	29.8	20.2	23.4	43.5
	7	236	99.6	22.6	35.7	19	22.6	41.6
	8	114	100	22.2	50	18.5	9.3	27.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	125	100	24.8	23.1	17.1	35	52.1
	7	264	99.6	18	31.6	20.4	30	50.4
	8	119	100	21.6	34.2	20.7	23.4	44.1
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	135	100	9.7	43.5	19.4	27.4	46.8
	7	236	99.2	38.9	34.8	10.4	15.8	26.2
	8	109	99.1	29.4	46.1	16.7	7.8	24.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	127	99.2	7.6	33.9	16.1	42.4	58.5
	7	264	99.2	40.2	36.9	9.2	13.7	22.9
	8	118	99.2	13.9	59.3	17.6	9.3	26.9

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