



PALMETTO MIDDLE

305 Oneal St.
Mullins, S.C. 29574

Grades	6-8 Middle School	
Enrollment	402 Students	
Principal	Mr. Coleman Barbour	843-464-3730
Superintendent	To Be Determined	843-464-3700
Board Chair	To Be Determined	843-464-3700

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Below Average
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	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

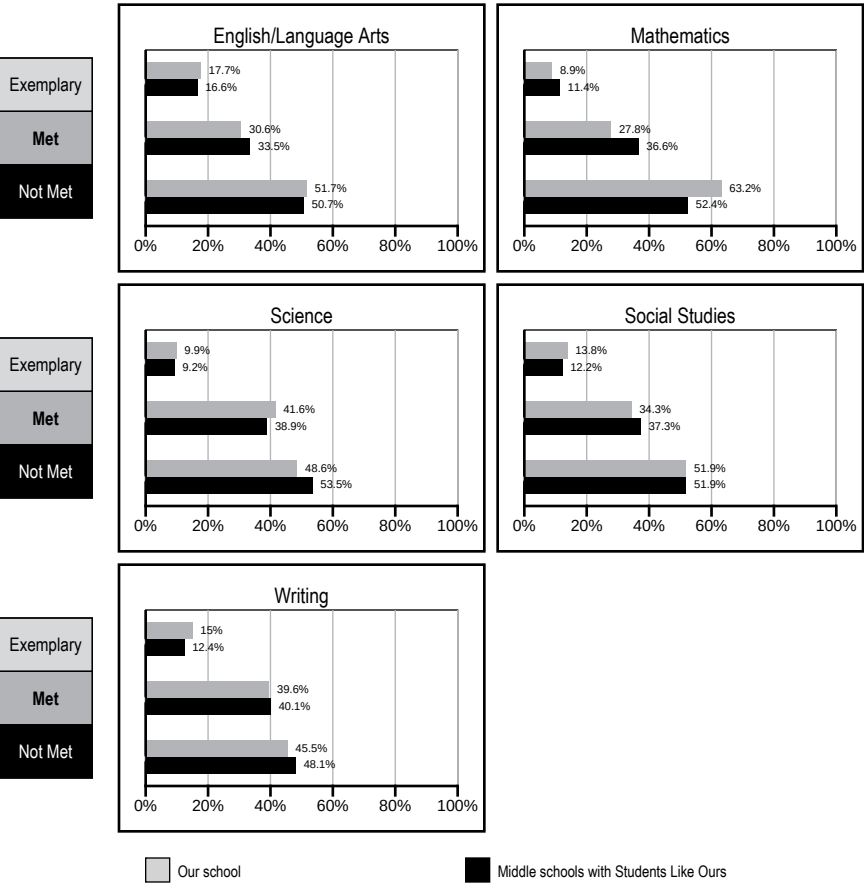
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	10	31	25

* Ratings are calculated with data available by 03/09/2011.

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	46.2%	89.3%
English 1	N/A	88.1%
Physical Science	N/A	42.1%
US History and the Constitution	N/A	N/A
All Subjects	46.2%	87.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=402)				
Students enrolled in high school credit courses (grades 7 & 8)	52.8%	Up from 17.5%	13.8%	24.2%
Retention rate	0.3%	Down from 0.8%	1.0%	0.7%
Attendance rate	94.1%	Down from 94.3%	95.4%	95.9%
Eligible for gifted and talented	15.4%	Up from 12.0%	5.7%	16.4%
With disabilities other than speech	14.1%	Up from 13.4%	14.4%	12.0%
Older than usual for grade	1.7%	No Change	4.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.3%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	60.7%	Up from 47.1%	57.6%	58.5%
Continuing contract teachers	75.0%	Up from 52.9%	67.6%	80.0%
Teachers with emergency or provisional certificates	26.9%	Up from 22.2%	11.3%	4.0%
Teachers returning from previous year	76.9%	Up from 68.9%	78.0%	84.6%
Teacher attendance rate	92.6%	Down from 93.0%	95.6%	95.4%
Average teacher salary*	\$41,678	Up 0.4%	\$44,664	\$46,561
Professional development days/teacher	11.3 days	Up from 6.0 days	10.5 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	22.9 to 1	Up from 19.0 to 1	17.3 to 1	21.1 to 1
Prime instructional time	85.6%	Down from 86.5%	89.8%	90.4%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	60.7%	Down from 95.6%	96.8%	98.1%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$8,182	Up 14.2%	\$10,174	\$7,802
Percent of expenditures for instruction**	67.1%	Down from 68.6%	60.3%	63.8%
Percent of expenditures for teacher salaries**	55.9%	Down from 56.8%	55.9%	60.0%

* 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 previous school year was academically rewarding for Palmetto Middle School. The students' scores on PASS allowed them to move the school from two years of "at risk" to "below average". This incremental growth was a good indication of the upward movement being made. We anticipate the results of the 2009-2010 PASS will continue this upward trend as the Palmetto Middle School community continues to build a strong academic foundation.

An additional academic plus for Palmetto Middle School students was that average yearly progress (AYP) was missed by only three objectives of twenty-one. This is a great improvement when compared to the previous year where only eleven out of twenty-one objectives were met. In 2010, we aspire to meet AYP as well as move upward on the PASS absolute rating. This is a goal shared by the students, teachers, community, and parents.

We will work continuously toward academic improvement for all students. We realize improvement must be an individual and collective effort, and the curriculum must promote both social and academic growth. It is the whole child that we are accountable for during the middle years.

Coleman D. Barbour, Principal
Lori Humphrey, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	116	29
Percent satisfied with learning environment	83.3%	60.9%	82.1%
Percent satisfied with social and physical environment	83.9%	66.4%	71.4%
Percent satisfied with school-home relations	64.5%	78.3%	77.8%

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

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School Adequate Yearly Progress NO

This school met 16 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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	7.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	16.3%	0.0%	No
Student attendance rate	94.1%	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	391	100	51.7	30.4	17.9	61.3	70.9	83.5	Yes	Yes
Gender										
Male	193	100	59.8	23.9	16.3	52.2	64.9	80.1	N/A	N/A
Female	197	100	44	36.6	19.4	70.2	77.3	87	N/A	N/A
Racial/Ethnic Group										
White	89	100	30.1	31.3	38.6	78.3	81.3	89.6	Yes	Yes
African American	290	100	58.6	30.4	11.1	55.7	66.7	74.6	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	80	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	56	100	74.1	20.4	5.6	38.9	50.7	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	328	100	54.9	31.3	13.8	60.2	69.4	76.9	Yes	Yes

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

All Students	391	100	61.1	30.4	8.5	54.7	59.2	80.4	No	Yes
Gender										
Male	193	100	64.1	26.6	9.2	50.5	56.2	78.4	N/A	N/A
Female	197	100	58.1	34	7.9	58.6	62.4	82.5	N/A	N/A
Racial/Ethnic Group										
White	89	100	53	31.3	15.7	68.7	69.2	87.8	Yes	Yes
African American	290	100	64.6	29.3	6.1	50	55.8	69.3	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	60	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	56	100	90.7	5.6	3.7	27.8	32.8	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	328	100	64.3	29.2	6.6	52	56.3	72.8	No	Yes

* Adjusted to account for natural variation in performance.

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
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Science

All Students	253	100	48.6	41.2	10.2	51.4	49.2	67.3
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Gender

Male	122	100	54.2	31.4	14.4	45.8	49.4	66.9
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Female	130	100	43.3	50.4	6.3	56.7	49	67.7
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Racial/Ethnic Group

White	62	100	27.1	52.5	20.3	72.9	69	79.6
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African American	183	100	57.3	36.5	6.2	42.7	40.1	49.7
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	84.4
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
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Disability Status

Disabled	34	100	79.4	11.8	8.8	20.6	28.9	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	58.6
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Socio-Economic Status

Subsidized meals	203	100	51.5	40.5	8	48.5	44.7	55.4
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Social Studies

All Students	250	99.6	51.7	34.2	14.2	48.3	50.9	70.9
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Gender

Male	122	100	53.4	29.3	17.2	46.6	49.4	70.1
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Female	128	99.2	50	38.7	11.3	50	52.5	71.7
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Racial/Ethnic Group

White	52	100	32.7	40.8	26.5	67.3	64.3	79.2
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African American	190	99.5	57.9	31.7	10.4	42.1	45.9	58.4
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.8
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Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
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Disability Status

Disabled	39	100	70.3	21.6	8.1	29.7	30.2	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	68
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Socio-Economic Status

Subsidized meals	220	99.6	52.4	35.4	12.3	47.6	48.5	60.8
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Abbreviations for Missing Data

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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	391	99.2	45.5	39.6	15	54.5	53.3	72.1	94.1	96.1
Gender										
Male	194	98.5	54.1	35.5	10.4	45.9	46.1	65.2	93	95.6
Female	197	100	37.2	43.5	19.4	62.8	60.9	79.2	95.3	96.6
Racial/Ethnic Group										
White	88	98.9	31.7	40.2	28	68.3	62	80.8	93.4	95.6
African American	291	99.3	50.4	38.9	10.7	49.6	49.2	59.7	94.2	96.2
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	87	96.4	97.7
Hispanic	8	I/S	I/S	I/S	I/S	I/S	80	64.6	97.2	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	92.3	98.5
Disability Status										
Disabled	58	96.6	N/AV	N/AV	N/AV	7.5	16.4	27.7	92.4	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	63.7	96.5	96.6
Socio-Economic Status										
Subsidized meals	331	99.4	47.3	40.4	12.2	52.7	50.7	61.9	94	96

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
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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	147	100	44.9	39.1	15.9	55.1
	7	111	100	47.7	29.4	22.9	52.3
	8	133	100	62.5	21.9	15.6	37.5
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	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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	147	100	56.5	31.9	11.6	43.5
	7	111	100	63.3	30.3	6.4	36.7
	8	133	100	64.1	28.9	7	35.9
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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	75	100	54.2	40.3	5.6	45.8
	7	111	100	44	50.5	5.5	56
	8	67	100	50	26.6	23.4	50

Abbreviations for Missing Data

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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
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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	73	100	34.3	58.2	7.5	65.7
	7	111	100	63.3	23.9	12.8	36.7
	8	66	98.5	50	26.6	23.4	50
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
2010	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	147	98.6	47.8	39.7	12.5	52.2
	7	113	99.1	42.7	38.2	19.1	57.3
	8	131	100	45.3	40.6	14.1	54.7

Abbreviations for Missing Data

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