



PALMETTO HIGH

804 N. Hamilton Street
Williamston, SC 29697

Grades	9-12 High School	
Enrollment	938 Students	
Principal	Dr. Mason Gary	864-847-7311
Superintendent	Dr. R. Wayne Fowler	864-847-7344
Board Chair	Mr. Fred Alexander	864-947-9346

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent*
2009	Average	Average
2008	Average	At-Risk
2007	Good	Good
2006	Average	At-Risk

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	15	13	0	0

* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	86.8%	84.1%	83.1%	81.6%	77.9%	81.1%
Passed 1 subtest (%)	7.3%	10.7%	9.3%	10.1%	12.0%	10.5%
Passed no subtests (%)	5.9%	5.1%	7.6%	8.5%	10.2%	8.7%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	95.2%	91.0%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	253	215	332	327
Number of Graduates in Cohort	174	188	247	239
Rate	68.8%	87.4%	74.9%	74.3%

*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	82.1%	75.9%
English 1	69.4%	70.4%
Physical Science	58.7%	61.4%
US History and the Constitution	41.1%	47.7%
All Tests	64.0%	63.5%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

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

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=938)				
Retention rate	1.5%	Down from 2.6%	3.0%	3.7%
Attendance rate	94.0%	Up from 93.8%	95.4%	95.4%
Eligible for gifted and talented	31.5%	Down from 33.4%	16.3%	12.4%
With disabilities other than speech	12.3%	Down from 12.5%	12.8%	12.8%
Older than usual for grade	4.3%	Down from 5.3%	7.8%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	1.5%	1.1%
Enrolled in AP/IB programs	11.7%	Up from 10.6%	18.4%	13.1%
Successful on AP/IB exams	52.7%	Up from 40.0%	57.3%	50.4%
Eligible for LIFE Scholarship	31.5%	Up from 26.5%	31.6%	30.4%
Annual dropout rate	3.4%	Down from 3.7%	3.5%	3.1%
Career/technology students in co-curricular organizations	0.0%	No Change	1.4%	2.2%
Enrollment in career/technology courses	208	Up from 4	544	424
Students participating in work-based experiences	31.5%	Down from 34.5%	9.7%	11.7%
Career/technology students attaining technical skills	85.7%	Up from 0.5%	80.8%	78.7%
Career/technology completers placed	N/A	N/A	98.2%	98.5%
Teachers (n=51)				
Teachers with advanced degrees	66.7%	Up from 66.0%	63.9%	60.4%
Continuing contract teachers	80.4%	Down from 82.0%	80.2%	76.6%
Teachers with emergency or provisional certificates	4.2%	Down from 4.3%	5.0%	6.5%
Teachers returning from previous year	88.3%	Up from 87.4%	87.6%	86.8%
Teacher attendance rate	95.7%	Up from 94.4%	96.2%	95.8%
Average teacher salary*	\$47,719	Down 0.9%	\$48,572	\$47,390
Professional development days/teacher	7.0 days	Up from 5.6 days	10.1 days	10.0 days
School				
Principal's years at school	11.0	Up from 10.0	5.0	4.0
Student-teacher ratio in core subjects	31.2 to 1	Up from 28.0 to 1	28.5 to 1	25.8 to 1
Prime instructional time	89.4%	Up from 87.8%	91.2%	90.1%
Dollars spent per pupil**	\$7,713	Down 2.6%	\$7,511	\$7,974
Percent of expenditures for teacher salaries**	51.7%	Up from 49.0%	54.8%	55.4%
Percent of expenditures for instruction**	59.1%	Down from 59.4%	60.2%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 93.8%	93.6%	96.0%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Excellent	Average
Classical language program assessment	N/A	N/A	N/A	Average

* 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

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	189	95.2%	875	64.0%	215	87.4%	No
Gender							
Male	103	94.2%	466	65.0%	112	83.0%	N/A
Female	86	96.5%	409	62.8%	103	92.2%	N/A
Racial/Ethnic Group							
White	178	96.6%	709	66.1%	200	89.0%	N/A
African American	N/A	N/A	90	55.6%	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	69	52.2%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	15	60.0%	101	38.6%	19	52.6%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	65	56.9%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	79	91.1%	498	59.4%	93	81.7%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Palmetto High School has experienced another outstanding year academically and in our extracurricular pursuits. We appreciate the support of all of our stakeholders and we believe that teamwork is crucial for sustaining our success. It is learning that is goal number one, and we believe for students to become well-rounded we must all be like-minded and unified in our efforts so they can reach their best individual potential.

The mission of palmetto High School is to create a family-friendly learning environment where we care about each other, build character, learn curriculum, and develop citizenship. To that end, we strive to be educable, ethical, responsible, and accountable. For us, success is defined as giving our best each day in an attempt to become all we are capable of.

We envision our school as a place where: the student is the focus; students have an innovative, progressive, and student-focused experience; ethics, values, respect, and hard work are modeled; high standards are established and attained in a nurturing environment; care is the focus, curriculum is mastered, and diversity is embraced; the faculty will do whatever it takes within ethical limits to help our students; challenges are embraced and change is inevitable; the faculty never gives up on a student; students are prepared for a globally competitive, ever-changing, information-minded world; students are embraced where they are, and inspired towards self-improvement; and students feel welcomed and nourished academically, emotionally, and culturally.

We believe the following: our students are positive, productive members of the community; all stakeholders are accountable for individual and group goals; relationships are critical for our success; learning is more important than teaching; reflective teaching is employed; "success and nothing less" is expected and modeled; anything is possible through hard work and self-motivation; innovation is critical and yearly we need to challenge our beliefs and purpose; students may take varied paths to meet their educational needs and goals; extracurricular experiences are vital for a well-rounded student; and we love each other, help each other, and look out for each other.

We have many changes occurring this summer with a new wing of 6 classrooms, a cafeteria expansion, and a weight room being added. We have new tile being installed in our restrooms, carpet in the band room, the student parking lot is being resurfaced, and a new entrance for the school also being added.

We have much to be thankful for and to be proud of as a Mustang and let's have another great year.

Mason Gary, Ph.D. Principal
Suzanne Black, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	61	163	8
Percent satisfied with learning environment	86.9%	79.1%	I/S
Percent satisfied with social and physical environment	95.0%	83.3%	I/S
Percent satisfied with school-home relations	83.6%	85.9%	I/S

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress

NO

This school met 10 out of 13 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

N/A

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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.5%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	229	100	9.4	33	30.8	26.8	68.3	79.6	65.9	Yes	Yes
Male	114	100	11.6	37.5	25.9	25	60.7	75.5	60.8	N/A	N/A
Female	115	100	7.1	28.6	35.7	28.6	75.9	84	71	N/A	N/A
White	189	100	8.1	27	34.1	30.8	73	82.2	77.5	Yes	Yes
African American	20	100	10	50	25	15	60	68.8	49.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	18	100	11.8	82.4	5.9	0	35.3	50	56.8	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	28	100	48.1	33.3	7.4	11.1	25.9	42.9	21.3	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	13	100	16.7	83.3	0	0	25	45.5	47.3	I/S	I/S
Subsidized meals	107	100	16.2	45.7	24.8	13.3	48.6	59.4	51.5	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	229	99.6	14.8	31.4	29.1	24.7	67.3	81.6	62.3	Yes	Yes
Male	114	99.1	13.5	36.9	24.3	25.2	67.6	84	61.7	N/A	N/A
Female	115	100	16.1	25.9	33.9	24.1	67	79	63	N/A	N/A
White	189	100	11.9	29.7	30.3	28.1	72.4	83.9	75	Yes	Yes
African American	20	100	20	55	10	15	40	64.6	44	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	18	94.4	37.5	25	37.5	0	43.8	64.5	56.7	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	28	100	59.3	25.9	14.8	0	22.2	41.4	22.1	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	13	92.3	36.4	27.3	36.4	0	45.5	61.9	52.6	I/S	I/S
Subsidized meals	107	99.1	25	35.6	28.8	10.6	54.8	66.8	48.1	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	226	98.2	65.8	18.5	6.8	9.0	15.8	N/A	N/A	N/A	N/A
Male	113	98.2	58.6	21.6	8.1	11.7	19.8	N/A	N/A	N/A	N/A
Female	113	98.2	73.0	15.3	5.4	6.3	11.7	N/A	N/A	N/A	N/A
White	187	98.9	62.2	20.5	7.6	9.7	17.3	N/A	N/A	N/A	N/A
African American	20	100.0	75.0	10.0	5.0	10.0	15.0	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	17	94.1	93.8	6.3	0.0	0.0	0.0	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	26	88.5	95.7	4.3	0.0	0.0	0.0	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	12	100.0	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	N/A	N/A	N/A
Subsidized meals	105	96.2	82.2	7.9	4.0	5.9	9.9	N/A	N/A	N/A	N/A

* 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

Two-Year HSAP Trend Data										
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2009	219	98.6	9.6	29.8	35.1	25.5	74	78.6	61.8
	2010	229	100	9.4	33	30.8	26.8	68.3	79.6	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	216	99.5	9.7	25.6	30	34.8	75.4	83	62.7
	2010	229	99.6	14.8	31.4	29.1	24.7	67.3	81.6	62.3

* Adjusted to account for natural variation in performance.