



PALMETTO HIGH

804 N. Hamilton Street
Williamston, SC 29697

Grades	9-12 High School	
Enrollment	912 Students	
Principal	Dr. Mason Gary	864-847-7311
Superintendent	Dr. Wayne Fowler	864-847-7344
Board Chair	Mr. Fred Alexander	864-947-9346

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Good
2010	Excellent	Excellent
2009	Average	Average
2008	Average	At-Risk
2007	Good	Good

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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
12	8	13	1	1

* Ratings are calculated with data available by 11/09/2011.

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

	Our High School			High Schools with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	84.1%	83.1%	84.4%	77.9%	81.1%	80.6%
Passed 1 subtest (%)	10.7%	9.3%	8.9%	12.0%	10.5%	11.4%
Passed no subtests (%)	5.1%	7.6%	6.8%	10.2%	8.7%	8.5%

HSAP Passage Rate by Spring 2011

	Our High School	High Schools with Students Like Ours
Percent	95.9%	92.3%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	215	221	327	299
Number of Graduates in Cohort	188	166	239	216
Rate	87.4%	75.1%	74.3%	68.5%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	215	N/A	312
Number of Graduates in Cohort	N/A	190	N/A	228
Rate	N/A	88.4%	N/A	71.8%

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	85.3%	78.2%
English 1	71.8%	69.5%
Biology 1/Applied Biology 2	65.9%	71.3%
Physical Science	62.2%	58.3%
US History and the Constitution	41.8%	49.7%
All Tests	64.1%	64.5%

* 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=912)				
Retention rate	3.5%	Up from 1.5%	4.1%	3.4%
Attendance rate	93.4%	Down from 94.0%	94.9%	95.0%
Served by gifted and talented program	31.8%	Up from 31.5%	13.6%	12.4%
With disabilities other than speech	9.9%	Down from 12.3%	10.5%	9.9%
Older than usual for grade	5.5%	Up from 4.3%	6.4%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	1.3%	0.9%
Enrolled in AP/IB programs	11.1%	Down from 11.7%	16.6%	13.0%
Successful on AP/IB exams	45.5%	Down from 52.7%	50.9%	51.7%
Eligible for LIFE Scholarship	33.1%	Up from 31.5%	33.9%	30.1%
Annual dropout rate	0.8%	Down from 3.4%	3.5%	2.5%
Career/technology students in co-curricular organizations	0.0%	No Change	1.3%	2.9%
Enrollment in career/technology courses	181	Down from 208	458	419
Students participating in work-based experiences	15.9%	Down from 31.5%	11.0%	7.2%
Career/technology students attaining technical skills	85.1%	Down from 85.7%	83.5%	83.0%
Career/technology completers placed	N/A	N/A	97.5%	98.4%
Teachers (n=48)				
Teachers with advanced degrees	66.7%	No Change	62.1%	61.1%
Continuing contract teachers	83.3%	Up from 80.4%	86.7%	80.6%
Teachers returning from previous year	86.3%	Down from 88.3%	88.7%	86.5%
Teacher attendance rate	95.2%	Down from 95.7%	95.7%	95.5%
Average teacher salary*	\$47,126	Down 1.2%	\$47,541	\$46,884
Professional development days/teacher	5.4 days	Down from 7.0 days	9.9 days	10.0 days
School				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	30.3 to 1	Down from 31.2 to 1	29.6 to 1	26.5 to 1
Prime instructional time	88.2%	Down from 89.4%	89.0%	89.3%
Dollars spent per pupil**	\$7,608	Down 1.4%	\$7,258	\$7,804
Percent of expenditures for teacher salaries**	55.0%	Up from 51.7%	56.4%	58.0%
Percent of expenditures for instruction**	58.0%	Down from 59.1%	59.7%	60.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.0%	97.3%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	Good
Classical language program assessment	N/A	N/A	N/A	Good

* 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 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	194	95.9%	984	64.1%	215	87.4%	No
Gender							
Male	101	93.1%	510	64.1%	112	83.0%	N/A
Female	93	98.9%	473	64.1%	103	92.2%	N/A
Racial/Ethnic Group							
White	166	97.0%	835	67.9%	200	89.0%	N/A
African American	19	89.5%	85	38.8%	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	62	48.4%	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	21	76.2%	67	26.9%	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	51	51.0%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	84	95.2%	459	54.9%	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 extra-curricular pursuits. We received an Excellent rating on the SC Report Card due to the efforts of our staff, students, parents and stakeholders. We appreciate the support of all of our stakeholders and let's continue the teamwork 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; extra-curricular experiences are vital for a well-rounded student; and, we love each other, help each other, and look out for each other.

Many positive things occur within the walls of Palmetto High and in our extension opportunities. We currently utilize the Power of I, Mastery Learning, and as much technology as we can purchase to create a great learning environment for our students to succeed. Let's continue to have a passion for learning, a purpose to make learning happen, and pride in all that we attempt.

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
Deron Wardlaw, SIC Chair

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	55	138	7
Percent satisfied with learning environment	90.9%	79.6%	I/S
Percent satisfied with social and physical environment	92.3%	85.3%	I/S
Percent satisfied with school-home relations	83.3%	87.3%	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
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This school met 11 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
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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	0.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.4%	0.0%	No

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
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	240	99.6	9.1	29.1	33.0	28.7	70.0	79.2	68.0	No	Yes
Male	128	99.2	11.3	37.9	33.1	17.7	58.9	74.1	63.1	N/A	N/A
Female	112	100.0	6.6	18.9	33.0	41.5	83.0	85.6	73.1	N/A	N/A
White	196	99.5	8.6	26.2	32.6	32.6	72.2	81.0	79.4	Yes	Yes
African American	25	100.0	12.5	33.3	37.5	16.7	66.7	68.5	51.7	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Hispanic	19	100.0	10.5	52.6	31.6	5.3	52.6	71.9	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	66.4	I/S	I/S
Disabled	29	100.0	30.8	53.8	15.4	N/A	19.2	25.8	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	16	100.0	12.5	62.5	25.0	N/A	43.8	50.0	45.1	I/S	I/S
Subsidized meals	129	99.2	12.4	38.8	30.6	18.2	57.9	59.7	54.7	Yes	Yes

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

All Students	240	99.6	13.0	25.7	34.3	27.0	71.7	81.9	62.3	Yes	Yes
Male	128	99.2	15.3	25.8	38.7	20.2	69.4	82.1	61.4	N/A	N/A
Female	112	100.0	10.4	25.5	29.2	34.9	74.5	81.8	63.2	N/A	N/A
White	196	99.5	11.8	21.4	35.8	31.0	77.5	84.8	75.3	Yes	Yes
African American	25	100.0	12.5	50.0	29.2	8.3	45.8	63.0	42.9	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	84.3	I/S	I/S
Hispanic	19	100.0	26.3	36.8	26.3	10.5	47.4	68.8	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	64.1	I/S	I/S
Disabled	29	100.0	42.3	34.6	19.2	3.8	42.3	37.1	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	16	100.0	31.3	37.5	31.3	N/A	43.8	50.0	47.1	I/S	I/S
Subsidized meals	129	99.2	19.8	31.4	32.2	16.5	58.7	64.3	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	241	98.8	63.4	17.6	7.6	11.3	18.9	N/A	N/A	N/A	N/A
Male	128	98.4	69.8	15.9	4.8	9.5	14.3	N/A	N/A	N/A	N/A
Female	113	99.1	56.3	19.6	10.7	13.4	24.1	N/A	N/A	N/A	N/A
White	197	98.5	57.7	20.1	9.3	12.9	22.2	N/A	N/A	N/A	N/A
African American	25	100.0	88.0	4.0	N/A	8.0	8.0	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	19	100.0	89.5	10.5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	29	93.1	92.6	7.4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	16	100.0	93.8	6.3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	130	99.2	78.3	13.2	3.9	4.7	8.5	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*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	229	100.0	9.4	33.0	30.8	26.8	68.3	79.6	65.9
	2011	240	99.6	9.1	29.1	33.0	28.7	70.0	79.2	68.0

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

All Students	2010	229	99.6	14.8	31.4	29.1	24.7	67.3	81.6	62.3
	2011	240	99.6	13.0	25.7	34.3	27.0	71.7	81.9	62.3

* Adjusted to account for natural variation in performance.