



Palmetto High

804 N. Hamilton Street
Williamston, SC 29697

Grades	9-12 High School	
Enrollment	908 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 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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
2	8	21	0	0

* Ratings are calculated with data available by 03/25/2010.

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

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	84.8	86.8	84.1	79.4	81.6	77.9
Passed 1 subtest (%)	6.1	7.3	10.7	11.8	10.1	12.0
Passed no subtests (%)	9.1	5.9	5.1	8.8	8.5	10.2

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	93.7%	94.6%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	253	332
Number of Diplomas	174	247
Rate	68.8%	74.9%

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	91.2	73.8
English 1	72.8	64.7
Physical Science	51.3	58.3
US History and the Constitution	39.0	46.4
All Tests	60.9	59.9

* 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=908)				
Retention rate	2.6%	Up from 2.2%	3.7%	4.8%
Attendance rate	93.8%	Down from 93.9%	95.5%	95.5%
Eligible for gifted and talented	33.4%	Down from 45.8%	13.2%	9.2%
With disabilities other than speech	12.5%	Down from 15.0%	12.7%	12.6%
Older than usual for grade	5.3%	Up from 4.3%	7.1%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.6%	1.3%	1.2%
Enrolled in AP/IB programs	10.6%	Down from 12.1%	15.9%	13.2%
Successful on AP/IB exams	40.0%	Up from 37.0%	55.6%	55.6%
Eligible for LIFE Scholarship	26.5%	Up from 24.0%	33.1%	29.8%
Annual dropout rate	3.7%	Up from 2.0%	3.6%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	2.7%	3.0%
Enrollment in career/technology courses	4	Down from 482	700	523
Students participating in work-based experiences	34.5%	Down from 38.8%	15.4%	12.9%
Career/technology students attaining technical skills	0.5%	Down from 86.7%	80.5%	79.3%
Career/technology completers placed	N/A	N/A	100.0%	98.8%
Teachers (n=50)				
Teachers with advanced degrees	66.0%	Down from 74.5%	63.2%	58.6%
Continuing contract teachers	82.0%	Down from 84.3%	77.4%	71.6%
Teachers with emergency or provisional certificates	4.3%	Up from 2.3%	4.3%	8.1%
Teachers returning from previous year	87.4%	Up from 87.2%	86.9%	85.0%
Teacher attendance rate	94.4%	Down from 96.0%	95.6%	95.5%
Average teacher salary*	\$48,171	Up 5.3%	\$48,711	\$47,761
Professional development days/teacher	5.6 days	Down from 7.2 days	11.0 days	10.8 days
School				
Principal's years at school	10.0	Up from 9.0	5.0	3.0
Student-teacher ratio in core subjects	28.0 to 1	No Change	28.0 to 1	26.1 to 1
Prime instructional time	87.8%	Down from 89.3%	90.3%	89.8%
Dollars spent per pupil**	\$7,920	Up 14.9%	\$7,062	\$7,883
Percent of expenditures for teacher salaries**	49.0%	Down from 49.3%	55.2%	54.1%
Percent of expenditures for instruction**	59.4%	Up from 57.8%	60.0%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.8%	Down from 96.0%	95.7%	95.8%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	Good	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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	207	93.7%	772	60.9%	253	68.8%	No
Gender							
Male	97	90.7%	405	62.0%	121	67.8%	N/A
Female	110	96.4%	367	59.7%	131	70.2%	N/A
Racial/Ethnic Group							
White	186	95.7%	659	63.0%	224	70.1%	N/A
African American	14	71.4%	60	55.0%	19	52.6%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	49	44.9%	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	61.9%	85	36.5%	24	50.0%	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	38	39.5%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	81	87.7%	342	50.6%	100	51.0%	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 both academically and with extracurricular participation. We appreciate all of the stakeholders and their contributions to make our school a great place for learning to occur. We believe that a total education takes a team of committed individuals working together to accomplish our goals and to carry out our vision and mission of advancing our students and enabling them to reach their potential. We are proud to serve the towns of Williamston, Pelzer, and West Pelzer and the surrounding communities of Cheddar and White Plains. This year we collectively raised \$67,500 in our Rockin-for-Caden, Relay for Life and Leukemia Drive initiatives. This illustrates just how supportive our community is of our school and we thank you sincerely for your overwhelming generosity. Our community supports us in many ways and we would like to thank you for all that you do to support our school, student body and staff! Your efforts enable us to meet the needs of our students and allow us to provide a quality educational program.

This year we have continued adding technology to our instructional program by purchasing additional SMART Boards for our staff and we have reached the goal of one per classroom. We are continuing our journey to adjust our teaching to the revised standards as well as matching assessment with instruction. Our faculty will continue reading and incorporating ideas found in "Whatever It Takes" and "Understanding By Design" as we hone our skills regarding effective instruction. We continue to utilize MAP testing to inform us of how students are progressing and will continue instructional homerooms to assist students in mastering content or to enhance reading during Sustained Silent Reading (SSR). Each teacher performs a series of peer observations throughout the year in an effort to gain teaching strategies and techniques from each other. We offer three club days during the year that are aligned with our Academic Advisement plan, and our goal is to engage all students with our school in some capacity. We are expanding our efforts with academic advisement to monthly meetings with our students in an effort to get to know them more personally thereby being better able to advise and guide them.

We have begun an aggressive building program with the addition of a new field house and equipment building, renovations to the existing field house. In December we will break ground on a classroom wing adding six additional classrooms, a weight room on site, and a multipurpose room adjacent to our cafeteria of 120 seats. We thank the voters for passing our referendum allowing these facilities to be constructed.

We will continue striving to make Palmetto High a family-friendly school and we will once again strive to receive Palmetto's Finest status. We want all students to be prepared for their next phase of life once they graduate therefore our efforts will remain student centered. Let's have another great year together and thank you for your support.

Mason Gary, Ph.D., Principal
 Mrs. Suzanne Black, School Improvement Council President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	148	7
Percent satisfied with learning environment	86.8%	82.9%	I/S
Percent satisfied with social and physical environment	90.7%	84.9%	I/S
Percent satisfied with school-home relations	81.5%	88.5%	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	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

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

All Students	219	98.6	9.6	29.8	35.1	25.5	74	78.6	61.8	Yes	Yes
Male	112	98.2	15.9	29.9	28	26.2	66.4	73.7	57.4	N/A	N/A
Female	107	99.1	3	29.7	42.6	24.8	82.2	83.5	66.1	N/A	N/A
White	188	98.4	8.3	28.2	35.4	28.2	76.2	79.7	74.3	Yes	Yes
African American	20	100	16.7	44.4	33.3	5.6	66.7	70.2	44.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	77.4	I/S	I/S						
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	78.9	50.3	I/S	I/S
American Indian/Alaskan	1	I/S	55.4	I/S	I/S						
Disabled	29	96.6	48	36	12	4	24	20.3	19.4	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	5	I/S	I/S	I/S	I/S	I/S	I/S	72.7	38.5	I/S	I/S
Subsized meals	94	100	11.2	38.2	32.6	18	66.3	65.4	45.6	No	Yes

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

All Students	216	99.5	9.7	25.6	30	34.8	75.4	83	62.7	Yes	Yes
Male	110	99.1	15.1	20.8	31.1	33	70.8	79.4	61.8	N/A	N/A
Female	106	100	4	30.7	28.7	36.6	80.2	86.7	63.6	N/A	N/A
White	185	99.5	8.9	22.8	31.1	37.2	80	85.6	75.1	Yes	Yes
African American	20	100	16.7	50	22.2	11.1	38.9	61.4	45.1	I/S	I/S
Asian/Pacific Islander	N/A	I/S	83.8	I/S	I/S						
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	78.9	58.5	I/S	I/S
American Indian/Alaskan	1	I/S	59.2	I/S	I/S						
Disabled	28	96.4	58.3	33.3	4.2	4.2	16.7	33.3	21.8	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	5	I/S	I/S	I/S	I/S	I/S	I/S	90.9	52.3	I/S	I/S
Subsized meals	94	100	13.5	30.3	24.7	31.5	66.3	72.6	47.9	No	Yes

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

All Students	217	95.9	47.9	26.7	12.0	9.2	21.2	N/A	N/A	N/A	N/A
Male	110	94.5	44.5	26.4	10.9	12.7	23.6	N/A	N/A	N/A	N/A
Female	107	97.2	51.4	27.1	13.1	5.6	18.7	N/A	N/A	N/A	N/A
White	186	95.7	45.7	26.9	12.4	10.8	23.1	N/A	N/A	N/A	N/A
African American	20	100.0	60.0	35.0	5.0	N/A	I/S	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	10	90.0	60.0	10.0	20.0	N/A	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	27	88.9	85.2	3.7	N/A	N/A	I/S	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	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	92	96.7	57.6	21.7	13.0	4.3	17.4	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	2008	221	99.5	8.8	22.2	44.9	24.1	80.6	83.4	69.7
	2009	219	98.6	9.6	29.8	35.1	25.5	74	78.6	61.8

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

All Students	2008	221	99.5	10.6	23.1	45.8	20.4	75.5	82.8	67.2
	2009	216	99.5	9.7	25.6	30	34.8	75.4	83	62.7

* 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