



PALMETTO ACADEMY OF LEARNING

P.O. Box 15432
Surfside Beach, SC 29587

Grades	K-8 Elementary School	
Enrollment	125 Students	
Principal	Ms. Fancher	(843) 839-1725
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002



THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Average
2010	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A

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>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

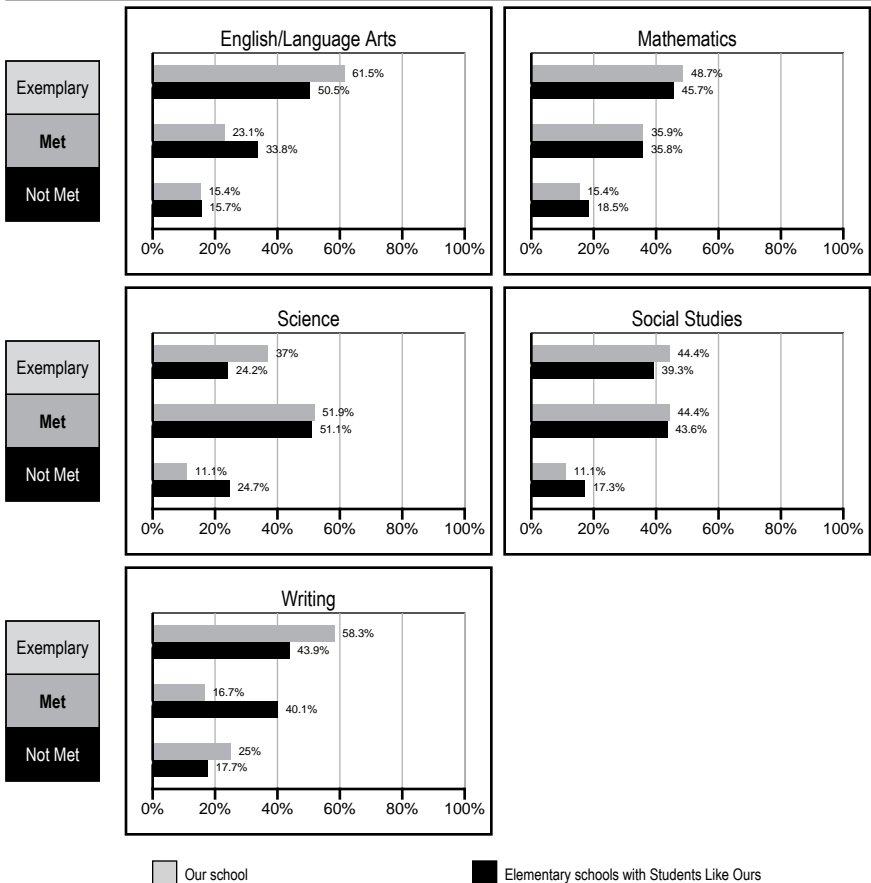
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 80.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
30	30	4	1	0

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

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=125)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	N/A	0.8%	1.1%
Attendance rate	95.0%	N/A	96.4%	96.2%
Served by gifted and talented program	28.7%	N/A	20.3%	13.4%
With disabilities other than speech	1.5%	N/A	3.7%	4.1%
Older than usual for grade	0.0%	N/A	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=11)				
Teachers with advanced degrees	18.2%	N/A	63.2%	62.5%
Continuing contract teachers	9.1%	N/A	90.9%	88.2%
Teachers returning from previous year	N/A	N/A	89.3%	87.8%
Teacher attendance rate	N/R	N/R	95.2%	95.2%
Average teacher salary*	\$34,909	I/S	\$48,398	\$46,773
Professional development days/teacher	N/R	N/R	9.5 days	10.5 days
School				
Principal's years at school	0.0	N/R	5.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	20.7 to 1	19.9 to 1
Prime instructional time	N/R	N/R	91.0%	90.4%
Opportunities in the arts	Poor	N/R	Good	Good
SACS accreditation	No	N/R	Yes	Yes
Parents attending conferences	0.0%	N/R	100.0%	100.0%
Character development program	N/R	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$6,875	\$7,447
Percent of expenditures for instruction**	N/A	N/A	69.7%	68.4%
Percent of expenditures for teacher salaries**	N/A	N/A	68.9%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Palmetto Academy of Learning and Success (PALS) is a public charter school serving students in kindergarten through eighth grade. Our mission at PALS is to create a small, diverse learning environment that accommodates each student's individual differences, learning styles, and development while promoting high expectations for all students. By providing meaningful and innovative learning experiences, instruction for multiple learning styles, access to technology, and encouraging family and community involvement, Palmetto Academy of Learning and Success is committed to guiding students in the development of both their character and academic potential in preparation for their success as life long learners.

PALS currently serves 18 students per class and one class per grade level. This small, diverse learning environment attracts families seeking academically rigorous curriculum and whole-child development. Palmetto Academy of Learning and Success content standards for student performance encompasses a comprehensive scope and sequence. The standards of learning for each academic area set reasonable goals and expectations for what teachers need to teach and students need to learn. To ensure we are meeting or exceeding local schools, Palmetto Academy of Learning and Success students will achieve in each subject area at each grade level those standards that have been identified by the State Board of Education as being most important for proficiency. In accordance with the SC Education Accountability Act of 1998, the State Academics Standards will provide the basis for curriculum design decisions and statewide assessments.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 9 out of 9 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	4.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	56.6%	0.0%	No
Student attendance rate	95.0%	94.0%**	Yes

* Or greater than last year

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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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	85	97.7	11.5	24.6	63.9	93.4	85.5	82.4	Yes	Yes
Gender										
Male	41	95.1	12.5	34.4	53.1	93.8	82.5	78.7	N/A	N/A
Female	44	100	10.3	13.8	75.9	93.1	88.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	61	96.7	6.8	27.3	65.9	97.7	90.1	88.9	Yes	Yes
African American	13	100	I/S	I/S	I/S	I/S	73.6	72.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.2	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	81.3	79.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	86.2	83	I/S	I/S
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	55.8	48.1	I/S	I/S
Migrant Status										
Migrant	6	I/S	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	80.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	19	100	25	25	50	83.3	80.6	75.4	I/S	I/S
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	85	100	17.5	39.7	42.9	85.7	86	81.9	Yes	Yes
Gender										
Male	41	100	17.6	50	32.4	85.3	84.1	79.9	N/A	N/A
Female	44	100	17.2	27.6	55.2	86.2	88.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	61	100	10.9	43.5	45.7	93.5	90.8	88.9	Yes	Yes
African American	13	100	I/S	I/S	I/S	I/S	73.1	71.4	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.9	94.6	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	83.2	81.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	87	84.4	I/S	I/S
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	55.6	47.3	I/S	I/S
Migrant Status										
Migrant	6	I/S	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	82.9	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	19	100	25	25	50	83.3	81.4	74.9	I/S	I/S

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	55	100	15	52.5	32.5	85	74.8	68.6
Gender								
Male	26	100	14.3	47.6	38.1	85.7	74.4	68.3
Female	29	100	15.8	57.9	26.3	84.2	75.2	68.9
Racial/Ethnic Group								
White	40	100	13.3	60	26.7	86.7	83	80.7
African American	5	I/S	I/S	I/S	I/S	I/S	53.8	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	66.2	61.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	78	70.8
Disability Status								
Disabled	4	I/S	I/S	I/S	I/S	I/S	41.7	35.7
Migrant Status								
Migrant	4	I/S	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	65.2	60.7
Socio-Economic Status								
Subsidized meals	13	100	I/S	I/S	I/S	I/S	66.8	57.3
Social Studies								
All Students	55	100	12.2	39	48.8	87.8	77.8	72.5
Gender								
Male	28	100	12.5	45.8	41.7	87.5	77.5	72
Female	27	100	11.8	29.4	58.8	88.2	78.1	73.1
Racial/Ethnic Group								
White	38	100	10	40	50	90	83.7	81
African American	11	100	I/S	I/S	I/S	I/S	61.1	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.6	89
Hispanic	3	I/S	I/S	I/S	I/S	I/S	75.4	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	77.6	73.5
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	46	40.5
Migrant Status								
Migrant	3	I/S	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	75.3	69.7
Socio-Economic Status								
Subsidized meals	12	100	I/S	I/S	I/S	I/S	71	62.9

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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	26	100	18.8	25	56.3	81.3	76.6	73.2	95	95.8
Gender										
Male	14	100	I/S	I/S	I/S	I/S	71.3	67.2	95.2	95.8
Female	12	100	I/S	I/S	I/S	I/S	82.2	79.4	94.8	95.8
Racial/Ethnic Group										
White	15	100	I/S	I/S	I/S	I/S	82.2	81.5	95.1	95.5
African American	7	I/S	I/S	I/S	I/S	I/S	61	61.3	94.2	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88	87	96.7	96.7
Hispanic	3	I/S	I/S	I/S	I/S	I/S	71.7	66.7	94.7	96.4
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	81	72.2	93.6	94.4
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	32.7	26	93.9	95.2
Migrant Status										
Migrant	15	100	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.8
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	69.4	65.7	96.3	96.6
Socio-Economic Status										
Subsidized meals	4	I/S	I/S	I/S	I/S	I/S	69.2	63.2	93.7	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	17	94.1	9.1	9.1	81.8	90.9
	4	17	94.1	N/AV	N/AV	N/AV	100
	5	18	100	25	25	50	75
	6	18	100	11.8	23.5	64.7	88.2
	7	8	I/S	I/S	I/S	I/S	I/S
	8	7	I/S	I/S	I/S	I/S	I/S
Mathematics							
2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	17	100	8.3	25	66.7	91.7
	4	17	100	6.7	40	53.3	93.3
	5	18	100	33.3	41.7	25	66.7
	6	18	100	23.5	41.2	35.3	76.5
	7	8	I/S	I/S	I/S	I/S	I/S
	8	7	I/S	I/S	I/S	I/S	I/S
Science							
2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	9	I/S	I/S	I/S	I/S	I/S
	4	17	100	13.3	53.3	33.3	86.7
	5	9	I/S	I/S	I/S	I/S	I/S
	6	9	I/S	I/S	I/S	I/S	I/S
	7	8	I/S	I/S	I/S	I/S	I/S
	8	3	I/S	I/S	I/S	I/S	I/S

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	8	I/S	I/S	I/S	I/S	I/S
	4	17	100	N/AV	N/AV	N/AV	100
	5	9	I/S	I/S	I/S	I/S	I/S
	6	9	I/S	I/S	I/S	I/S	I/S
	7	8	I/S	I/S	I/S	I/S	I/S
	8	4	I/S	I/S	I/S	I/S	I/S
Writing							
2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2011	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	18	100	25	16.7	58.3	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	8	I/S	I/S	I/S	I/S	I/S

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