



## Greenville Senior High Academy

1 Vardry Street  
Greenville, SC 29601

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,289 Students	
<b>Principal</b>	JF Dalton Lucas, Jr.	864-355-5500
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Dr. Keith Ray	864-288-0476



# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

### RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	Below Average	At-Risk
2006	Good	At-Risk
2005	Excellent	Average
2004	Good	At-Risk

### DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
5	9	18	2	0

\* Ratings are calculated with data available by September 30.

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

Percent	Our High School			High Schools with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	66.1	66.2	76.4	75.9	79.6	82.1
Passed 1 subtest (%)	14.2	20.5	10.4	11.3	11.5	10.2
Passed no subtests (%)	19.7	13.3	13.3	12.8	8.8	8.0

**HSAP Passage Rate by Spring 2008**

Percent	Our High School	High Schools with Students Like Ours
	86.6%	93.7%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	262	249
Number of Diplomas	188	184
Rate	71.8%	75.5%

**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	66.7	77.2
English 1	60.6	66.7
Physical Science	60.8	58.3
All Tests	62.5	67.0

\* 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
<b>Students (n=1,289)</b>				
Retention rate	6.4%	Down from 8.3%	6.0%	6.1%
Attendance rate	93.6%	Up from 92.9%	95.0%	95.0%
Eligible for gifted and talented	39.8%	Up from 21.2%	12.4%	8.3%
With disabilities other than speech	16.1%	Up from 13.6%	13.9%	13.0%
Older than usual for grade	8.8%	Up from 3.9%	7.6%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	Down from 1.7%	1.2%	1.5%
Enrolled in AP/IB programs	30.6%	Down from 40.3%	16.4%	11.4%
Successful on AP/IB exams	52.6%	N/A	47.4%	54.3%
Eligible for LIFE Scholarship	24.4%	Down from 29.7%	31.7%	30.5%
Annual dropout rate	3.5%	Down from 3.6%	3.5%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	1.7%	3.1%
Enrollment in career/technology courses	606	Up from 503	586	559
Students participating in work-based experiences	4.1%	Up from 1.5%	10.8%	10.6%
Career/technology students attaining technical skills	83.3%	Down from 87.5%	80.5%	79.6%
Career/technology completers placed	N/A	N/A	98.3%	98.5%
<b>Teachers (n=82)</b>				
Teachers with advanced degrees	54.9%	Down from 60.2%	61.2%	57.4%
Continuing contract teachers	72.0%	Down from 74.7%	70.8%	69.6%
Teachers with emergency or provisional certificates	3.0%	Down from 5.8%	5.7%	8.7%
Teachers returning from previous year	79.2%	Up from 78.8%	86.5%	85.0%
Teacher attendance rate	96.3%	Down from 96.9%	95.4%	95.4%
Average teacher salary	\$43,511	Up 1.6%	\$46,705	\$46,061
Professional development days/teacher	13.4 days	Up from 12.9 days	11.7 days	11.4 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	3.0
Student-teacher ratio in core subjects	28.4 to 1	Up from 27.0 to 1	27.2 to 1	25.4 to 1
Prime instructional time	89.3%	Up from 89.2%	89.6%	89.1%
Dollars spent per pupil*	\$6,460	Up 10.9%	\$7,046	\$7,279
Percent of expenditures for teacher salaries*	53.2%	Down from 55.5%	54.1%	55.3%
Percent of expenditures for instruction*	60.0%	Down from 61.1%	59.6%	60.8%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	100.0%	No Change	93.8%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
Modern Language Program Assessment	N/A	N/A	Average	Good
Classical Language Program Assessment	N/A	N/A	Excellent	Average

\* 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 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	232	86.6%	854	62.5%	262	71.8%	No
<b>Gender</b>							
Male	110	82.7%	440	62.3%	130	63.8%	N/A
Female	122	90.2%	412	62.9%	132	79.5%	N/A
<b>Racial/Ethnic Group</b>							
White	130	98.5%	337	81.3%	139	85.6%	N/A
African American	88	70.5%	417	52.8%	107	57.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	13	76.9%	63	41.3%	14	42.9%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	25	32.0%	83	33.7%	29	31.0%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	55	34.5%	11	36.4%	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	101	74.3%	424	51.2%	112	58.0%	N/A

\* 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**

Greenville Senior High continues to advance the achievement of students in all instructional programs and to promote lifelong learning for all stakeholders. Four initiatives served as the foundation of our school year: Graduate Greenville, literacy across the curriculum, developing a code of conduct, and completing campus renovations. All of these align to our number one priority of graduating all students on time.

Graduate Greenville, a community-based partnership, works to implement strategies aimed at increasing the graduation rate. Five targeted areas include: early identification of at-risk ninth graders; home visits; a Graduation Coach to aid struggling students and their families; mentor recruitment; and a Summer Enrichment camp focused on accelerating students to grade level and developing leadership skills. A continued emphasis is placed on innovative and differentiated instructional practices, the use of MAP scores to drive classroom instruction, and common planning for Academy teachers, ensuring that students remain on-track for graduation.

We meet the needs of all students by offering alternative pathways to academic success. A Career Development Facilitator (CDF) was added to the staff. During the spring, the CDF and Guidance met with all freshmen and their parents or guardians for the purpose of academic planning. We implemented first-time course offerings of Consumer Science, Food and Nutrition, and Child Development. Rosetta Stone Spanish Level I was installed and used as part of entry-level curriculum, and a reading teacher was hired to address struggling readers' needs. Silent Sustained Reading was re-instated in an effort to promote literacy skills across all grade levels.

We distributed over 800 Renaissance cards in recognition of student achievement. Our SAT and ACT composite scores and AP Pass rate continue to be among the highest in the district and the state. Thirteen students were named as Palmetto Fellow Scholarship recipients; two students received the National Achievement Award in Writing; two students received awards for SAT Math achievement; and the school was the District winner in the summer reading contest. The first Diversity Retreat was held at the Clemson campus, and the Cultural Exchange program with Colonel By Secondary School in Ottawa, Canada, continued. Twenty-three varsity teams competed in 15 sports, producing State Championships in Cheerleading, Boys Soccer, and Boys Lacrosse.

Although Greenville High School is successful in many areas of student achievement, we face the continued challenges of meeting the needs of a diverse student population. We will continue to refine the overall effectiveness of the Freshman Academy, to offer rigorous professional development opportunities to the faculty and staff, and to challenge ourselves to accelerate student performance while maintaining high expectations for success at all levels.

JF Dalton Lucas, Jr., Principal  
 Pamela Evans, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	68	181	74
Percent satisfied with learning environment	76.5%	74.0%	83.8%
Percent satisfied with social and physical environment	79.4%	85.5%	81.9%
Percent satisfied with school-home relations	88.2%	84.2%	84.5%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 18 out of 19 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. Sanction: Implement the restructuring plan.
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 School	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.5%	0.0%	No

Abbreviations for Missing Data

## HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	312	99	16.5	21.1	27.4	35.1	69.8	75.2	69.7	Yes	Yes
Male	142	98.6	20.5	24.4	29.1	26	63.8	71.7	64.6	N/A	N/A
Female	170	99.4	13.3	18.4	25.9	42.4	74.7	78.7	74.8	N/A	N/A
White	153	98	4.1	15.1	19.9	61	85.6	85.6	81.7	Yes	Yes
African American	135	100	28.3	29.2	33.3	9.2	53.3	53.5	53.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	83.1	I/S	I/S
Hispanic	22	100	41.2	17.6	41.2	0	47.1	62.3	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	81.8	65.5	I/S	I/S
Disabled	42	100	62.2	18.9	16.2	2.7	21.6	27.8	25.2	I/S	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	40	N/A	N/A
Limited English Proficient	15	100	58.3	16.7	25	0	25	52.5	47.3	I/S	I/S
Subsized meals	138	99.3	28.2	33.3	29.9	8.5	49.6	55.6	55.1	No	Yes

## Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	312	98.1	16.3	23.8	29.4	30.5	68.1	67.4	67.2	Yes	Yes
Male	142	97.9	16.5	22	31.5	29.9	66.1	67.4	66.3	N/A	N/A
Female	170	98.2	16.1	25.2	27.7	31	69.7	67.4	68	N/A	N/A
White	153	98.7	4.8	16.4	27.4	51.4	86.3	78.6	79.6	Yes	Yes
African American	135	97	29.1	34.2	29.1	7.7	47	42.2	49.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	91.3	88.9	I/S	I/S
Hispanic	22	100	29.4	11.8	47.1	11.8	58.8	57.5	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	100	69.5	I/S	I/S
Disabled	42	97.6	61.1	22.2	13.9	2.8	22.2	21.9	23.8	I/S	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.7	N/A	N/A
Limited English Proficient	15	100	33.3	16.7	41.7	8.3	50	56.3	54.9	I/S	I/S
Subsized meals	138	97.8	28.7	30.4	33.9	7	48.7	47.1	53.1	Yes	Yes

## Physical Science (End-of-Course Performance by Group)

All Students	326	93.9	52.1	19.3	11.7	10.7	22.4	N/A	N/A	N/A	N/A
Male	156	94.2	53.2	19.9	10.9	10.3	21.2	N/A	N/A	N/A	N/A
Female	170	93.5	51.2	18.8	12.4	11.2	23.5	N/A	N/A	N/A	N/A
White	158	96.8	32.3	23.4	20.9	20.3	41.1	N/A	N/A	N/A	N/A
African American	143	89.5	69.2	16.1	2.8	1.4	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	22	100.0	77.3	13.6	4.5	4.5	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	33	84.8	81.8	3.0	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	17	100.0	82.4	11.8	5.9	N/A	I/S	N/A	N/A	N/A	N/A
Subsized meals	138	92.0	70.3	16.7	4.3	0.7	I/S	N/A	N/A	N/A	N/A

\* Adj - 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 and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
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**English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)**

All Students	2007	300	97.7	13.8	22.1	28.3	35.9	73.6	76.1	70.7
	2008	312	99	16.5	21.1	27.4	35.1	69.8	75.2	69.7

**Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)**

All Students	2007	300	96.3	27.1	22.0	16.5	34.4	57.5	63.6	62.2
	2008	312	98.1	16.3	23.8	29.4	30.5	68.1	67.4	67.2

Abbreviations for Missing Data

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