



## Greenville Technical Charter

PO Box 5616, Building  
Greenville, SC 29606-5616

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	420 Students	
<b>Principal</b>	W. Fred Crawford	864-250-8845
<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>Excellent</b>	<b>Excellent</b>
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Excellent
2004	Excellent	Excellent

## 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	1	0	0	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 (%)	95.7	99.2	97.2	88.4	91.4	93.5
Passed 1 subtest (%)	2.2	0.8	2.8	6.8	5.4	4.3
Passed no subtests (%)	2.2	0	0	4.9	3.7	3.4

**HSAP Passage Rate by Spring 2008**

Percent	Our High School	High Schools with Students Like Ours
	100.0%	97.8%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	94	400
Number of Diplomas	93	338
Rate	98.9%	88.5%

**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	83.0	86.9
English 1	86.7	85.6
Physical Science	78.3	80.2
All Tests	82.1	83.9

\* 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
<b>Students (n=420)</b>				
Retention rate	0.7%	Up from 0.5%	3.5%	6.1%
Attendance rate	96.3%	Down from 96.4%	96.5%	95.0%
Eligible for gifted and talented	0.0%	No Change	13.1%	8.3%
With disabilities other than speech	8.3%	Up from 7.4%	8.3%	13.0%
Older than usual for grade	0.5%	No Change	4.1%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	1.1%	1.5%
Enrolled in AP/IB programs	99.0%	N/R	35.4%	11.4%
Successful on AP/IB exams	N/A	N/A	70.6%	54.3%
Eligible for LIFE Scholarship	76.1%	Up from 48.4%	54.5%	30.5%
Annual dropout rate	0.0%	Down from 0.2%	0.3%	3.5%
Career/technology students in co-curricular organizations	0.0%	N/A	0.0%	3.1%
Enrollment in career/technology courses	164	Down from 187	760	559
Students participating in work-based experiences	0.0%	N/A	9.9%	10.6%
Career/technology students attaining technical skills	99.4%	Up from 98.9%	90.9%	79.6%
Career/technology completers placed	N/A	N/A	100.0%	98.5%
<b>Teachers (n=24)</b>				
Teachers with advanced degrees	95.8%	Up from 80.8%	61.2%	57.4%
Continuing contract teachers	29.2%	Up from 26.9%	74.3%	69.6%
Teachers with emergency or provisional certificates	0.0%	No Change	4.9%	8.7%
Teachers returning from previous year	N/A	N/A	89.0%	85.0%
Teacher attendance rate	97.0%	Down from 97.9%	95.7%	95.4%
Average teacher salary	\$48,207	Up 7.8%	\$47,052	\$46,061
Professional development days/teacher	22.4 days	Down from 23.4 days	10.6 days	11.4 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	6.0	3.0
Student-teacher ratio in core subjects	26.3 to 1	No Change	26.9 to 1	25.4 to 1
Prime instructional time	91.6%	Down from 92.4%	91.6%	89.1%
Dollars spent per pupil*	\$6,584	Up 9.8%	\$6,268	\$7,279
Percent of expenditures for teacher salaries*	54.9%	Down from 55.5%	57.8%	55.3%
Percent of expenditures for instruction*	65.0%	Up from 64.1%	64.7%	60.8%
Opportunities in the arts	Excellent	Up from Good	Excellent	Excellent
Parents attending conferences	100.0%	No Change	98.8%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Excellent	No Change	Good	Good
Modern Language Program Assessment	N/A	N/A	Good	Good
Classical Language Program Assessment	N/A	N/A	Average	Average

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## 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	83	100.0%	234	82.1%	94	98.9%	Yes
<b>Gender</b>							
Male	41	100.0%	122	82.0%	44	97.7%	N/A
Female	42	100.0%	112	82.1%	50	100.0%	N/A
<b>Racial/Ethnic Group</b>							
White	57	100.0%	163	85.9%	64	98.4%	N/A
African American	18	100.0%	45	60.0%	22	100.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	17	94.1%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	N/A	N/A	21	47.6%	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	N/A	N/A	25	80.0%	N/A	N/A	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 Technical Charter High School (GTCHS) is one of the most unique public schools in our state. GTCHS was established in 1999 primarily as a result of the vision and courage of the President of Greenville Technical College, Dr. Thomas E. Barton, Jr. The establishment of GTCHS was supported by the sponsoring school district, the School District of Greenville County, to create a middle-college/early-college program on the main campus of Greenville Technical College. This innovative school concept was supported by the business community to provide students a seamless transition from high school to higher education and the world of work. The South Carolina Department of Education accredits GTCHS.

With a faculty of 24, GTCHS offers an academically rigorous four-year program serving a student enrollment of 420 students in grades 9-12. The teaching/learning paradigm is based on Mastery Learning. Though GTCHS does not offer AP courses, students do have the opportunity to take dual credit classes at Greenville Technical College, many earning enough credits to enroll in college as sophomores. Eight students in the 2008 graduating class earned associate degrees while in high school. Currently over 70% of the student body is enrolled in at least one college class. Students need to achieve success in all parts of the COMPASS examination in order to be eligible for university transfer course offerings.

The school's ability to offer individualized academic plans and academic assistance further serves to create an opportunity for the success of each student. Teachers use state-of-the-art technology and Greenville Technical College resources to enhance instruction in all subject areas. Student-teacher ratios remain one of the lowest in the upstate at approximately 18-1. The school expects parental involvement at a minimum of one hour per week, 50 hours of community service for every student each year, project-based learning that is competency based, and the senior capstone project prior to graduation. These expectations continue to make GTCHS a unique place for learning and character building.

GTCHS has received an Excellent rating from the South Carolina Department of Education from 2002 to 2008 and received the Palmetto Gold Award for the last five years. The school received recognition as a Carolina First Palmetto's Finest Finalist for the fourth consecutive year. In 2005, GTCHS was designated as one of the top fifteen charter schools in the nation by the US Department of Education. In 2007, GTCHS was honored as a National Charter School of the Year by the Center for Education Reform in Washington, DC and received the Bronze Award from US News & World Report as one of America's Best Public Schools in 2008.

The success of GTCHS is obvious in its increased enrollment and its waiting list for admission. The school has been awarded a federal dissemination grant to share best practices with other schools. Other technical colleges throughout the state are planning similar early college high school programs. GTCHS has been designated by the US Department of Education as a National Tech Prep Demonstration Site and continues to be recognized as a flagship school of choice in our state. For additional information about our school, please visit our Web site at [www.gtchs.org](http://www.gtchs.org).

## GRADUATING CLASS of 2008:

Size of Class: 92

Four-Year Colleges: 59%

Two-Year Colleges: 41%

TOTAL 100%

Graduation Rate 2007: 97%

W. Fred Crawford, Principal/CEO

Dr. Robert Nash, Board of Directors Chairman

Dr. Keith Miller, President Greenville Technical College

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	109	14
Percent satisfied with learning environment	100.0%	96.3%	100.0%
Percent satisfied with social and physical environment	100.0%	90.7%	100.0%
Percent satisfied with school-home relations	100.0%	95.4%	92.9%

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

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

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	0.0%	0.0%	Yes

Abbreviations for Missing Data

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## 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	106	100	0	7.6	33.3	59	95.2	75.2	69.7	Yes	Yes
Male	60	100	0	8.3	38.3	53.3	95	71.7	64.6	N/A	N/A
Female	46	100	0	6.7	26.7	66.7	95.6	78.7	74.8	N/A	N/A
White	83	100	0	6.1	31.7	62.2	96.3	85.6	81.7	Yes	Yes
African American	14	100	0	14.3	50	35.7	92.9	53.5	53.6	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	87	83.1	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	62.3	59.7	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	81.8	65.5	I/S	I/S
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	27.8	25.2	I/S	I/S
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.5	47.3	I/S	I/S
Subsized meals	10	I/S	I/S	I/S	I/S	I/S	I/S	55.6	55.1	I/S	I/S

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

All Students	106	100	2.9	12.4	32.4	52.4	91.4	67.4	67.2	Yes	Yes
Male	60	100	1.7	8.3	33.3	56.7	95	67.4	66.3	N/A	N/A
Female	46	100	4.4	17.8	31.1	46.7	86.7	67.4	68	N/A	N/A
White	83	100	3.7	7.3	32.9	56.1	93.9	78.6	79.6	Yes	Yes
African American	14	100	0	42.9	42.9	14.3	71.4	42.2	49.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	91.3	88.9	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	57.5	60	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	100	69.5	I/S	I/S
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	21.9	23.8	I/S	I/S
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.3	54.9	I/S	I/S
Subsized meals	10	I/S	I/S	I/S	I/S	I/S	I/S	47.1	53.1	I/S	I/S

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

All Students	108	98.1	36.1	22.2	21.3	18.5	39.8	N/A	N/A	N/A	N/A
Male	53	100.0	32.1	24.5	20.8	22.6	43.4	N/A	N/A	N/A	N/A
Female	55	96.4	40.0	20.0	21.8	14.5	36.4	N/A	N/A	N/A	N/A
White	75	100.0	29.3	20.0	28.0	22.7	50.7	N/A	N/A	N/A	N/A
African American	19	89.5	57.9	21.1	5.3	5.3	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	7	I/S	I/S	I/S	I/S	I/S	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	7	I/S	I/S	I/S	I/S	I/S	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	11	100.0	63.6	18.2	18.2	N/A	I/S	N/A	N/A	N/A	N/A

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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*
<b>English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)</b>										
All Students	2007	118	100.0	N/A	8.5	30.5	61.0	96.6	76.1	70.7
	2008	106	100	0	7.6	33.3	59	95.2	75.2	69.7
<b>Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)</b>										
All Students	2007	118	100.0	0.8	16.9	30.5	51.7	89.8	63.6	62.2
	2008	106	100	2.9	12.4	32.4	52.4	91.4	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