



## Emerald High

150 By-Pass 225  
Greenwood, South

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	935 Students	
<b>Principal</b>	Les Gamble, Jr.	864-941-5730
<b>Superintendent</b>	Dr. Darrell Johnson	864-941-5400
<b>Board Chair</b>	Debrah Miller	864-374-3513

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Good</b>
2007	Average	At-Risk
2006	Good	At-Risk
2005	Good	Good
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	7	19	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 (%)	77.5	75.6	75.8	76.5	79.5	81.8
Passed 1 subtest (%)	9.3	12.8	13.5	10.7	11.2	10.1
Passed no subtests (%)	13.2	11.6	10.6	12.8	9.3	8.3

**HSAP Passage Rate by Spring 2008**

Percent	Our High School	High Schools with Students Like Ours
	94.9%	93.7%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	226	230
Number of Diplomas	165	170
Rate	73.0%	75.6%

**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	80.6	76.0
English 1	64.5	64.6
Physical Science	60.1	57.1
All Tests	68.0	65.5

\* 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
<b>Students (n=935)</b>				
Retention rate	4.1%	Up from 3.8%	6.0%	6.1%
Attendance rate	95.7%	Down from 99.7%	95.1%	95.0%
Eligible for gifted and talented	16.4%	Up from 10.3%	11.1%	8.3%
With disabilities other than speech	13.9%	Up from 12.5%	13.9%	13.0%
Older than usual for grade	8.3%	Up from 4.3%	7.8%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.7%	Up from 1.1%	1.5%	1.5%
Enrolled in AP/IB programs	8.7%	Down from 10.8%	15.0%	11.4%
Successful on AP/IB exams	73.3%	N/A	43.0%	54.3%
Eligible for LIFE Scholarship	15.3%	Down from 27.7%	31.5%	30.5%
Annual dropout rate	6.4%	Up from 4.0%	4.0%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	1.6%	3.1%
Enrollment in career/technology courses	400	Up from 71	535	559
Students participating in work-based experiences	0.0%	Down from 3.2%	12.6%	10.6%
Career/technology students attaining technical skills	81.3%	Down from 95.5%	80.0%	79.6%
Career/technology completers placed	100.0%	No Change	97.8%	98.5%
<b>Teachers (n=56)</b>				
Teachers with advanced degrees	50.0%	Up from 47.2%	60.9%	57.4%
Continuing contract teachers	67.9%	No Change	70.8%	69.6%
Teachers with emergency or provisional certificates	8.2%	Up from 6.5%	5.9%	8.7%
Teachers returning from previous year	87.4%	Down from 89.9%	87.1%	85.0%
Teacher attendance rate	93.4%	Down from 94.2%	95.5%	95.4%
Average teacher salary	\$46,180	Up 10.8%	\$46,527	\$46,061
Professional development days/teacher	14.8 days	Up from 12.1 days	11.3 days	11.4 days
<b>School</b>				
Principal's years at school	1.5	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	25.0 to 1	Up from 23.3 to 1	26.4 to 1	25.4 to 1
Prime instructional time	86.8%	Down from 92.9%	89.8%	89.1%
Dollars spent per pupil*	\$7,037	Up 12.7%	\$7,046	\$7,279
Percent of expenditures for teacher salaries*	51.4%	Down from 54.4%	54.1%	55.3%
Percent of expenditures for instruction*	54.0%	Down from 58.9%	59.6%	60.8%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	88.9%	Down from 100.0%	94.5%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Below Average	Down 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

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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	196	94.9%	674	68.0%	226	73.0%	No
<b>Gender</b>							
Male	91	95.6%	319	66.1%	103	70.9%	N/A
Female	105	94.3%	355	69.6%	123	74.8%	N/A
<b>Racial/Ethnic Group</b>							
White	120	98.3%	407	81.6%	137	77.4%	N/A
African American	71	88.7%	230	47.0%	81	66.7%	N/A
Asian/Pacific Islander	N/A	N/A	10	90.0%	N/A	N/A	N/A
Hispanic	N/A	N/A	24	33.3%	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	70	24.3%	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	26	34.6%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	74	90.5%	290	49.7%	84	66.7%	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**

This has been an exciting and challenging 2007-2008 school year. Emerald High School offers a positive, inviting, academic environment where all students are challenged to pursue higher standards of excellence. We believe that students, parents, faculty, and staff are a team who together are responsible for the education of productive and responsible citizens.

This year and throughout the coming years, we will focus on change. Change is necessary in order to make improvement for the betterment of our students. In light of the focus on change, our goals are to continue to provide improvement in the following areas: building strong relationships with our students; creating single gender classrooms in our Freshmen Academy Program in language arts and mathematics; creating a mentor and advisor/advisee program; focusing on differentiated instruction to engage all students in the learning process; increasing parental involvement; and increasing community/business sponsors.

Emerald High School has a rich heritage of excelling in academics, athletics, and the arts. It is our desire to improve upon this rich heritage by making Emerald High School the best high school in the state of South Carolina.

Mr. Les Gamble, Jr., Principal  
Mrs. Alice Jones, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	51	156	15
Percent satisfied with learning environment	74.5%	77.3%	86.7%
Percent satisfied with social and physical environment	88.2%	75.0%	86.7%
Percent satisfied with school-home relations	68.6%	84.0%	86.7%

\* 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 15 out of 17 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	<b>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."</b>
HOLD	<b>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."</b>

## Teacher Quality Data

	Our School	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	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	209	100	18.2	29.8	26.8	25.3	62.1	66.7	69.7	Yes	Yes
Male	106	100	22.8	26.7	25.7	24.8	61.4	64.3	64.6	N/A	N/A
Female	103	100	13.4	33	27.8	25.8	62.9	69.1	74.8	N/A	N/A
White	118	100	7.2	19.8	31.5	41.4	80.2	83.8	81.7	Yes	Yes
African American	78	100	29.7	45.9	18.9	5.4	39.2	47.2	53.6	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	11	100	54.5	27.3	18.2	0	27.3	43.9	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.5	I/S	I/S
Disabled	24	100	73.9	17.4	0	8.7	17.4	23.6	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	11	100	54.5	27.3	18.2	0	27.3	41.9	47.3	I/S	I/S
Subsized meals	91	100	29.4	43.5	20	7.1	40	49	55.1	No	Yes

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

All Students	209	100	16.7	26.3	31.3	25.8	67.7	71.7	67.2	Yes	Yes
Male	106	100	19.8	23.8	26.7	29.7	68.3	71	66.3	N/A	N/A
Female	103	100	13.4	28.9	36.1	21.6	67	72.4	68	N/A	N/A
White	118	100	10.8	12.6	40.5	36	82.9	85.3	79.6	Yes	Yes
African American	78	100	24.3	45.9	17.6	12.2	47.3	55.3	49.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	88.9	I/S	I/S
Hispanic	11	100	27.3	36.4	27.3	9.1	45.5	56.1	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	69.5	I/S	I/S
Disabled	24	100	65.2	26.1	4.3	4.3	17.4	29.2	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	11	100	27.3	36.4	36.4	0	45.5	58.1	54.9	I/S	I/S
Subsized meals	91	100	28.2	37.6	25.9	8.2	49.4	57.1	53.1	Yes	Yes

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

All Students	221	97.7	56.1	16.3	12.7	12.7	25.3	N/A	N/A	N/A	N/A
Male	101	98.0	53.5	14.9	12.9	16.8	29.7	N/A	N/A	N/A	N/A
Female	120	97.5	58.3	17.5	12.5	9.2	21.7	N/A	N/A	N/A	N/A
White	130	98.5	40.8	18.5	20.0	19.2	39.2	N/A	N/A	N/A	N/A
African American	83	96.4	78.3	14.5	2.4	1.2	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	5	I/S	I/S	I/S	I/S	I/S	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	20	85.0	80.0	N/A	5.0	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	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	97	94.8	75.3	11.3	6.2	2.1	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	247	99.6	15.9	29.3	26.4	28.5	61.9	67.4	70.7
	2008	209	100	18.2	29.8	26.8	25.3	62.1	66.7	69.7

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

All Students	2007	247	99.6	18.4	20.9	27.6	33.1	69.5	71.7	62.2
	2008	209	100	16.7	26.3	31.3	25.8	67.7	71.7	67.2

Abbreviations for Missing Data

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