



Greg Mathis Charter High

2872 Azalea Drive
N. Charleston, SC 29405

Grades	9-12 High School	
Enrollment	85 Students	
Principal	Kenneth Sellers	843-557-1611
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	Below Average
2008	At-Risk	Below Average
2007	At-Risk	N/A
2006	N/A	N/A
2005	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 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	2	2	6	10

* 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 (%)	5.9	20.0	6.3	60.8	60.7	58.0
Passed 1 subtest (%)	58.8	20.0	25.0	21.2	16.3	20.6
Passed no subtests (%)	35.3	60.0	68.8	21.4	23.8	24.5

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	33.3%	82.8%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	58	94
Number of Diplomas	1	60
Rate	1.7%	56.4%

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	N/A	47.0
English 1	4.0	38.6
Physical Science	14.3	28.6
US History and the Constitution	N/A	20.0
All Tests	3.7	33.9

* 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=85)				
Retention rate	30.4%	Up from 29.7%	6.4%	4.8%
Attendance rate	73.8%	Down from 84.9%	95.1%	95.5%
Eligible for gifted and talented	0.0%	No Change	2.6%	9.2%
With disabilities other than speech	1.4%	Down from 6.5%	14.2%	12.6%
Older than usual for grade	68.2%	Up from 54.2%	15.1%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	11.8%	Down from 20.5%	1.3%	1.2%
Enrolled in AP/IB programs	0.0%	No Change	4.7%	13.2%
Successful on AP/IB exams	N/A	N/A	29.6%	55.6%
Eligible for LIFE Scholarship	0.0%	Down from 25.0%	27.4%	29.8%
Annual dropout rate	43.5%	Up from 36.8%	1.8%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	2.0%	3.0%
Enrollment in career/technology courses	75	Up from 6	214	523
Students participating in work-based experiences	0.0%	No Change	5.2%	12.9%
Career/technology students attaining technical skills	56.8%	Down from 66.7%	76.7%	79.3%
Career/technology completers placed	N/A	N/A	97.8%	98.8%
Teachers (n=13)				
Teachers with advanced degrees	62.5%	Up from 50.0%	55.9%	58.6%
Continuing contract teachers	0.0%	Down from 50.0%	57.1%	71.6%
Teachers with emergency or provisional certificates	16.7%	Up from 0.0%	20.0%	8.1%
Teachers returning from previous year	N/A	N/A	75.2%	85.0%
Teacher attendance rate	100.0%	No Change	95.9%	95.5%
Average teacher salary*	\$35,639	N/A	\$44,687	\$47,761
Professional development days/teacher	5.0 days	No Change	11.6 days	10.8 days
School				
Principal's years at school	1.0	No Change	3.0	3.0
Student-teacher ratio in core subjects	17.0 to 1	Up from 13.4 to 1	19.8 to 1	26.1 to 1
Prime instructional time	73.8%	Down from 84.9%	89.0%	89.8%
Dollars spent per pupil**	N/A	N/A	\$10,463	\$7,883
Percent of expenditures for teacher salaries**	N/A	N/A	51.8%	54.1%
Percent of expenditures for instruction**	N/A	N/A	58.6%	60.2%
Opportunities in the arts	Poor	No Change	Good	Excellent
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 100.0%	91.9%	95.8%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Below Average	Average
Classical language program assessment	N/A	N/A	N/A	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	6	33.3%	108	3.7%	58	1.7%	No
Gender							
Male	N/A	N/A	64	6.3%	42	2.4%	N/A
Female	N/A	N/A	44	N/A	16	N/A	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	107	3.7%	58	1.7%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	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	N/A	N/A	11	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	N/A	N/A	87	2.3%	41	2.4%	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

Greg Mathis Charter High School (GMCHS) is continuing to defined and develop its' instructional programs to address the local community concerns for at-risk students. The mission of GMCHS is to identify our student's readiness level, provide research-based instructional strategies, develop and implement an academic plan that leads students to successfully complete a high school education and enter the workforce as contributing members of society.

We believe that every child can learn. We seek to effectively facilitate the expression of students' potential using positive behavioral modification. The aim of the educational program is to inspire in each student a lifelong love of learning and to enable the student to fully develop his or her unique capabilities.

GMCHS experienced many challenges this year and we are pleased to announce an increase in our student graduation. We are actively engaged in the processes to improve student achievement, such as hiring highly qualified classroom teachers in the content areas. One of our main focuses is revamping the master schedule for alignment with the high school diploma requirement, and encouraging students to participate in the South Carolina Virtual School (SCVS) where they can earn or recover credits from an on-line learning environment. Additionally, we offer a modified block schedule to support five classes enabling students to earn 5 units each semester.

GMCHS is reducing barriers that prevented students from participating in the local school through efforts designed to strengthen the school/home relationship. The Parent Teacher Organization (PTO) engages our parents using newsletters, and flyers and informs our community of the events and happening at Greg Mathis Charter High School with poster advertising and word of mouth.

We look forward to continuing our efforts as a resource to the students, parents and community.

Kenneth L. Sellers, Principal
 Maria Jackson, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	5	14	13
Percent satisfied with learning environment	40.0%	85.7%	84.6%
Percent satisfied with social and physical environment	60.0%	92.9%	92.3%
Percent satisfied with school-home relations	20.0%	85.7%	84.6%

* 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 1 out of 5 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

NI

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	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	41.2%	0.0%	No

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	38	81.6	75	25	0	0	0	64.1	61.8	No	No
Male	22	68.2	25	75	0	0	0	60.7	57.4	N/A	N/A
Female	16	100	100	0	0	0	0	67	66.1	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8	74.3	I/S	I/S
African American	37	81.1	75	25	0	0	0	44.5	44.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	85.5	77.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	59.5	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	23.9	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	44.6	38.5	I/S	I/S
Subsized meals	29	82.8	80	20	0	0	0	42	45.6	I/S	I/S

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

All Students	38	81.6	75	25	0	0	8.3	62.9	62.7	No	No
Male	22	72.7	100	0	0	0	0	63.2	61.8	N/A	N/A
Female	16	93.8	62.5	37.5	0	0	12.5	62.5	63.6	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	88.2	75.1	I/S	I/S
African American	37	81.1	75	25	0	0	8.3	40.7	45.1	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	89.1	83.8	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.1	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	26.9	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.9	52.3	I/S	I/S
Subsized meals	29	82.8	70	30	0	0	10	40.5	47.9	I/S	I/S

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

All Students	38	78.9	76.3	2.6	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Male	22	77.3	72.7	4.5	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Female	16	81.3	81.3	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	37	78.4	75.7	2.7	N/A	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	N/A	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	5	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	29	72.4	72.4	N/A	N/A	N/A	I/S	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	27	74.1	81.8	18.2	0	0	0	70.7	69.7
	2009	38	81.6	75	25	0	0	0	64.1	61.8

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

All Students	2008	27	66.7	77.8	22.2	0	0	0	66.9	67.2
	2009	38	81.6	75	25	0	0	8.3	62.9	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