

GREENVILLE SENIOR HIGH

1 Vardry Street
Greenville, SC 29601

Grades	9-12 High School	
Enrollment	1,461 Students	
Principal	JF Dalton Lucas, Jr.	864-355-5500
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Average*
2009	Average	Excellent
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Good	At-Risk

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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
4	15	18	1	0

* Ratings are calculated with data available by 09/29/2011.

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

Percent	Our High School			High Schools with Students Like Ours		
	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	76.4%	77.1%	75.2%	82.1%	77.2%	79.9%
Passed 1 subtest (%)	10.4%	7.9%	12.3%	10.2%	12.3%	10.7%
Passed no subtests (%)	13.3%	15.0%	12.5%	8.0%	10.5%	9.6%

HSAP Passage Rate by Spring 2010

Percent	Our High School	High Schools with Students Like Ours
	93.4%	90.9%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	286	346	268	296
Number of Graduates in Cohort	206	245	194	215
Rate	72.0%	70.8%	74.3%	73.7%

*Used to calculate current AYP.

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	68.7%	76.4%
English 1	72.0%	68.9%
Physical Science	71.8%	60.4%
US History and the Constitution	57.2%	44.6%
All Tests	67.5%	62.6%

* 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=1,461)				
Retention rate	5.1%	Down from 5.8%	3.3%	3.7%
Attendance rate	94.7%	Up from 94.6%	95.5%	95.4%
Eligible for gifted and talented	20.1%	Up from 13.8%	16.4%	12.4%
With disabilities other than speech	13.1%	Down from 14.4%	12.3%	12.8%
Older than usual for grade	10.1%	Up from 8.4%	8.7%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.1%	1.3%	1.1%
Enrolled in AP/IB programs	29.7%	Up from 26.9%	16.4%	13.1%
Successful on AP/IB exams	59.7%	Up from 58.7%	48.4%	50.4%
Eligible for LIFE Scholarship	24.9%	Down from 35.4%	31.6%	30.4%
Annual dropout rate	4.3%	Up from 2.5%	3.5%	3.1%
Career/technology students in co-curricular organizations	0.0%	No Change	2.4%	2.2%
Enrollment in career/technology courses	737	Up from 679	432	424
Students participating in work-based experiences	14.8%	Down from 17.3%	11.4%	11.7%
Career/technology students attaining technical skills	83.0%	Up from 80.5%	81.9%	78.7%
Career/technology completers placed	N/A	N/A	98.2%	98.5%
Teachers (n=88)				
Teachers with advanced degrees	54.5%	Down from 58.6%	61.7%	60.4%
Continuing contract teachers	77.3%	Up from 75.9%	80.2%	76.6%
Teachers with emergency or provisional certificates	7.9%	Up from 3.9%	5.2%	6.5%
Teachers returning from previous year	83.9%	Up from 79.7%	87.8%	86.8%
Teacher attendance rate	97.4%	Up from 96.2%	96.0%	95.8%
Average teacher salary*	\$45,438	Down 2.2%	\$48,104	\$47,390
Professional development days/teacher	11.6 days	Down from 12.8 days	10.8 days	10.0 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	29.1 to 1	Down from 30.2 to 1	27.7 to 1	25.8 to 1
Prime instructional time	91.6%	Up from 90.4%	90.9%	90.1%
Dollars spent per pupil**	\$6,551	Down 2.9%	\$7,722	\$7,974
Percent of expenditures for teacher salaries**	53.1%	Up from 52.2%	54.3%	55.4%
Percent of expenditures for instruction**	56.7%	Up from 55.9%	60.1%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.8%	Down from 100.0%	96.1%	96.0%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	Average
Classical language program assessment	N/A	N/A	N/A	Average

* 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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Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	257	93.4%	1332	67.5%	346	70.8%	No
Gender							
Male	112	92.0%	668	67.4%	164	65.2%	N/A
Female	145	94.5%	664	67.6%	182	75.8%	N/A
Racial/Ethnic Group							
White	128	99.2%	497	84.1%	162	78.4%	N/A
African American	109	88.1%	691	54.7%	154	65.6%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	18	83.3%	127	68.5%	28	53.6%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	20	60.0%	128	34.4%	31	45.2%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	12	75.0%	102	68.6%	15	53.3%	N/A
Socio-Economic Status							
Subsidized meals	105	89.5%	789	56.9%	148	66.2%	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

Greenville High Academy of Law, Finance, and Business continues to advance the achievement of students in all instructional programs, and we continue to promote lifelong learning for all stakeholders. Our school has made continuing progress in the four key areas assessed on the Annual SC School Report Card. These areas include: first-time pass rate on the High School Exit Exam, HSAP, or the number of 10th graders who pass all parts of the exam on the first attempt; longitudinal pass rate on HSAP, or the number of students who successfully pass all parts of the exam by 12th grade; pass rate on all End-of-Course Tests, including Algebra 1, English 1, Physical Science, and US History; and on-time Graduation rate, or the number of students who graduate four years after entering high school. These identified areas align to our number one priority of graduating all students on time.

We meet the needs of all students by offering alternative pathways to academic success. Continued emphasis is placed on innovative and differentiated instructional practices, the use of data to drive classroom instruction, and common planning and work time for teachers in core content areas. All faculty members were in-serviced in Learning Focused strategies, Silent Sustained Reading was continued in an effort to promote literacy across the curriculum, and freshmen, sophomore, and juniors continued to meet with counselors and the Career Specialist for the purpose of academic planning, career awareness, and goal-setting.

Additional successes at Greenville High for this school year include:

- Implementation of a new magnet focus of Law, Finance, and Business.
- Implementation of extended day program for at-risk students;
- Successful completion of a High Schools That Work Technical Assistance Visit (HSTW TAV) in February 2010;
- GHS Physical Science teacher named as District Top Ten Teacher for 2010-2011;
- Challenge Days held February 2010 for over 300 students and 90 adult facilitators;
- Nineteen students named as Palmetto Fellow Scholarship recipients;
- One student named National Merit Scholarship Program Finalist;
- Over 1000 Renaissance cards distributed to students for academic achievement and GPA improvement.

Although Greenville High 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 and single-gender classes, 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, Principal
Pamela Evans, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	72	227	71
Percent satisfied with learning environment	79.2%	85.0%	88.6%
Percent satisfied with social and physical environment	77.8%	88.0%	90.1%
Percent satisfied with school-home relations	85.9%	94.7%	83.1%

* 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 14 out of 21 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. 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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.1%	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
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	381	99	14.1	25.9	28.5	31.5	69.6	71.3	65.9	No	Yes
Male	195	99	19.7	29	27.3	24	61.2	66	60.8	N/A	N/A
Female	186	98.9	8.1	22.7	29.7	39.5	78.5	76.7	71	N/A	N/A
White	164	99.4	6.3	13.9	27.2	52.5	84.8	81.9	77.5	Yes	Yes
African American	176	98.3	17.5	38.8	31.3	12.5	57.5	49.4	49.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	80.4	80.2	I/S	I/S
Hispanic	40	100	33.3	22.2	19.4	25	55.6	58	56.8	I/S	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	40	92.5	47.1	32.4	11.8	8.8	32.4	24.8	21.3	I/S	Yes
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	26	100	37.9	24.1	17.2	20.7	48.3	49.7	47.3	I/S	I/S
Subsidized meals	213	98.6	23.5	36.7	23.5	16.3	51	52.9	51.5	No	Yes

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

All Students	381	98.7	18.7	24.1	27.2	30	63.5	64.6	62.3	No	Yes
Male	195	99	21.9	25.7	26.8	25.7	59	64.8	61.7	N/A	N/A
Female	186	98.4	15.3	22.4	27.6	34.7	68.2	64.3	63	N/A	N/A
White	164	99.4	6.3	17.7	25.3	50.6	82.9	76.1	75	Yes	Yes
African American	176	97.7	27.8	30.4	28.5	13.3	48.7	38.6	44	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.3	85.5	I/S	I/S
Hispanic	40	100	33.3	25	30.6	11.1	41.7	53.9	56.7	I/S	Yes
American Indian/Alaskan	N/A	I/S	62.5	I/S	I/S						
Disabled	40	95	55.9	32.4	8.8	2.9	17.6	22.7	22.1	I/S	Yes
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	26	100	37.9	27.6	24.1	10.3	34.5	50.9	52.6	I/S	I/S
Subsidized meals	213	98.1	31.4	32	27.3	9.3	42.3	46.2	48.1	No	Yes

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

All Students	378	89.2	45.1	18.7	14.8	21.4	36.2	N/A	N/A	N/A	N/A
Male	194	86.6	47.6	16.1	14.3	22.0	36.3	N/A	N/A	N/A	N/A
Female	184	91.8	42.6	21.3	15.4	20.7	36.1	N/A	N/A	N/A	N/A
White	164	92.7	23.7	17.8	21.7	36.8	58.6	N/A	N/A	N/A	N/A
African American	173	87.9	63.2	17.8	10.5	8.6	19.1	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	40	80.0	62.5	28.1	0.0	9.4	9.4	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	37	62.2	87.0	0.0	8.7	4.3	13.0	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	32	78.1	64.0	24.0	4.0	8.0	12.0	N/A	N/A	N/A	N/A
Subsidized meals	210	85.2	65.4	16.2	8.9	9.5	18.4	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2009	361	98.3	15.3	20.1	30.9	33.6	70.3	66.9	61.8
	2010	381	99	14.1	25.9	28.5	31.5	69.6	71.3	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	360	97.8	19.3	22	17.8	41	66.9	64.7	62.7
	2010	381	98.7	18.7	24.1	27.2	30	63.5	64.6	62.3

* Adjusted to account for natural variation in performance.

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