

## TRAVELERS REST HIGH

301 N. Main St.  
Travelers Rest, South

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,259 Students	
<b>Principal</b>	Louis E. Lavelly, Jr.	864-355-0000
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Roger Meek	864-233-8587

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Below Average</b>
2010	Good	At-Risk
2009	Average	Excellent
2008	Below Average	Good
2007	At-Risk	At-Risk

## 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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

## ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
12	7	13	1	1

\* Ratings are calculated with data available by 11/09/2011.

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

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	72.5%	79.2%	78.6%	77.8%	81.2%	80.6%
Passed 1 subtest (%)	13.3%	8.7%	13.7%	12.0%	10.4%	11.4%
Passed no subtests (%)	14.2%	12.1%	7.7%	10.2%	8.6%	8.6%

## HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	91.6%	92.3%

## Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	320	368	334	299
Number of Graduates in Cohort	197	267	244	215
Rate	61.6%	72.6%	74.3%	68.2%

\*Used to calculate current AYP.

## Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	321	N/A	313
Number of Graduates in Cohort	N/A	200	N/A	228
Rate	N/A	62.3%	N/A	71.5%

## 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	78.7%	77.8%
English 1	77.8%	69.2%
Biology 1/Applied Biology 2	80.3%	71.4%
Physical Science	63.1%	58.2%
US History and the Constitution	80.3%	49.2%
All Tests	75.2%	64.3%

\* 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=1,259)</b>				
Retention rate	4.7%	No Change	4.3%	3.4%
Attendance rate	93.8%	Down from 95.2%	94.8%	95.0%
Served by gifted and talented program	11.5%	Down from 17.5%	13.6%	12.4%
With disabilities other than speech	12.8%	Up from 12.1%	10.5%	9.9%
Older than usual for grade	10.1%	Down from 11.8%	6.5%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Down from 0.8%	1.3%	0.9%
Enrolled in AP/IB programs	24.0%	Up from 23.2%	16.6%	13.0%
Successful on AP/IB exams	56.5%	Down from 61.3%	50.5%	51.7%
Eligible for LIFE Scholarship	40.9%	Up from 30.9%	33.5%	30.1%
Annual dropout rate	4.3%	Up from 3.8%	3.6%	2.5%
Career/technology students in co-curricular organizations	7.7%	Down from 14.5%	1.3%	2.9%
Enrollment in career/technology courses	553	Down from 604	474	419
Students participating in work-based experiences	0.1%	Down from 4.0%	11.1%	7.2%
Career/technology students attaining technical skills	74.7%	Up from 74.3%	83.6%	83.0%
Career/technology completers placed	100.0%	No Change	97.3%	98.4%
<b>Teachers (n=62)</b>				
Teachers with advanced degrees	67.7%	Down from 68.6%	62.1%	61.1%
Continuing contract teachers	93.5%	Up from 91.4%	87.1%	80.6%
Teachers returning from previous year	87.5%	Up from 86.7%	88.5%	86.5%
Teacher attendance rate	90.6%	Down from 97.0%	95.7%	95.5%
Average teacher salary*	\$47,541	Down 2.1%	\$47,509	\$46,884
Professional development days/teacher	23.9 days	Up from 21.6 days	9.8 days	10.0 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	31.8 to 1	Up from 30.8 to 1	29.7 to 1	26.5 to 1
Prime instructional time	86.8%	Down from 92.0%	89.0%	89.3%
Dollars spent per pupil**	\$5,730	Down 12.9%	\$7,199	\$7,804
Percent of expenditures for teacher salaries**	56.4%	Down from 60.7%	56.4%	58.0%
Percent of expenditures for instruction**	57.8%	Down from 62.7%	59.7%	60.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.3%	Up from 96.1%	97.2%	97.3%
Character development program	Good	No Change	Good	Good
Modern language program assessment	Average	N/A	Good	Good
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 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		Met AYP Objective
	n	%	t	%	n	%	
All Students	296	91.6%	1316	75.2%	320	61.6%	No
<b>Gender</b>							
Male	152	90.1%	659	76.8%	183	56.3%	N/A
Female	144	93.1%	643	74.3%	137	68.6%	N/A
<b>Racial/Ethnic Group</b>							
White	246	94.7%	1033	80.3%	267	63.7%	N/A
African American	34	70.6%	200	53.5%	40	55.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	11	81.8%	64	67.2%	10	50.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	38	63.2%	130	53.1%	28	50.0%	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	44	61.4%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	98	80.6%	585	67.5%	110	49.1%	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

We are very proud of the achievements at Travelers Rest High School during the 2010-2011 school year. Despite continued and unprecedented budgetary challenges, TRHS has maintained a singular focus on student achievement and success. With outstanding support from the community, PTSA, and SIC, we work together to provide an outstanding educational experience for the TRHS student body.

Targeted efforts to provide an academically challenging curriculum continues to be a valuable opportunity afforded our students. Providing the International Baccalaureate Middle Years and Diploma Programs, eight Advanced Placement classes, and the addition of dual credit courses in conjunction with Greenville Tech sets our students on a path of academic preparedness for college. We just celebrated the sixth year anniversary of the IB program, with an ever-increasing number of students participating and earning college credit. As a result of these and other efforts to bolster academic success our students, we were at the top of the county and state in End of Course (EOC) Exam scores, the number of students passing the exit exam on their first attempt increased for the fourth consecutive year, and our graduation rate held constant. Our seniors continued the tradition of academic excellence with scholarship offers exceeding \$5.25 million, a third year of double-digit Palmetto Fellow Scholarship winners, and we had a National Merit Finalist for the fourth year out of the last six years.

Just as important as academic rigor are our efforts to support students struggling to maintain academic standing. This year, the Graduate Greenville program continued its work by providing a full-time Graduation Coach to work with ninth grade students most at-risk for dropping out. In addition, we continue with great success to provide non-traditional learning opportunities resulting in an increase in the number of students graduating. These efforts include HSAP remediation, Twilight School, free credit recovery opportunities, and virtual classes.

As always, extracurricular activities continued to enhance the school experience. We are proud to have North-South game participants from all three sports seasons, several all-state athletes, and the state runner up in Men's Tennis. The fine arts program continues to win awards, with symphonic band receiving all superior ratings at the state festival and theatre winning local and state awards and qualifying for the national competition. The student body demonstrated character and commitment to the community by raising over \$30,000 for local charities. Student Council was named a South Carolina Gold Level Honor Council for the seventh consecutive year and was awarded a National Gold Level Honor Council award for the third consecutive year, one of only three schools in South Carolina to receive this honor.

As educators, parents, and community members, we feel the students of TRHS are provided superior educational and extracurricular opportunities. Our faculty and staff, in partnership with our community, are committed to achieving this goal. Please feel free to contact the school if you have any questions, comments, or suggestions.

Mr. Kim Jenerette, SIC Chair and Mr. Lou Lavelly, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	53	208	13
Percent satisfied with learning environment	83.0%	83.5%	75.0%
Percent satisfied with social and physical environment	94.3%	87.8%	84.6%
Percent satisfied with school-home relations	81.1%	87.7%	69.2%

\* 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 10 out of 13 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**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

**Teacher Quality Data**

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	18.6%	0.0%	No

## 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
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>											
All Students	289	99.0	8.4	27.1	28.6	35.9	72.2	75.1	68.0	Yes	Yes
Male	156	98.7	10.2	27.9	29.3	32.7	71.4	70.3	63.1	N/A	N/A
Female	133	99.2	6.3	26.2	27.8	39.7	73.0	80.0	73.1	N/A	N/A
White	236	98.7	6.8	24.0	29.0	40.3	76.5	85.5	79.4	Yes	Yes
African American	37	100.0	19.4	41.7	27.8	11.1	47.2	54.2	51.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.3	83.2	I/S	I/S
Hispanic	15	100.0	6.7	33.3	26.7	33.3	66.7	65.7	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	72.7	66.4	I/S	I/S
Disabled	35	97.1	40.6	43.8	12.5	3.1	18.8	24.1	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	48.0	45.1	I/S	I/S
Subsidized meals	132	98.5	15.3	30.6	30.6	23.4	60.5	58.4	54.7	Yes	Yes

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

All Students	289	99.0	20.5	30.0	24.9	24.5	61.5	67.5	62.3	No	Yes
Male	156	98.7	17.7	27.2	30.6	24.5	67.3	66.2	61.4	N/A	N/A
Female	133	99.2	23.8	33.3	18.3	24.6	54.8	68.8	63.2	N/A	N/A
White	236	98.7	16.3	28.5	27.6	27.6	66.5	78.7	75.3	No	Yes
African American	37	100.0	47.2	36.1	13.9	2.8	36.1	42.6	42.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5	84.3	I/S	I/S
Hispanic	15	100.0	20.0	40.0	13.3	26.7	46.7	60.2	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	90.9	64.1	I/S	I/S
Disabled	35	97.1	53.1	31.3	15.6	N/A	28.1	21.2	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	47.2	47.1	I/S	I/S
Subsidized meals	132	98.5	31.5	30.6	23.4	14.5	53.2	51.1	48.5	Yes	Yes

**Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)**

All Students	288	95.8	35.9	16.7	15.6	31.9	47.5	N/A	N/A	N/A	N/A
Male	155	94.8	34.7	16.3	12.9	36.1	49.0	N/A	N/A	N/A	N/A
Female	133	97.0	37.2	17.1	18.6	27.1	45.7	N/A	N/A	N/A	N/A
White	236	96.2	32.2	15.9	17.6	34.4	52.0	N/A	N/A	N/A	N/A
African American	36	94.4	58.8	23.5	5.9	11.8	17.6	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	15	93.3	42.9	14.3	7.1	35.7	42.9	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	34	70.6	75.0	16.7	8.3	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	132	93.2	43.9	20.3	14.6	21.1	35.8	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*
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>										
All Students	2010	293	98.6	12.6	26.6	30.6	30.2	69.8	71.3	65.9
	2011	289	99.0	8.4	27.1	28.6	35.9	72.2	75.1	68.0
<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>										
All Students	2010	293	97.6	17.8	31.3	28.0	22.9	61.5	64.6	62.3
	2011	289	99.0	20.5	30.0	24.9	24.5	61.5	67.5	62.3

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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