



Greg Mathis Charter High

7555 N. Spartan Drive
N. Charleston, SC 29420

Grades	9-12 High School	
Enrollment	83 Students	
Principal	Franklin Cleveland	843-207-8308
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Below Average
2007	At-Risk	N/A
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

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
1	4	3	5	8

* Ratings are calculated with data available by September 30.

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

	Our High School			High Schools with Students Like Ours		
Percent	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	0	5.9	20.0	58.0	60.8	60.7
Passed 1 subtest (%)	0	58.8	20.0	17.7	21.2	16.3
Passed no subtests (%)	100.0	35.3	60.0	30.6	21.4	23.8

HSAP Passage Rate by Spring 2008

	Our High School	High Schools with Students Like Ours
Percent	60.0%	78.0%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	34	82
Number of Diplomas	1	54
Rate	2.9%	54.5%

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	13.6	55.9
English 1	17.5	37.5
Physical Science	12.5	26.4
All Tests	15.4	42.6

* 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=83)				
Retention rate	29.7%	Up from 26.0%	12.4%	6.1%
Attendance rate	84.9%	Up from 80.7%	94.2%	95.0%
Eligible for gifted and talented	0.0%	No Change	1.7%	8.3%
With disabilities other than speech	6.5%	Up from 4.2%	15.7%	13.0%
Older than usual for grade	54.2%	Up from 27.2%	16.8%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	20.5%	Up from 17.3%	1.8%	1.5%
Enrolled in AP/IB programs	0.0%	N/R	1.2%	11.4%
Successful on AP/IB exams	N/A	N/A	N/A	54.3%
Eligible for LIFE Scholarship	25.0%	N/R	21.7%	30.5%
Annual dropout rate	36.8%	Down from 114.0%	2.4%	3.5%
Career/technology students in co-curricular organizations	0.0%	N/A	2.9%	3.1%
Enrollment in career/technology courses	6	Down from 28	262	559
Students participating in work-based experiences	0.0%	N/A	4.1%	10.6%
Career/technology students attaining technical skills	66.7%	Up from 54.2%	77.2%	79.6%
Career/technology completers placed	N/A	N/A	98.2%	98.5%
Teachers (n=8)				
Teachers with advanced degrees	50.0%	No Change	56.7%	57.4%
Continuing contract teachers	50.0%	No Change	57.1%	69.6%
Teachers with emergency or provisional certificates	0.0%	No Change	19.1%	8.7%
Teachers returning from previous year	83.3%	No Change	78.6%	85.0%
Teacher attendance rate	100.0%	No Change	94.9%	95.4%
Average teacher salary	N/A	N/A	\$43,632	\$46,061
Professional development days/teacher	5.0 days	Down from 10.0 days	11.9 days	11.4 days
School				
Principal's years at school	1.0	No Change	2.0	3.0
Student-teacher ratio in core subjects	13.4 to 1	Down from 29.1 to 1	17.5 to 1	25.4 to 1
Prime instructional time	84.9%	Up from 80.7%	86.4%	89.1%
Dollars spent per pupil*	N/A	N/A	\$9,701	\$7,279
Percent of expenditures for teacher salaries*	N/A	N/A	51.7%	55.3%
Percent of expenditures for instruction*	N/A	N/A	61.4%	60.8%
Opportunities in the arts	Poor	No Change	Good	Excellent
Parents attending conferences	100.0%	No Change	93.9%	94.2%
SACS accreditation	No	No Change	Yes	Yes
Character development program	Good	Down from Excellent	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

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 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	5	60.0%	78	15.4%	34	2.9%	No
Gender							
Male	N/A	N/A	43	7.0%	18	N/A	N/A
Female	N/A	N/A	35	25.7%	13	7.7%	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	65	15.4%	31	3.2%	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	N/A	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	45	20.0%	17	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

Under a new administration and a new foundation for academic success, the Greg Mathis Charter School will begin the 2008-2009 school year with the following mission: "To prepare our students in a comprehensive, professional, and nurturing environment, utilizing the discipline of education to compete competently at all levels of social, political, educational, and career opportunities in their community and beyond."

Our philosophy of education is grounded on the principle that the way we educate affects the possibility of morality, the ability to listen to others, the ability to work, enthusiasm for work, the capacity to make decisions, the capacity to reason, conceptual ability, and the capacity for selflessness. Therefore, how we educate will determine whether we can direct our own lives and whether or not we can work effectively with others throughout life.

We believe that we can most effectively facilitate the expression of students' potential when we see them not solely or primarily as intellects, but with a developmentally appropriate, balanced approach to education that integrates a comprehensive curriculum, while also providing an antidote to violence, alienation, and cynicism. The aim of the education is to inspire in each student a lifelong love of learning and to enable the student to fully develop his or her unique capacities.

Barriers include lack of leadership, organization, and administrative competence; the absence of community support; and district understanding of how to engage developing students with diverse environmental, socio-economic, and cultural backgrounds. We intend to and will set this school apart and raise the academic bar and learning standards.

Our new administration is dedicated to the administrative Reorganization: clearly delineated operational structure, implementation of management by objective protocol, systematic review and adjustment of goals and objectives, and quantitative and quantifiable benchmarks for the entire GMCHS community.

GM's curriculum is designed to expose the student to the world beyond the classroom through essential communication, reading and writing skills, the capacity of endless inquiry, the desire for continued learning, multilingual immersion, and musical education.

Franklin W. Cleveland, Interim Director
Cherron M. Swinton, MA SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	0	0	0
Percent satisfied with learning environment	N/R	N/R	N/R
Percent satisfied with social and physical environment	N/R	N/R	N/R
Percent satisfied with school-home relations	N/R	N/R	N/R

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

Abbreviations for Missing Data

School Adequate Yearly Progress	NO
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This school met 0 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.

District Improvement Status	N/A
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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	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	34.3%	0.0%	No

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	27	74.1	81.8	18.2	0	0	0	70.7	69.7	No	No
Male	18	72.2	83.3	16.7	0	0	0	66.6	64.6	N/A	N/A
Female	9	I/S	I/S	I/S	I/S	I/S	I/S	74.8	74.8	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	90.1	81.7	I/S	I/S
African American	25	80	81.8	18.2	0	0	0	54.7	53.6	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	84.2	83.1	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	60.2	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	26.5	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	40	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50.8	47.3	I/S	I/S
Subsized meals	17	76.5	80	20	0	0	0	52.3	55.1	I/S	I/S

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

All Students	27	66.7	77.8	22.2	0	0	0	66.9	67.2	No	No
Male	18	66.7	80	20	0	0	0	67.2	66.3	N/A	N/A
Female	9	I/S	I/S	I/S	I/S	I/S	I/S	66.7	68	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	88.6	79.6	I/S	I/S
African American	25	72	77.8	22.2	0	0	0	48.8	49.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	87.7	88.9	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	57.8	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	25.4	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.4	54.9	I/S	I/S
Subsized meals	17	70.6	75	25	0	0	0	47.9	53.1	I/S	I/S

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

All Students	21	47.6	42.9	N/A	N/A	4.8	I/S	N/A	N/A	N/A	N/A
Male	10	40.0	40.0	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Female	11	54.5	45.5	N/A	N/A	9.1	I/S	N/A	N/A	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	20	50.0	45.0	N/A	N/A	5.0	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	N/A	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	54.5	45.5	N/A	N/A	9.1	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	24	66.7	66.7	33.3	N/A	N/A	N/A	73.8	70.7
	2008	27	74.1	81.8	18.2	0	0	0	70.7	69.7

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

All Students	2007	24	58.3	66.7	33.3	N/A	N/A	N/A	63.6	62.2
	2008	27	66.7	77.8	22.2	0	0	0	66.9	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