



North Charleston High

1087 East Montague

North Charleston, SC

Grades	9-12 High School	
Enrollment	803 Students	
Principal	Juanita Middleton	843-745-7140
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	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	Average
2006	At-Risk	At-Risk
2005	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 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	3	8	11

* Ratings are calculated with data available by 03/25/2010.

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

	Our High School			High Schools with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	49.1	51.9	40.5	63.1	64.5	58.5
Passed 1 subtest (%)	25.7	21.0	22.2	19.8	16.0	20.6
Passed no subtests (%)	25.2	27.1	37.3	19.7	20.1	23.7

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	77.1%	83.7%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	244	103
Number of Diplomas	98	65
Rate	40.2%	57.7%

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	35.3	48.7
English 1	27.2	39.8
Physical Science	22.6	28.8
US History and the Constitution	14.9	19.1
All Tests	24.7	34.4

* 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=803)				
Retention rate	14.3%	Down from 21.2%	6.3%	4.8%
Attendance rate	88.8%	Down from 89.5%	94.7%	95.5%
Eligible for gifted and talented	0.6%	Down from 0.7%	2.5%	9.2%
With disabilities other than speech	5.1%	Down from 22.5%	13.7%	12.6%
Older than usual for grade	30.1%	Up from 28.1%	11.8%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	9.7%	Down from 14.3%	1.3%	1.2%
Enrolled in AP/IB programs	13.0%	Up from 6.1%	5.2%	13.2%
Successful on AP/IB exams	13.6%	N/A	21.2%	55.6%
Eligible for LIFE Scholarship	15.6%	Up from 12.5%	27.8%	29.8%
Annual dropout rate	7.5%	Down from 8.9%	2.5%	3.5%
Career/technology students in co-curricular organizations	3.9%	Up from 0.0%	2.4%	3.0%
Enrollment in career/technology courses	406	Down from 423	218	523
Students participating in work-based experiences	44.8%	Up from 1.7%	9.3%	12.9%
Career/technology students attaining technical skills	55.6%	Up from 42.1%	76.7%	79.3%
Career/technology completers placed	100.0%	No Change	96.0%	98.8%
Teachers (n=76)				
Teachers with advanced degrees	47.4%	Up from 42.5%	55.1%	58.6%
Continuing contract teachers	61.8%	Up from 58.8%	60.6%	71.6%
Teachers with emergency or provisional certificates	9.8%	Down from 17.9%	20.0%	8.1%
Teachers returning from previous year	72.9%	Down from 74.3%	74.2%	85.0%
Teacher attendance rate	93.9%	Up from 93.6%	95.5%	95.5%
Average teacher salary*	\$43,869	Up 0.1%	\$44,663	\$47,761
Professional development days/teacher	6.7 days	Up from 6.2 days	11.5 days	10.8 days
School				
Principal's years at school	1.0	Up from 0.5	3.0	3.0
Student-teacher ratio in core subjects	23.6 to 1	Down from 23.7 to 1	20.2 to 1	26.1 to 1
Prime instructional time	81.6%	Down from 81.8%	89.0%	89.8%
Dollars spent per pupil**	\$10,229	Up 5.5%	\$10,587	\$7,883
Percent of expenditures for teacher salaries**	57.3%	Down from 60.3%	51.7%	54.1%
Percent of expenditures for instruction**	61.9%	Down from 63.7%	60.2%	60.2%
Opportunities in the arts	Good	Down from Excellent	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	54.3%	Down from 54.4%	94.1%	95.8%
Character development program	Average	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	144	77.1%	769	24.7%	244	40.2%	No
Gender							
Male	60	70.0%	380	22.9%	102	27.5%	N/A
Female	84	82.1%	389	26.5%	142	49.3%	N/A
Racial/Ethnic Group							
White	12	75.0%	45	51.1%	19	36.8%	N/A
African American	125	78.4%	695	21.9%	210	41.9%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	27	55.6%	14	21.4%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	39	35.9%	133	10.5%	55	18.2%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	23	47.8%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	111	73.9%	605	23.8%	173	41.0%	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 envision North Charleston High School as being an example of notable excellence in achievement. We see our students as highly motivated and having a wealth of opportunities. We envision the faculty, staff, administration, students, home and community actively working together respectfully and cooperatively as a unified force to accomplish our mission and to make our vision a reality.

NCHS implemented a variety of instructional practices to improve student achievement and improve the overall instructional program of the school. The school double blocked High School Assessment Program (HSAP) classes and most End of Course Programs (EOC) classes to allow students additional time to prepare them for standardized testing. We also used pull out programs to provide additional academic assistance for students in EOC courses who displayed potential for scoring at the next level. NCHS utilized APEX computer software to earn and recover units to increase the graduation rate. We also implemented a Saturday school program to assist students with seat time requirements with access to APEX computers for students who do not have computer access at home. Teachers in each department provided after school tutoring for students who needed additional assistance. The district also provided instructional support personnel to work one on one with students.

North Charleston High School is in the process of implementing the High School That Work (HSTW) initiative. The school has focus groups that are responsible for creating a school environment that will meet the needs of all students enrolled. The school began implementation of a Ninth Grade Academy to provide assistance and support for first year high school students. NCHS has developed partnerships with various community organizations to provide mentors to assist students with their emotional and developmental growth.

The major obstacle facing NCHS are students with weak reading ability, lack of parental involvement, teacher retention and a transient population. The school is establishing a vertical articulation with feeder schools to assist with over aged students. The leadership team recommended that a reading program be implemented with the incoming freshman. The SIC is committed to improving North Charleston High School by providing leadership and oversight for the school. The motto of "Education Is a Possession of Which Man Cannot Be Robbed" will be instilled in every student along with the expectation to graduate in four years with a high school diploma.

Louis J. Martin, Jr.
Associate Superintendent
High School Learning Community

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	101	57
Percent satisfied with learning environment	39.3%	54.0%	64.9%
Percent satisfied with social and physical environment	37.0%	50.5%	58.2%
Percent satisfied with school-home relations	25.0%	71.0%	66.7%

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

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School Adequate Yearly Progress

NO

This school met 8 out of 14 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

R

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	17.3%	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
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	193	95.9	41.1	38.7	17.8	2.5	28.8	64.1	61.8	No	Yes
Male	103	94.2	51.3	36.3	11.3	1.3	20	60.7	57.4	N/A	N/A
Female	90	97.8	31.3	41	24.1	3.6	37.3	67	66.1	N/A	N/A
White	9	I/S	I/S	I/S	I/S	I/S	I/S	86.8	74.3	I/S	I/S
African American	180	95.6	42.1	38.2	17.1	2.6	27.6	44.5	44.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.5	77.4	I/S	I/S
Hispanic	3	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	40	87.5	84.6	15.4	0	0	0	23.9	19.4	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	3	I/S	I/S	I/S	I/S	I/S	I/S	44.6	38.5	I/S	I/S
Subsized meals	155	94.8	42	38.9	16.8	2.3	26	42	45.6	No	Yes

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

All Students	192	95.3	51.6	33.5	11.2	3.7	23.6	62.9	62.7	No	Yes
Male	102	94.1	55.7	30.4	11.4	2.5	22.8	63.2	61.8	N/A	N/A
Female	90	96.7	47.6	36.6	11	4.9	24.4	62.5	63.6	N/A	N/A
White	9	I/S	I/S	I/S	I/S	I/S	I/S	88.2	75.1	I/S	I/S
African American	179	95	54.7	32.7	9.3	3.3	22	40.7	45.1	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89.1	83.8	I/S	I/S
Hispanic	3	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	39	92.3	84.6	15.4	0	0	7.7	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	3	I/S	I/S	I/S	I/S	I/S	I/S	56.9	52.3	I/S	I/S
Subsized meals	154	94.2	52.7	34.1	10.9	2.3	21.7	40.5	47.9	No	Yes

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

All Students	192	85.4	80.2	4.7	0.5	N/A	I/S	N/A	N/A	N/A	N/A
Male	102	78.4	74.5	3.9	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Female	90	93.3	86.7	5.6	1.1	N/A	I/S	N/A	N/A	N/A	N/A
White	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	179	85.5	81.0	4.5	N/A	N/A	I/S	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	3	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	39	66.7	66.7	N/A	N/A	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	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	154	86.4	80.5	5.2	0.6	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	178	96.6	24.4	38.8	28.8	8.1	48.1	70.7	69.7
	2009	193	95.9	41.1	38.7	17.8	2.5	28.8	64.1	61.8

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

All Students	2008	178	95.5	36.7	35.4	21.5	6.3	39.2	66.9	67.2
	2009	192	95.3	51.6	33.5	11.2	3.7	23.6	62.9	62.7

* Adjusted to account for natural variation in performance.