

## Greenville Senior High Academy

1 Vardry Street  
Greenville, SC 29601

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,386 Students	
<b>Principal</b>	JF Dalton Lucas, Jr.	864-355-5500
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Excellent</b>
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Good	At-Risk
2005	Excellent	Average

## 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	7	26	0	0

\* 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 (%)	66.2	76.4	77.1	79.6	82.1	77.2
Passed 1 subtest (%)	20.5	10.4	7.9	11.5	10.2	12.3
Passed no subtests (%)	13.3	13.3	15.0	8.8	8.0	10.5

**HSAP Passage Rate by Spring 2009**

Percent	Our High School	High Schools with Students Like Ours
	91.3%	94.2%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	286	268
Number of Diplomas	206	194
Rate	72.0%	74.3%

**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	59.7	75.4
English 1	65.3	64.5
Physical Science	64.1	56.6
US History and the Constitution	51.1	41.4
All Tests	60.4	58.7

\* 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=1,386)</b>				
Retention rate	5.8%	Down from 6.4%	4.7%	4.8%
Attendance rate	94.6%	Up from 93.6%	95.5%	95.5%
Eligible for gifted and talented	13.8%	Down from 39.8%	13.2%	9.2%
With disabilities other than speech	14.4%	Down from 16.1%	12.8%	12.6%
Older than usual for grade	8.4%	Down from 8.8%	8.0%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Down from 1.2%	1.0%	1.2%
Enrolled in AP/IB programs	26.9%	Down from 30.6%	16.1%	13.2%
Successful on AP/IB exams	58.7%	Up from 52.6%	46.9%	55.6%
Eligible for LIFE Scholarship	35.4%	Up from 24.4%	32.9%	29.8%
Annual dropout rate	2.5%	Down from 3.5%	3.7%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	2.6%	3.0%
Enrollment in career/technology courses	679	Up from 606	589	523
Students participating in work-based experiences	17.3%	Up from 4.1%	16.5%	12.9%
Career/technology students attaining technical skills	80.5%	Down from 83.3%	79.1%	79.3%
Career/technology completers placed	N/A	N/A	98.8%	98.8%
<b>Teachers (n=87)</b>				
Teachers with advanced degrees	58.6%	Up from 54.9%	61.6%	58.6%
Continuing contract teachers	75.9%	Up from 72.0%	77.1%	71.6%
Teachers with emergency or provisional certificates	3.9%	Up from 3.0%	4.9%	8.1%
Teachers returning from previous year	79.7%	Up from 79.2%	87.4%	85.0%
Teacher attendance rate	96.2%	Down from 96.3%	95.6%	95.5%
Average teacher salary*	\$46,451	Up 6.8%	\$48,339	\$47,761
Professional development days/teacher	12.8 days	Down from 13.4 days	11.0 days	10.8 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio in core subjects	30.2 to 1	Up from 28.4 to 1	27.8 to 1	26.1 to 1
Prime instructional time	90.4%	Up from 89.3%	90.4%	89.8%
Dollars spent per pupil**	\$6,750	Up 4.5%	\$7,580	\$7,883
Percent of expenditures for teacher salaries**	52.2%	Down from 53.2%	53.8%	54.1%
Percent of expenditures for instruction**	55.9%	Down from 60.0%	59.9%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	96.3%	95.8%
Character development program	Good	Down from Excellent	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	Below Average	Good

\* 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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	229	91.3%	1254	60.4%	286	72.0%	No
<b>Gender</b>							
Male	114	86.8%	629	59.6%	147	62.6%	N/A
Female	115	95.7%	625	61.1%	137	81.8%	N/A
<b>Racial/Ethnic Group</b>							
White	127	96.1%	511	79.5%	139	87.1%	N/A
African American	89	83.1%	616	47.1%	128	53.1%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	119	45.4%	12	83.3%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	29	44.8%	117	26.5%	41	34.1%	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	96	41.7%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	89	82.0%	693	46.0%	113	57.5%	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 Senior High continues to advance the achievement of students in all instructional programs and to promote lifelong learning for all stakeholders. Three initiatives served as the foundation of our school year: Graduate Greenville, literacy across the curriculum, and code of conduct. These align to our number one priority: graduating all students on time.

Graduate Greenville, a community-based partnership, works to implement strategies aimed at increasing the graduation rate. Five targeted areas include: early identification of at-risk ninth graders; home visits; a Graduation Coach to aid struggling students and their families; mentor recruitment; and a Summer Enrichment camp focused on accelerating students to grade level and developing leadership skills. Continued emphasis is placed on innovative and differentiated instructional practices, the use of MAP scores to drive classroom instruction, and common planning for Academy teachers, ensuring that students remain on-track for graduation.

We meet the needs of all students by offering alternative pathways to academic success. This spring, the Career Development Facilitator and Guidance counselors met with all freshmen and sophomores and their parents or guardians for the purpose of academic planning. A reading teacher was hired to address struggling readers' needs. Silent Sustained Reading was continued in an effort to promote literacy skills across all grade levels along with an increased emphasis on critical reading, discussion, and analytical writing in all content areas. To better prepare students for success on end of course tests in algebra and US History, additional teachers were hired.

Our SAT and ACT composite scores and AP Pass rate continue to improve. Sixteen students were named as Palmetto Fellow Scholarship recipients, three students earned Advanced Academic Distinction, two students received awards for SAT Math achievement, and the school was the District winner in the annual attendance blitz. Project Lead the Way, a pre-engineering program, was awarded national certification, enabling participants to receive dual credit from Greenville High and post-secondary partners.

Although Greenville High School 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, 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, Jr., Principal  
Pamela Evans, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	71	216	54
Percent satisfied with learning environment	74.6%	84.7%	85.2%
Percent satisfied with social and physical environment	85.9%	88.3%	79.6%
Percent satisfied with school-home relations	83.1%	87.3%	71.7%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 13 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

<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	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.7%	0.0%	No

Abbreviations for Missing Data

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**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	361	98.3	15.3	20.1	30.9	33.6	70.3	66.9	61.8	No	Yes
Male	178	100	18.6	21.6	31.1	28.7	65.9	62.9	57.4	N/A	N/A
Female	183	96.7	12	18.7	30.7	38.6	74.7	70.9	66.1	N/A	N/A
White	180	98.9	5.8	8.8	29.8	55.6	89.5	79	74.3	Yes	Yes
African American	156	97.4	26.4	31.4	33.6	8.6	50	42.9	44.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	79.2	77.4	I/S	I/S
Hispanic	20	100	15.8	42.1	21.1	21.1	47.4	52.3	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	48	97.9	68.9	15.6	13.3	2.2	17.8	21.3	19.4	No	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	15	100	17.6	47.1	17.6	17.6	41.2	44.3	38.5	I/S	I/S
Subsized meals	170	98.2	26.5	30.3	31.6	11.6	50.3	44.9	45.6	No	Yes

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

All Students	360	97.8	19.3	22	17.8	41	66.9	64.7	62.7	Yes	Yes
Male	178	97.8	18.8	20	20.6	40.6	69.7	64.5	61.8	N/A	N/A
Female	182	97.8	19.8	24	15	41.3	64.1	64.9	63.6	N/A	N/A
White	180	98.3	7.1	11.2	14.7	67.1	85.9	75.5	75.1	Yes	Yes
African American	155	96.8	32.9	35	21.4	10.7	44.3	39.8	45.1	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	86.1	83.8	I/S	I/S
Hispanic	20	100	26.3	26.3	21.1	26.3	63.2	59.4	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	48	91.7	72.1	20.9	2.3	4.7	14	20.7	21.8	No	No
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	15	100	29.4	29.4	23.5	17.6	58.8	56.1	52.3	I/S	I/S
Subsized meals	170	97.1	29.2	32.5	19.5	18.8	50.6	45.3	47.9	No	Yes

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

All Students	359	88.3	39.6	17.3	16.4	15.0	31.5	N/A	N/A	N/A	N/A
Male	177	87.6	35.6	19.2	19.8	13.0	32.8	N/A	N/A	N/A	N/A
Female	182	89.0	43.4	15.4	13.2	17.0	30.2	N/A	N/A	N/A	N/A
White	179	93.9	20.7	21.2	25.7	26.3	52.0	N/A	N/A	N/A	N/A
African American	155	81.3	58.7	12.9	7.1	2.6	9.7	N/A	N/A	N/A	N/A
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	20	90.0	65.0	15.0	10.0	N/A	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	46	45.7	37.0	4.3	4.3	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	19	94.7	68.4	10.5	5.3	10.5	I/S	N/A	N/A	N/A	N/A
Subsized meals	168	83.9	57.7	13.7	9.5	3.0	12.5	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	2008	312	99	16.5	21.1	27.4	35.1	69.8	75.2	69.7
	2009	361	98.3	15.3	20.1	30.9	33.6	70.3	66.9	61.8

<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>										
All Students	2008	312	98.1	16.3	23.8	29.4	30.5	68.1	67.4	67.2
	2009	360	97.8	19.3	22	17.8	41	66.9	64.7	62.7

\* Adjusted to account for natural variation in performance.