



Greenville Technical Charter

PO Box 5616, MSC 1201,
Greenville, SC 29606-5616

Grades	9-12 High School	
Enrollment	420 Students	
Principal	W. Fred Crawford	864-250-8845
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	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
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Excellent

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
5	0	0	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 (%)	99.2	97.2	96.9	91.4	93.5	91.2
Passed 1 subtest (%)	0.8	2.8	3.1	5.4	4.3	6.7
Passed no subtests (%)	N/A	N/A	N/A	3.7	3.4	3.3

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	100.0%	99.3%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	114	245
Number of Diplomas	113	218
Rate	99.1%	76.8%

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	97.8	89.6
English 1	96.3	88.1
Physical Science	84.8	80.8
US History and the Constitution	75.3	70.9
All Tests	86.8	82.0

* 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=420)				
Retention rate	0.5%	Down from 0.7%	2.0%	4.8%
Attendance rate	96.7%	Up from 96.3%	96.9%	95.5%
Eligible for gifted and talented	0.0%	No Change	12.9%	9.2%
With disabilities other than speech	9.2%	Up from 8.3%	8.2%	12.6%
Older than usual for grade	0.7%	Up from 0.5%	3.5%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.4%	1.2%
Enrolled in AP/IB programs	99.0%	No Change	42.2%	13.2%
Successful on AP/IB exams	N/A	N/A	67.9%	55.6%
Eligible for LIFE Scholarship	66.4%	Down from 76.1%	67.5%	29.8%
Annual dropout rate	0.0%	No Change	0.4%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	0.0%	3.0%
Enrollment in career/technology courses	177	Up from 164	245	523
Students participating in work-based experiences	0.0%	No Change	15.5%	12.9%
Career/technology students attaining technical skills	97.2%	Down from 99.4%	94.5%	79.3%
Career/technology completers placed	N/A	N/A	100.0%	98.8%
Teachers (n=24)				
Teachers with advanced degrees	95.8%	No Change	68.7%	58.6%
Continuing contract teachers	54.2%	Up from 29.2%	76.7%	71.6%
Teachers with emergency or provisional certificates	0.0%	No Change	4.2%	8.1%
Teachers returning from previous year	N/A	N/A	89.8%	85.0%
Teacher attendance rate	96.8%	Down from 97.0%	96.1%	95.5%
Average teacher salary*	\$50,124	Up 4.0%	\$49,633	\$47,761
Professional development days/teacher	18.9 days	Down from 22.4 days	10.1 days	10.8 days
School				
Principal's years at school	7.0	Up from 6.0	2.5	3.0
Student-teacher ratio in core subjects	26.3 to 1	No Change	25.5 to 1	26.1 to 1
Prime instructional time	91.3%	Down from 91.6%	91.2%	89.8%
Dollars spent per pupil**	\$7,513	Up 14.1%	\$7,513	\$7,883
Percent of expenditures for teacher salaries**	61.9%	Up from 54.9%	56.6%	54.1%
Percent of expenditures for instruction**	66.0%	Up from 65.0%	66.0%	60.2%
Opportunities in the arts	Good	Down from Excellent	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	99.6%	95.8%
Character development program	Excellent	No Change	Excellent	Good
Modern language program assessment	Good	N/A	Good	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	109	100.0%	326	86.8%	114	99.1%	Yes
Gender							
Male	56	100.0%	176	90.9%	58	98.3%	N/A
Female	53	100.0%	150	82.0%	55	100.0%	N/A
Racial/Ethnic Group							
White	84	100.0%	228	93.4%	87	98.9%	N/A
African American	17	100.0%	77	64.9%	18	100.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	13	92.3%	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	13	100.0%	37	91.9%	13	100.0%	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	10	100.0%	34	55.9%	10	100.0%	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

Greenville Technical Charter High School (GTCHS) is one of the most unique public schools in our state. GTCHS was established in 1999, primarily as a result of the vision and courage of the President of Greenville Technical College, Dr. Thomas E. Barton, Jr. The establishment of GTCHS was supported by the sponsoring school district, the School District of Greenville County, to create a middle college/early college program on the main campus of Greenville Technical College. This innovative school concept was supported by the business community to provide students a seamless transition from high school to higher education and the world of work. GTCHS offers an academically rigorous four-year program, serving a student enrollment of 420 students in grades 9-12. The teaching/learning paradigm is based on Mastery Learning. Though GTCHS does not offer AP courses, students do have the opportunity to take dual credit classes at Greenville Technical College, many earning enough credits to enroll in college as sophomores. Eleven students in the 2009 graduating class earned associate degrees while in high school. Currently over 75% of the student body is enrolled in at least one college class. Students need to achieve success in all parts of the COMPASS examination in order to be eligible for university transfer course offerings. The school's ability to offer individualized academic plans and academic assistance further serves to create an opportunity for the success of each student. Teachers use state-of-the-art technology and Greenville Technical College resources to enhance instruction in all subject areas. The student-teacher ratio remains one of the lowest in the upstate at approximately 18-1. The school expects parental involvement at a minimum of one hour per week, 50 hours of community service for every student each year, project-based learning that is competency based, and the senior capstone project prior to graduation. These expectations continue to make GTCHS a unique place for learning and character building. GTCHS has received an Excellent rating from the South Carolina Department of Education from 2002 to 2008 and received the Palmetto Gold Award for the last five years. The school received recognition as a Carolina First Palmetto's Finest Award winner in 2009. In 2005, GTCHS was designated as one of the top fifteen charter schools in the nation by the US Department of Education. In 2007, the school was honored as a National Charter School of the Year by the Center for Education Reform in Washington, DC, and received the Bronze Award from US News & World Report as one of America's Best Public Schools in 2009. The success of GTCHS is obvious in its increased enrollment and its waiting list for admission. The school has been awarded a federal dissemination grant to share best practices with other schools. Other technical colleges throughout the state are planning similar early college high school programs. GTCHS has been designated by the US Department of Education as a National Tech Prep Demonstration Site and continues to be recognized as a flagship school of choice in our state. For additional information about our school, please visit our website at www.gtchs.org.

W. Fred Crawford, Principal/CEO

Dr. Robert Nash, Board of Directors/Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	91	31
Percent satisfied with learning environment	96.3%	95.6%	100.0%
Percent satisfied with social and physical environment	100.0%	91.1%	100.0%
Percent satisfied with school-home relations	100.0%	95.6%	90.0%

* 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

YES

This school met 9 out of 9 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	1.8%	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	3.2%	0.0%	No

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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	97	100	1.1	7.4	30.9	60.6	96.8	66.9	61.8	Yes	Yes
Male	47	100	0	11.1	31.1	57.8	95.6	62.9	57.4	N/A	N/A
Female	50	100	2	4.1	30.6	63.3	98	70.9	66.1	N/A	N/A
White	70	100	1.5	4.4	26.5	67.6	97.1	79	74.3	Yes	Yes
African American	17	100	0	18.8	43.8	37.5	93.8	42.9	44.9	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	79.2	77.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	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	5	I/S	I/S	I/S	I/S	I/S	I/S	21.3	19.4	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	44.3	38.5	I/S	I/S
Subsized meals	10	I/S	I/S	I/S	I/S	I/S	I/S	44.9	45.6	I/S	I/S

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

All Students	97	100	2.1	13.8	24.5	59.6	88.3	64.7	62.7	Yes	Yes
Male	47	100	2.2	17.8	15.6	64.4	84.4	64.5	61.8	N/A	N/A
Female	50	100	2	10.2	32.7	55.1	91.8	64.9	63.6	N/A	N/A
White	70	100	1.5	10.3	23.5	64.7	89.7	75.5	75.1	Yes	Yes
African American	17	100	6.3	37.5	31.3	25	75	39.8	45.1	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	86.1	83.8	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	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	5	I/S	I/S	I/S	I/S	I/S	I/S	20.7	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.1	52.3	I/S	I/S
Subsized meals	10	I/S	I/S	I/S	I/S	I/S	I/S	45.3	47.9	I/S	I/S

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

All Students	97	100.0	35.1	25.8	21.6	17.5	39.2	N/A	N/A	N/A	N/A
Male	47	100.0	29.8	25.5	21.3	23.4	44.7	N/A	N/A	N/A	N/A
Female	50	100.0	40.0	26.0	22.0	12.0	34.0	N/A	N/A	N/A	N/A
White	70	100.0	27.1	22.9	28.6	21.4	50.0	N/A	N/A	N/A	N/A
African American	17	100.0	64.7	23.5	5.9	5.9	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	5	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	5	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	10	100.0	70.0	10.0	20.0	N/A	I/S	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	2008	106	100	0	7.6	33.3	59	95.2	75.2	69.7
	2009	97	100	1.1	7.4	30.9	60.6	96.8	66.9	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2008	106	100	2.9	12.4	32.4	52.4	91.4	67.4	67.2
	2009	97	100	2.1	13.8	24.5	59.6	88.3	64.7	62.7

* Adjusted to account for natural variation in performance.

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N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample