



TRAVELERS REST HIGH

301 N. Main St.

Travelers Rest, South

Grades	9-12 High School	
Enrollment	1,246 Students	
Principal	Louis E. Lavelly, Jr.	864-355-0000
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	At-Risk
2009	Average	Excellent
2008	Below Average	Good
2007	At-Risk	At-Risk
2006	Good	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
4	16	13	0	0

* Ratings are calculated with data available by 09/29/2011.

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

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	71.8%	72.5%	79.2%	82.5%	77.8%	81.2%
Passed 1 subtest (%)	13.2%	13.3%	8.7%	10.0%	12.0%	10.4%
Passed no subtests (%)	15.0%	14.2%	12.1%	7.7%	10.2%	8.6%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	87.7%	91.1%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	315	320	341	334
Number of Graduates in Cohort	217	197	253	244
Rate	68.9%	61.6%	74.8%	74.3%

*Used to calculate current AYP.

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	89.1%	76.1%
English 1	76.1%	70.4%
Physical Science	64.2%	61.7%
US History and the Constitution	75.5%	47.9%
All Tests	75.0%	63.6%

* 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=1,246)				
Retention rate	4.7%	Down from 8.1%	2.9%	3.7%
Attendance rate	95.2%	Down from 95.5%	95.4%	95.4%
Eligible for gifted and talented	17.5%	Up from 14.6%	16.3%	12.4%
With disabilities other than speech	12.1%	Down from 15.4%	12.5%	12.8%
Older than usual for grade	11.8%	Up from 9.1%	7.7%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Down from 0.9%	1.5%	1.1%
Enrolled in AP/IB programs	23.2%	Down from 33.3%	18.2%	13.1%
Successful on AP/IB exams	61.3%	Up from 49.3%	59.1%	50.4%
Eligible for LIFE Scholarship	30.9%	Up from 28.3%	31.7%	30.4%
Annual dropout rate	3.8%	Down from 7.2%	3.5%	3.1%
Career/technology students in co-curricular organizations	14.5%	Up from 10.8%	1.4%	2.2%
Enrollment in career/technology courses	604	Down from 700	572	424
Students participating in work-based experiences	4.0%	Down from 16.4%	11.7%	11.7%
Career/technology students attaining technical skills	74.3%	Down from 78.3%	79.6%	78.7%
Career/technology completers placed	100.0%	No Change	99.1%	98.5%
Teachers (n=70)				
Teachers with advanced degrees	68.6%	Up from 68.4%	63.8%	60.4%
Continuing contract teachers	91.4%	Up from 83.5%	80.0%	76.6%
Teachers with emergency or provisional certificates	1.6%	Up from 1.4%	4.9%	6.5%
Teachers returning from previous year	86.7%	Down from 89.1%	87.5%	86.8%
Teacher attendance rate	97.0%	Up from 94.8%	96.1%	95.8%
Average teacher salary*	\$48,542	Up 2.3%	\$48,602	\$47,390
Professional development days/teacher	21.6 days	Up from 20.9 days	10.0 days	10.0 days
School				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	30.8 to 1	Up from 26.5 to 1	28.8 to 1	25.8 to 1
Prime instructional time	92.0%	Up from 89.8%	91.1%	90.1%
Dollars spent per pupil**	\$6,580	Up 3.8%	\$7,436	\$7,974
Percent of expenditures for teacher salaries**	60.7%	Up from 57.2%	54.8%	55.4%
Percent of expenditures for instruction**	62.7%	Up from 59.1%	60.2%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.1%	Up from 95.7%	93.6%	96.0%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Excellent	Average
Classical language program assessment	N/A	N/A	N/A	Average

* 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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	236	87.7%	1184	75.0%	320	61.6%	No
Gender							
Male	136	84.6%	631	76.5%	183	56.3%	N/A
Female	100	92.0%	553	73.2%	137	68.6%	N/A
Racial/Ethnic Group							
White	194	91.8%	950	78.4%	267	63.7%	N/A
African American	31	71.0%	177	55.9%	40	55.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	48	75.0%	10	50.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	23	56.5%	109	53.2%	28	50.0%	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	38	78.9%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	73	78.1%	520	67.1%	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 outcomes achieved in the 2009-2010 school year at Travelers Rest High School. Despite 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, as well as eight Advanced Placement classes, sets our students on a path of academic preparedness for college. We just celebrated the fifth year anniversary of the IB program, with a record number of students participating and earning college credit. As a result of these and other efforts to bolster academic success, our students were in the top twenty percent of schools in ACT scores, the number of students passing End of Course Exams increased, the number of students passing the exit exam on their first try increased for the third consecutive year, and our graduation rate increased by nearly seven percent. Our seniors continued to excel earning \$2.5 million in scholarships, with a second year of double-digit Palmetto Fellow Scholarship winners.

Just as important as academic rigor, are our efforts to support students struggling to maintain academic standing. This year, the Graduate Greenville program was implemented, 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 the girl's basketball Greenville County, 3A, and Gatorade Player of the Year, North-South game participants from all three sports seasons, and several all- state athletes. In a unique collaboration between the Business Education and IB programs, a team of two students finished second in the nation in a business/marketing competition. The fine arts program continues to win awards, with symphonic band receiving all superior ratings at the state festival, 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 \$35,000 for local charities. Student Council was named a South Carolina Gold Level Honor Council for the sixth consecutive year and was awarded a National Gold Level Honor Council award for the second time, 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.

Tobi Swartz, SIC Chair and Lou Lavelly, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	56	213	8
Percent satisfied with learning environment	85.7%	83.1%	I/S
Percent satisfied with social and physical environment	98.2%	86.8%	I/S
Percent satisfied with school-home relations	89.1%	92.0%	I/S

* 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 13 out of 20 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	1.7%		1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	11.5%	0.0%	No

Abbreviations for Missing Data

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
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	293	98.6	12.6	26.6	30.6	30.2	69.8	71.3	65.9	No	Yes
Male	152	97.4	16.2	28.9	26.1	28.9	62.7	66	60.8	N/A	N/A
Female	141	100	8.8	24.3	35.3	31.6	77.2	76.7	71	N/A	N/A
White	238	98.7	9.8	24.4	32.4	33.3	73.3	81.9	77.5	Yes	Yes
African American	40	100	27.5	35	25	12.5	52.5	49.4	49.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	80.4	80.2	I/S	I/S
Hispanic	11	90.9	22.2	44.4	0	33.3	55.6	58	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	43	100	52.4	35.7	9.5	2.4	21.4	24.8	21.3	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	4	I/S	I/S	I/S	I/S	I/S	I/S	49.7	47.3	I/S	I/S
Subsidized meals	121	98.3	25	32.1	23.2	19.6	52.7	52.9	51.5	No	Yes

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

All Students	293	97.6	17.8	31.3	28	22.9	61.5	64.6	62.3	No	Yes
Male	152	97.4	21.1	28.9	25.4	24.6	58.5	64.8	61.7	N/A	N/A
Female	141	97.9	14.3	33.8	30.8	21.1	64.7	64.3	63	N/A	N/A
White	238	97.9	15.2	30.5	29.1	25.1	65.5	76.1	75	No	Yes
African American	40	97.5	33.3	35.9	20.5	10.3	38.5	38.6	44	I/S	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	86.3	85.5	I/S	I/S
Hispanic	11	90.9	22.2	44.4	11.1	22.2	44.4	53.9	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	43	100	59.5	31	9.5	0	21.4	22.7	22.1	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	4	I/S	I/S	I/S	I/S	I/S	I/S	50.9	52.6	I/S	I/S
Subsidized meals	121	97.5	29.7	35.1	22.5	12.6	44.1	46.2	48.1	No	Yes

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

All Students	295	90.2	46.6	24.1	15.8	13.5	29.3	N/A	N/A	N/A	N/A
Male	152	87.5	36.8	27.1	18.0	18.0	36.1	N/A	N/A	N/A	N/A
Female	143	93.0	56.4	21.1	13.5	9.0	22.6	N/A	N/A	N/A	N/A
White	240	92.1	42.1	25.3	16.7	15.8	32.6	N/A	N/A	N/A	N/A
African American	40	82.5	78.8	12.1	9.1	0.0	9.1	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	11	72.7	37.5	37.5	12.5	12.5	25.0	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	43	60.5	65.4	26.9	3.8	3.8	7.7	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	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	122	81.1	60.6	18.2	11.1	10.1	21.2	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

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

All Students	2009	335	99.1	13.4	28.4	34.4	23.8	69.1	66.9	61.8
	2010	293	98.6	12.6	26.6	30.6	30.2	69.8	71.3	65.9

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

All Students	2009	334	99.4	22.5	27.5	25.6	24.4	61.6	64.7	62.7
	2010	293	97.6	17.8	31.3	28	22.9	61.5	64.6	62.3

* Adjusted to account for natural variation in performance.