



GREENVILLE TECHNICAL CHARTER

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

Grades	9-12 High School	
Enrollment	421 Students	
Principal	W. Fred Crawford	864-250-8845
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Excellent	Good

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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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 11/09/2011.

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

	Our High School			High Schools with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	96.9%	99.1%	97.3%	91.2%	95.4%	94.3%
Passed 1 subtest (%)	3.1%	0.9%	1.8%	6.7%	3.3%	3.8%
Passed no subtests (%)	N/A	N/A	0.9%	3.3%	2.6%	1.8%

HSAP Passage Rate by Spring 2011

	Our High School	High Schools with Students Like Ours
Percent	100.0%	98.6%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	102	92	325	461
Number of Graduates in Cohort	101	92	278	403
Rate	99.0%	100.0%	78.9%	89.9%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	102	N/A	479
Number of Graduates in Cohort	N/A	100	N/A	413
Rate	N/A	98.0%	N/A	88.8%

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	98.6%	94.5%
English 1	89.2%	85.7%
Biology 1/Applied Biology 2	94.5%	89.8%
Physical Science	81.1%	82.3%
US History and the Constitution	78.3%	75.2%
All Tests	88.7%	85.3%

* 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=421)				
Retention rate	1.0%	Up from 0.0%	2.8%	3.4%
Attendance rate	92.7%	Down from 96.8%	92.7%	95.0%
Served by gifted and talented program	25.1%	Up from 0.0%	25.1%	12.4%
With disabilities other than speech	5.3%	Down from 6.4%	5.7%	9.9%
Older than usual for grade	1.2%	No Change	4.2%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.5%	0.4%	0.9%
Enrolled in AP/IB programs	N/R	N/R	31.5%	13.0%
Successful on AP/IB exams	N/A	N/A	75.4%	51.7%
Eligible for LIFE Scholarship	70.2%	Down from 75.0%	37.2%	30.1%
Annual dropout rate	0.0%	No Change	0.9%	2.5%
Career/technology students in co-curricular organizations	0.0%	No Change	0.0%	2.9%
Enrollment in career/technology courses	134	Down from 145	983	419
Students participating in work-based experiences	0.0%	Down from 23.4%	14.3%	7.2%
Career/technology students attaining technical skills	100.0%	Up from 96.6%	83.3%	83.0%
Career/technology completers placed	N/A	N/A	99.3%	98.4%
Teachers (n=23)				
Teachers with advanced degrees	95.7%	No Change	73.7%	61.1%
Continuing contract teachers	52.2%	No Change	84.0%	80.6%
Teachers returning from previous year	100.0%	Up from 91.7%	92.1%	86.5%
Teacher attendance rate	95.1%	Down from 97.2%	95.1%	95.5%
Average teacher salary*	\$50,244	No Change	\$50,244	\$46,884
Professional development days/teacher	11.7 days	Down from 13.9 days	11.3 days	10.0 days
School				
Principal's years at school	9.0	Up from 8.0	9.0	4.0
Student-teacher ratio in core subjects	26.3 to 1	No Change	30.0 to 1	26.5 to 1
Prime instructional time	87.8%	Down from 93.7%	87.8%	89.3%
Dollars spent per pupil**	\$7,640	Down 3.7%	\$6,619	\$7,804
Percent of expenditures for teacher salaries**	62.1%	Up from 61.0%	63.4%	58.0%
Percent of expenditures for instruction**	68.2%	Up from 67.0%	65.3%	60.6%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.4%	97.3%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	N/A	Good
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 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	74	100.0%	399	88.7%	102	99.0%	Yes
Gender							
Male	29	100.0%	227	93.0%	58	100.0%	N/A
Female	45	100.0%	163	82.2%	43	97.7%	N/A
Racial/Ethnic Group							
White	56	100.0%	285	93.3%	79	98.7%	N/A
African American	N/A	N/A	75	74.7%	13	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	23	73.9%	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	24	83.3%	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	81	86.4%	11	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 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. The South Carolina Department of Education accredits GTCHS.

With a faculty of 24.5, 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. Six students in the 2011 graduating class earned associate degrees while in high school. Currently over 79% 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. Student-teacher ratios remain 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 2011 and received the Palmetto Gold Award for nine consecutive years. The school received recognition as a Carolina First Palmetto's Finest winner in 2009 and received recognition as an US Department of Education National Blue Ribbon School of Excellence in 2010. GTCHS is designated as one of the top fifteen charter schools in the nation by the US Department of Education, honored as a National Charter School of the Year by the Center for Education Reform and received the Bronze Award from US News & World Report as one of America's Best Public Schools.

The success of GTCHS is obvious in its increased enrollment and its waiting list for admission. The school was 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 is 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
 Lou Callahan, Board of Directors Chairman
 Dr. Keith Miller., President Greenville Technical College

Greenville Tech Charter High School

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	97	18
Percent satisfied with learning environment	94.4%	88.7%	100.0%
Percent satisfied with social and physical environment	94.4%	88.5%	100.0%
Percent satisfied with school-home relations	88.9%	92.8%	100.0%

* 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
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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
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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. 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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	15.5%	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
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	110	100.0	0.9	1.9	19.8	77.4	99.1	75.1	68.0	Yes	Yes
Male	61	100.0	1.7	1.7	25.9	70.7	98.3	70.3	63.1	N/A	N/A
Female	49	100.0	N/A	2.1	12.5	85.4	100.0	80.0	73.1	N/A	N/A
White	81	100.0	N/A	N/A	15.4	84.6	100.0	85.5	79.4	Yes	Yes
African American	17	100.0	6.3	N/A	43.8	50.0	93.8	54.2	51.7	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	86.3	83.2	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	65.7	62.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.7	66.4	I/S	I/S
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	24.1	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	48.0	45.1	I/S	I/S
Subsidized meals	22	100.0	4.5	9.1	22.7	63.6	95.5	58.4	54.7	I/S	I/S

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

All Students	110	100.0	2.8	4.7	44.3	48.1	95.3	67.5	62.3	Yes	Yes
Male	61	100.0	5.2	1.7	43.1	50.0	94.8	66.2	61.4	N/A	N/A
Female	49	100.0	N/A	8.3	45.8	45.8	95.8	68.8	63.2	N/A	N/A
White	81	100.0	N/A	2.6	42.3	55.1	100.0	78.7	75.3	Yes	Yes
African American	17	100.0	12.5	12.5	50.0	25.0	81.3	42.6	42.9	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	88.5	84.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	60.2	59.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	90.9	64.1	I/S	I/S
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	21.2	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	47.2	47.1	I/S	I/S
Subsidized meals	22	100.0	9.1	13.6	40.9	36.4	86.4	51.1	48.5	I/S	I/S

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	110	98.2	18.5	14.8	23.1	43.5	66.7	N/A	N/A	N/A	N/A
Male	61	96.7	18.6	16.9	25.4	39.0	64.4	N/A	N/A	N/A	N/A
Female	49	100.0	18.4	12.2	20.4	49.0	69.4	N/A	N/A	N/A	N/A
White	81	97.5	12.7	13.9	26.6	46.8	73.4	N/A	N/A	N/A	N/A
African American	17	100.0	35.3	11.8	23.5	29.4	52.9	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	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	22	100.0	36.4	18.2	22.7	22.7	45.5	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*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	106	100.0	0.0	11.3	30.2	58.5	95.3	71.3	65.9
	2011	110	100.0	0.9	1.9	19.8	77.4	99.1	75.1	68.0

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

All Students	2010	106	100.0	0.9	11.3	30.2	57.5	92.5	64.6	62.3
	2011	110	100.0	2.8	4.7	44.3	48.1	95.3	67.5	62.3

* Adjusted to account for natural variation in performance.