



Greenville Technical Charter High

P.O. Box 5616, MSC 1201

Greenville, SC 29606

Grades	9-12 High School	
Enrollment	418 Students	
Principal	Charles Bayne (Interim)	864-250-8844
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	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 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://www.eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
7	0	0	0	0

* Ratings are calculated with data available by 11/14/2012.

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

	Our High School			High Schools with Students Like Ours		
Percent	2010	2011	2012	2010	2011	2012
Passed 2 subtests (%)	99.1%	97.3%	98.1%	95.4%	94.3%	95.8%
Passed 1 subtest (%)	0.9%	1.8%	1.9%	3.3%	3.8%	2.9%
Passed no subtests (%)	N/A	0.9%	N/A	2.6%	1.8%	3.1%

HSAP Passage Rate by Spring 2012

	Our High School	High Schools with Students Like Ours
Percent	100.0%	98.9%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2011*	2012	2011	2012
Number of Students in Four-Year Cohort	92	99	461	337
Number of Graduates in Cohort	92	99	403	293
Rate	100.0%	100.0%	89.9%	92.3%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2011	2012	2011	2012
Number of Students in Cohort	102	92	479	306
Number of Graduates in Cohort	100	92	413	276
Rate	98.0%	100.0%	88.8%	80.4%

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	96.7%	92.7%
English 1	90.2%	88.8%
Biology 1/Applied Biology 2	89.0%	93.0%
US History and the Constitution	80.2%	76.6%
All Tests	88.3%	87.9%

* 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=418)				
Retention rate	0.2%	Down from 1.0%	2.0%	3.0%
Attendance rate	97.1%	Up from 92.7%	96.0%	95.3%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.3%	0.9%
Enrolled in AP/IB programs	99.0%	N/R	27.8%	13.4%
Successful on AP/IB exams	N/A	N/A	75.7%	50.9%
Eligible for LIFE Scholarship	94.9%	Up from 70.2%	50.8%	30.1%
Annual dropout rate	0.0%	No Change	0.0%	2.3%
Career/technology students in co-curricular organizations	0.0%	No Change	0.0%	2.7%
Enrollment in career/technology courses	176	Up from 134	218	395
Students participating in work-based experiences	0.0%	No Change	14.0%	7.4%
Career/technology students attaining technical skills	100.0%	No Change	96.3%	84.0%
Career/technology completers placed	N/A	N/A	96.3%	98.4%
Teachers (n=26)				
Teachers with advanced degrees	88.5%	Down from 95.7%	63.6%	63.2%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	97.1%	Down from 100.0%	90.2%	86.6%
Teacher attendance rate	96.4%	Up from 95.1%	96.1%	95.2%
Average teacher salary*	\$50,609	Up 0.7%	\$47,476	\$47,326
Professional development days/teacher	11.9 days	Up from 11.7 days	10.0 days	9.7 days
School				
Principal's years at school	10.0	Up from 9.0	6.0	4.0
Student-teacher ratio in core subjects	26.3 to 1	No Change	27.5 to 1	27.1 to 1
Prime instructional time	93.5%	Up from 87.8%	91.8%	89.4%
Dollars spent per pupil**	\$7,576	Down 0.8%	\$6,834	\$7,708
Percent of expenditures for teacher salaries**	56.0%	Down from 62.1%	57.7%	57.1%
Percent of expenditures for instruction**	64.0%	Down from 68.2%	62.4%	59.6%
Opportunities in the arts	Poor	Down from Good	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	98.2%	97.8%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Excellent	Good
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

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Performance By Student Groups

	HSAP Passage Rate by Spring 2012		End of Course Tests Passage Rate		On-time Graduation Rate, 2012	
	n	%	t	%	n	%
All Students	96	100.0%	298	88.3%	99	100.0%
Gender						
Male	54	100.0%	182	90.7%	54	100.0%
Female	42	100.0%	116	84.5%	45	100.0%
Racial/Ethnic Group						
White	68	100.0%	215	93.0%	70	100.0%
African American	20	100.0%	48	75.0%	20	100.0%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	22	68.2%	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	N/A	N/A	30	66.7%	N/A	N/A
Migrant Status						
Migrant	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
Socio-Economic Status						
Subsidized meals	N/A	N/A	61	72.1%	14	100.0%

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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 (GTC). 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 and SACS accredits Greenville Technical College. 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. Seventeen students in the 2011 graduating class earned 24 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 2011 Bronze Award from US News & World Report as one of America's Best Public Schools as well as special recognition as the 4th most connected school in the nation. The success of GTCHS is obvious in its increased enrollment and its waiting list for admission. The school was awarded a Federal charter school 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.

W. Fred Crawford, Principal/CEO

Lou Callahan, Board of Directors Chairman

Dr. Keith Miller., President Greenville Technical College

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	90	25
Percent satisfied with learning environment	100.0%	88.9%	96.0%
Percent satisfied with social and physical environment	100.0%	91.1%	96.0%
Percent satisfied with school-home relations	100.0%	86.7%	95.8%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	100.0
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Greenville Technical Charter High school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.1%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	11.5%	0.0%	No

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
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Grades 9-12

All Students	246	248	87	77	100.0	100.0	100.0
Male	245	248	87	N/A	100.0	100.0	100.0
Female	248	249	87	N/A	100.0	100.0	100.0
White	249	252	89	80	100.0	100.0	100.0
African American	N/A	N/A	N/A	N/A	N/A	N/A	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	100.0
Annual Measurable Objective (AMO)	223	220	76	71	95.0	95	73.1

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*
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English/Language Arts

All Students	2011	110	100.0	0.9	1.9	19.8	77.4	99.1
	2012	108	100.0	N/A	13.5	36.5	50.0	94.2

Mathematics

All Students	2011	110	100.0	2.8	4.7	44.3	48.1	95.3
	2012	108	100.0	1.9	16.3	32.7	49.0	92.3

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