



## Greg Mathis Charter High School

2872 Azalea Drive  
North Charleston, SC

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	81 Students	
<b>Principal</b>	Eleanor H. Hardy	(843) 557-1611
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Cindy Bohn Coats	843-529-2457

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>At-Risk</b>	<b>Below Average</b>
2012	At-Risk	Below Average
2011	At-Risk	Below Average
2010	At-Risk	Below Average
2009	At-Risk	Below 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 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
5	2	8	4	8

\* Ratings are calculated with data available by 12/14/2013.

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

Percent	Our High School			High Schools with Students Like Ours		
	2011	2012	2013	2011	2012	2013
Passed 2 subtests (%)	16.7%	15.4%	42.9%	53.1%	62.2%	63.6%
Passed 1 subtest (%)	66.7%	15.4%	35.7%	25.1%	20.8%	19.9%
Passed no subtests (%)	16.7%	69.2%	21.4%	26.4%	27.3%	19.5%

**HSAP Passage Rate by Spring 2013**

Percent	Our High School	High Schools with Students Like Ours
	0.0%	75.0%

**Four-Year Cohort Graduation Rate**

	Our High School		High Schools with Students Like Ours	
	2012*	2013	2012	2013
Number of Students in Four-Year Cohort	50	37	77	87
Number of Graduates in Cohort	2	1	48	61
Rate	4.0%	2.7%	49.1%	62.7%

\*Used to calculate current ESEA/Federal Accountability Grade.

**Five-Year Graduation Rate**

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Cohort	59	58	84	94
Number of Graduates in Cohort	15	6	53	68
Rate	25.4%	10.3%	49.5%	62.8%

**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	18.8%	56.0%
English 1	16.7%	48.9%
Biology 1/Applied Biology 2	21.7%	52.9%
US History and the Constitution	5.3%	31.3%
All Tests	15.7%	46.6%

\* 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
<b>Students (n=81)</b>				
Retention rate	13.3%	Up from 4.1%	4.0%	2.9%
Attendance rate	83.6%	Down from 84.4%	93.1%	95.1%
Served by gifted and talented program	1.3%	N/A	9.0%	17.5%
With disabilities	5.3%	N/A	15.5%	11.9%
Older than usual for grade	60.0%	N/A	11.8%	7.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.5%	Down from 8.2%	2.5%	1.1%
Enrolled in AP/IB programs	0.0%	Down from 3.6%	7.1%	15.1%
Successful on AP/IB exams	N/A	N/A	44.5%	51.5%
Eligible for LIFE Scholarship	16.7%	Up from 0.0%	24.6%	30.6%
Annual dropout rate	15.1%	Down from 35.1%	1.6%	2.3%
Career/technology students in co-curricular organizations	0.0%	No Change	6.1%	7.2%
Enrollment in career/technology courses	58	Up from 39	187	418
Students participating in work-based experiences	0.0%	No Change	8.3%	14.6%
Career/technology students attaining technical skills	40.9%	Up from 25.6%	84.0%	84.8%
Career/technology completers placed	N/A	N/A	96.8%	98.3%
<b>Teachers (n=7)</b>				
Teachers with advanced degrees	71.4%	Up from 25.0%	59.6%	63.4%
Continuing contract teachers	28.6%	Down from 37.5%	69.0%	78.8%
Teachers returning from previous year	72.2%	No Change	76.8%	86.2%
Teacher attendance rate	95.1%	Down from 97.6%	95.3%	95.2%
Average teacher salary*	\$40,500	Up 21.3%	\$43,789	\$48,699
Professional development days/teacher	7.2 days	Down from 30.8 days	9.2 days	9.9 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	12.3 to 1	Down from 24.8 to 1	17.6 to 1	26.9 to 1
Prime instructional time	78.1%	Down from 81.4%	87.6%	89.0%
Dollars spent per pupil**	\$16,986	Up 73.7%	\$12,371	\$7,919
Percent of expenditures for teacher salaries**	17.0%	Down from 34.8%	54.0%	57.0%
Percent of expenditures for instruction**	36.0%	Down from 39.0%	59.0%	60.0%
Opportunities in the arts	Poor	No Change	Good	Excellent
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 89.1%	98.4%	97.7%
Character development program	Excellent	Up from Good	Good	Good
Modern language program assessment	N/A	N/A	N/A	11.0
Classical language program assessment	N/A	N/A	N/A	15.0

\* 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 2013		End of Course Tests Passage Rate		On-time Graduation Rate, 2013	
	n	%	t	%	n	%
All Students	2	0.0%	70	15.7%	37	2.7%
<b>Gender</b>						
Male	N/A	N/A	51	13.7%	20	5.0%
Female	N/A	N/A	19	21.1%	17	0.0%
<b>Racial/Ethnic Group</b>						
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	69	14.5%	36	2.8%
Asian/Pacific Islander	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
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>						
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
<b>Migrant Status</b>						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>						
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>						
Subsidized meals	N/A	N/A	62	16.1%	28	3.6%

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

## Abbreviations for Missing Data

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

**Report of Principal and School Improvement Council**

Greg Mathis Charter High School provides a caring and challenging environment which provides growth opportunities for all students. Our school achieves this by providing the necessary learning environment required to enable our diverse learners to become competent, disciplined and responsible citizens. We seek to promote parent and community involvement as we are aware that our parents are our greatest advocates, and the community our greatest resource. Forging significant and lasting community relations is therefore a major goal of our staff and School Improvement Council. Our academic program is rigorous and seeks to educate the "whole" child by providing a foundation in critical thinking, problem solving and effective communication skills.

At Greg Mathis Charter High School, a school-wide enhancement program is implemented to target all students especially in the CORE subjects. This is done daily to prepare students for HSAP and EOC tests. Students with highest needs also receive tutorial assistance in the mornings and afternoons. Students receive computer assisted tutoring using Skillsbank, SRA and APEX programs.

A Saturday Enrichment Program was developed for all students who need tutorial assistance or opportunities to make up class work or projects missed due to absence. Teachers also attend these sessions to provide individualized assistance to students.

Improvement in academic instruction is a major goal of our school, and as such, we embark upon targeted professional development as identified through observations and teacher feedback.

Our school serves a unique teen population comprised of many students who need a second chance at earning a high school diploma. Greg Mathis Charter High School remains committed to every child and will continue to serve all children with the high quality education they deserve.

Eleanor H. Hardy, Principal

Darrell Chaplin, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	8	16	7
Percent satisfied with learning environment	75%	68.8%	N/A
Percent satisfied with social and physical environment	87.5%	50.1%	N/A
Percent satisfied with school-home relations	37.5%	62.6%	N/A

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

Abbreviations for Missing Data

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

**ESEA/Federal Accountability Rating System**

In July 2013, 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.

<b>Overall Weighted Points Total</b>	N/A
<b>Overall Grade Conversion</b>	I

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**

Greg Mathis Charter High School 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	3.1%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	4.1%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.3%	0.0%	No

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*
<b>English/Language Arts</b>								
All Students	2012	14	92.9	N/A	N/A	N/A	N/A	N/A
	2013	14	100.0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
All Students	2012	14	92.9	N/A	N/A	N/A	N/A	N/A
	2013	14	100.0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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