



CAROLINA HIGH SCHOOL AND ACADEMY

2725 Anderson Rd.
Greenville, SC 29611

Grades	9-12 High School	
Enrollment	723 Students	
Principal	Anthony L. Holland	1-864-355-2310
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	At-Risk	At-Risk
2009	At-Risk	Good
2008	At-Risk	Below Average
2007	At-Risk	Excellent
2006	At-Risk	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
0	5	16	5	10

* 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 (%)	59.3%	56.8%	63.0%	69.3%	61.0%	65.4%
Passed 1 subtest (%)	18.1%	23.2%	19.4%	16.2%	19.3%	17.5%
Passed no subtests (%)	22.6%	20.0%	17.6%	14.4%	19.7%	19.3%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	80.9%	84.8%

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	174	211	135	149
Number of Graduates in Cohort	106	103	94	101
Rate	60.9%	48.8%	66.9%	68.8%

*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	82.8%	61.2%
English 1	49.4%	52.9%
Physical Science	50.2%	37.5%
US History and the Constitution	26.4%	25.1%
All Tests	49.8%	43.3%

* 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=723)				
Retention rate	8.0%	Down from 11.1%	5.3%	3.7%
Attendance rate	91.9%	Down from 92.9%	94.5%	95.4%
Eligible for gifted and talented	4.7%	Down from 6.3%	4.2%	12.4%
With disabilities other than speech	14.8%	Down from 17.7%	13.8%	12.8%
Older than usual for grade	18.4%	Down from 18.6%	13.8%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	1.7%	1.1%
Enrolled in AP/IB programs	0.0%	Down from 3.3%	7.8%	13.1%
Successful on AP/IB exams	N/A	N/A	23.6%	50.4%
Eligible for LIFE Scholarship	31.3%	Up from 26.9%	26.8%	30.4%
Annual dropout rate	4.8%	Down from 11.2%	2.4%	3.1%
Career/technology students in co-curricular organizations	6.3%	Up from 6.1%	4.4%	2.2%
Enrollment in career/technology courses	407	Down from 469	243	424
Students participating in work-based experiences	8.0%	Down from 13.7%	8.0%	11.7%
Career/technology students attaining technical skills	72.4%	Up from 67.4%	73.9%	78.7%
Career/technology completers placed	100.0%	No Change	97.6%	98.5%
Teachers (n=51)				
Teachers with advanced degrees	49.0%	Down from 52.5%	56.1%	60.4%
Continuing contract teachers	74.5%	Up from 64.4%	63.9%	76.6%
Teachers with emergency or provisional certificates	4.9%	Down from 6.1%	15.6%	6.5%
Teachers returning from previous year	82.8%	Up from 82.6%	81.1%	86.8%
Teacher attendance rate	97.3%	Up from 94.3%	96.2%	95.8%
Average teacher salary*	\$45,167	Down 1.6%	\$45,160	\$47,390
Professional development days/teacher	10.2 days	Down from 10.5 days	10.6 days	10.0 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	23.7 to 1	Up from 21.7 to 1	22.5 to 1	25.8 to 1
Prime instructional time	89.2%	Up from 86.8%	89.1%	90.1%
Dollars spent per pupil**	\$8,755	Up 0.3%	\$9,799	\$7,974
Percent of expenditures for teacher salaries**	55.8%	Up from 54.2%	52.7%	55.4%
Percent of expenditures for instruction**	60.6%	Up from 60.0%	59.3%	60.4%
Opportunities in the arts	Excellent	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.2%	Up from 94.8%	98.5%	96.0%
Character development program	Excellent	Up from Good	Good	Good
Modern language program assessment	Excellent	N/A	Good	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	131	80.9%	654	49.8%	211	48.8%	No
Gender							
Male	78	79.5%	304	50.3%	123	46.3%	N/A
Female	53	83.0%	350	49.4%	88	52.3%	N/A
Racial/Ethnic Group							
White	31	80.6%	134	63.4%	62	30.6%	N/A
African American	87	81.6%	388	44.6%	129	55.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	11	72.7%	125	49.6%	17	58.8%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	10	50.0%	68	23.5%	21	19.0%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	10	80.0%	107	46.7%	15	60.0%	N/A
Socio-Economic Status							
Subsidized meals	94	86.2%	542	47.0%	148	55.4%	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 have had a very rewarding year at Carolina High School and Academy. We are especially pleased with the efforts of our students, teachers, parents, and community in supporting our school's mission to continually develop a community of learners who are committed to excellence. This year has yielded many academic gains for our school as evidenced by our SAT scores which jumped 131 points. Additional gains were made on our end-of-course test scores, especially in the area of mathematics. We can attribute much of this success to the implementation of our new Synergistic Math Lab.

Located in metropolitan area of Greenville, Carolina High School and Academy serves students from various regions of Greenville County. Two district-wide magnet programs of study, engineering and health occupations, are housed on the Carolina campus. In addition to specific magnet courses, we offer college-preparatory, honors, advanced placement, and dual-credit courses in a variety of content areas.

We are a data-driven school with student academic achievement as our top priority. This year our professional development focused on incorporating literacy using Learning Focused strategies into every content area. We also integrated the Classworks Program, in addition to APEX and USA Test Prep, to benchmark our students, track their progress, and assist them in earning course credit. The creation of Reading and Math Strategies classes allowed us to identify students by their MAP scores to implement a consistent remediation and acceleration approach to HSAP test preparation. In-class review sessions and school-wide blitzes were also incorporated as additional support activities to prepare students for HSAP testing.

A new component of our curriculum was the implementation of a school-wide mentoring program. This program, T3: Trojan Talk Time, provided a forum for our character education program and student recognition and incentive programs. The CARE Program continued as an after-school program to assist our students with additional instruction when needed. Free tutoring in all core content areas and transportation were provided every Tuesday and Thursday. An after school credit recovery program using the APEX program met in the computer lab Monday through Thursday as well.

Communication through e-mail, School Messenger, conferences, phone calls, letters, our marquee, and monthly SIC meetings are just a few of the ways we share with our stakeholders. Parent and community involvement is important to us and continues to be a major factor in our students' successes. Our focus for the upcoming school year is to increase parent and community involvement through PTSA, SIC, volunteer opportunities at school events and service learning projects. Carolina High School and Academy continues to strive to educate all students and to produce positive contributors to the Carolina community and society as a whole.

Anthony L. Holland, Principal
Kenneth Baxter, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	104	29
Percent satisfied with learning environment	76.9%	73.1%	79.3%
Percent satisfied with social and physical environment	84.6%	74.0%	75.0%
Percent satisfied with school-home relations	23.1%	76.9%	72.4%

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

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

School Adequate Yearly Progress	NO
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This school met 12 out of 21 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%	1.9%
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	2.8%	0.0%	No

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	216	99.5	23	42.3	25.5	9.2	47.4	71.3	65.9	No	Yes
Male	103	99	30.4	41.3	19.6	8.7	37	66	60.8	N/A	N/A
Female	113	100	16.3	43.3	30.8	9.6	56.7	76.7	71	N/A	N/A
White	56	100	14	48	30	8	60	81.9	77.5	No	Yes
African American	114	99.1	26.2	39.8	22.3	11.7	43.7	49.4	49.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	80.4	80.2	I/S	I/S
Hispanic	44	100	26.2	42.9	26.2	4.8	40.5	58	56.8	No	Yes
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	29	100	65.4	30.8	3.8	0	7.7	24.8	21.3	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	31	100	28.2	43.6	25.6	2.6	35.9	49.7	47.3	I/S	I/S
Subsidized meals	177	99.4	27.5	43.8	23.1	5.6	41.3	52.9	51.5	No	Yes

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

All Students	216	100	28.1	44.9	17.3	9.7	40.3	64.6	62.3	No	Yes
Male	103	100	31.5	40.2	17.4	10.9	43.5	64.8	61.7	N/A	N/A
Female	113	100	25	49	17.3	8.7	37.5	64.3	63	N/A	N/A
White	56	100	16	52	22	10	54	76.1	75	No	Yes
African American	114	100	33	43.7	13.6	9.7	34	38.6	44	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.3	85.5	I/S	I/S
Hispanic	44	100	28.6	40.5	21.4	9.5	40.5	53.9	56.7	No	Yes
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	29	100	76.9	15.4	7.7	0	11.5	22.7	22.1	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	31	100	33.3	38.5	20.5	7.7	33.3	50.9	52.6	I/S	I/S
Subsidized meals	177	100	32.5	45.6	14.4	7.5	35.6	46.2	48.1	No	Yes

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

All Students	216	87.5	73.0	14.3	9.0	3.7	12.7	N/A	N/A	N/A	N/A
Male	103	80.6	72.3	13.3	10.8	3.6	14.5	N/A	N/A	N/A	N/A
Female	113	93.8	73.6	15.1	7.5	3.8	11.3	N/A	N/A	N/A	N/A
White	56	89.3	68.0	14.0	14.0	4.0	18.0	N/A	N/A	N/A	N/A
African American	114	84.2	77.1	15.6	5.2	2.1	7.3	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	44	93.2	70.7	12.2	9.8	7.3	17.1	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	29	58.6	94.1	5.9	0.0	0.0	0.0	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	40	92.5	75.7	10.8	10.8	2.7	13.5	N/A	N/A	N/A	N/A
Subsidized meals	177	86.4	78.4	11.1	7.8	2.6	10.5	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

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	2009	194	98.5	25.4	43.9	22	8.7	43.9	66.9	61.8
	2010	216	99.5	23	42.3	25.5	9.2	47.4	71.3	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	194	98.5	34.7	35.8	20.2	9.2	46.2	64.7	62.7
	2010	216	100	28.1	44.9	17.3	9.7	40.3	64.6	62.3

* Adjusted to account for natural variation in performance.