



GREG MATHIS CHARTER

2872 Azalea Drive

N. Charleston, SC 29405

Grades	9-12 High School	
Enrollment	65 Students	
Principal	Eleanor H. Hardy	843-557-1611
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	At-Risk	Below Average
2010	At-Risk	Below Average
2009	At-Risk	Below Average
2008	At-Risk	Below Average
2007	At-Risk	N/A

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
0	1	3	4	6

* 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 (%)	6.3%	11.1%	16.7%	58.0%	57.5%	53.1%
Passed 1 subtest (%)	25.0%	66.7%	66.7%	20.6%	19.3%	25.1%
Passed no subtests (%)	68.8%	22.2%	16.7%	24.5%	26.7%	26.4%

HSAP Passage Rate by Spring 2011

	Our High School	High Schools with Students Like Ours
Percent	38.5%	75.2%

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	109	60	114	87
Number of Graduates in Cohort	3	13	72	56
Rate	2.8%	21.7%	57.2%	54.4%

*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	109	N/A	100
Number of Graduates in Cohort	N/A	10	N/A	62
Rate	N/A	9.2%	N/A	50.9%

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	25.0%	47.1%
English 1	41.7%	46.1%
Biology 1/Applied Biology 2	0.0%	35.3%
Physical Science	0.0%	30.5%
US History and the Constitution	0.0%	19.6%
All Tests	9.3%	33.8%

* 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=65)				
Retention rate	7.7%	Down from 16.2%	4.6%	3.4%
Attendance rate	78.5%	Down from 81.4%	93.2%	95.0%
Served by gifted and talented program	0.0%	No Change	3.4%	12.4%
With disabilities other than speech	1.3%	Down from 4.2%	13.0%	9.9%
Older than usual for grade	67.9%	Down from 73.9%	9.7%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	16.9%	Up from 2.2%	0.9%	0.9%
Enrolled in AP/IB programs	0.0%	No Change	1.1%	13.0%
Successful on AP/IB exams	N/A	N/A	N/A	51.7%
Eligible for LIFE Scholarship	0.0%	No Change	23.6%	30.1%
Annual dropout rate	40.4%	Up from 28.6%	2.1%	2.5%
Career/technology students in co-curricular organizations	0.0%	No Change	0.6%	2.9%
Enrollment in career/technology courses	43	Up from 39	135	419
Students participating in work-based experiences	0.0%	No Change	0.0%	7.2%
Career/technology students attaining technical skills	44.2%	Down from 66.7%	80.2%	83.0%
Career/technology completers placed	N/A	N/A	97.0%	98.4%
Teachers (n=12)				
Teachers with advanced degrees	33.3%	No Change	60.4%	61.1%
Continuing contract teachers	33.3%	No Change	62.5%	80.6%
Teachers returning from previous year	N/A	N/A	76.8%	86.5%
Teacher attendance rate	95.8%	Up from 89.7%	95.1%	95.5%
Average teacher salary*	\$34,575	Down 1.4%	\$43,317	\$46,884
Professional development days/teacher	7.0 days	Up from 5.0 days	9.9 days	10.0 days
School				
Principal's years at school	1.0	Down from 2.0	1.0	4.0
Student-teacher ratio in core subjects	23.0 to 1	Up from 18.4 to 1	19.5 to 1	26.5 to 1
Prime instructional time	74.2%	Up from 70.5%	88.2%	89.3%
Dollars spent per pupil**	\$8,563	N/A	\$11,280	\$7,804
Percent of expenditures for teacher salaries**	37.0%	N/A	54.7%	58.0%
Percent of expenditures for instruction**	41.0%	N/A	57.7%	60.6%
Opportunities in the arts	Poor	No Change	Good	Excellent
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	99.6%	97.3%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	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	13	38.5%	107	9.3%	109	2.8%	No
Gender							
Male	N/A	N/A	64	6.3%	74	2.7%	N/A
Female	N/A	N/A	36	13.9%	35	2.9%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	12	41.7%	102	8.8%	105	2.9%	N/A
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
Disability Status							
Disabled	N/A	N/A	N/A	N/A	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	69	10.1%	73	4.1%	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

Although Greg Mathis Charter High School (GMCHS) has faced challenges in the past, the school experienced a transformation this year. GMCHS essentially began in August 2010 under the oversight of a new school board and placement of a new principal. The "new" GMCHS has become a school with a rigorous instructional program based on scientific, research-based, divergent instructional strategies within a safe and nurturing environment for our students.

The charter for GMCHS was developed for students who were academically behind in school and were at high risk of dropping out. Low academic achievement, especially in reading and math, was the most critical challenge facing GMCHS; however, other contributing factors have a direct impact on student achievement; therefore, the new school leadership began to address challenges on multiple fronts:

At-risk students have great difficulty keeping up in as many as eight classes at a time. The school schedule was revamped to a 4 X 4 model.

Transition from middle school to high school is difficult. To avoid freshmen struggling the entire year with low grades, high absenteeism and tardiness, as well as unacceptable behaviors, GMCHS initiated a formal transition program for freshmen.

The majority of students at GMCHS are behind on attaining the necessary units for graduation, the APEX program was put in place to provide the opportunity for credit recovery; Instructional decisions must be based on student data; the MAP test is given to students each semester in an effort to maintain up-to-date records on academic achievement; GMCHS teaching staff is currently participating in the Mastery Teacher Model (MTM) for professional development.

A School Improvement Council was formed to obtain parent input in major school decisions. GMCHS has adopted a policy of not admitting any violent students, and instituting a consistent "No Tolerance" policy for fighting and drug possession to ensure a safe and drug-free environment for students and staff.

GMCHS has made great strides this year. We are very proud to claim 24 graduates this year, an improvement over 3 graduates last year. However, only five (5) of our graduates are graduating on-time. Our students come to us several grade levels behind; therefore, until we implemented the APEX program, it was almost impossible to acquire all necessary units in order to graduate on-time. Our goal is to increase the number of our students graduating on-time by 10 each year.

Our MAP scores have increased dramatically and 7 of our students have been accepted into post-secondary programs.

Failure is NOT an option for students as GMCHS. Through intense, explicit instruction using divergent strategies that are research based, our students will achieve.

Eleanor H. Hardy, Principal
Alethia Deas SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	5	17	9
Percent satisfied with learning environment	80.0%	76.5%	I/S
Percent satisfied with social and physical environment	80.0%	58.8%	I/S
Percent satisfied with school-home relations	60.0%	62.5%	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

This school met 0 out of 0 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

CSI-DELAY

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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	47.6%	0.0%	No

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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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	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	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	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	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	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	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

All Students	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Male	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Female	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
White	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	0	N/A	N/A	N/A	N/A	N/A	N/A	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	7	I/S	I/S	I/S	I/S	I/S	I/S	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*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2010	N/A	N/A	N/A	N/A	N/A	N/A	N/A	69.8	65.9
	2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2010	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64.2	62.3
	2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.