Carolina High School & Academy Portfolio

Burke Royster, Superintendent

Michael Delaney, Principal

Greenville County Schools
2013-14 through 2017-18

Stakeholder Involvement

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

POSITION	NAME
1. Principal	Michael Delaney
2. Teacher	Cheryl Todd-Stout
3. Parent/Guardian	Sylvia Barton
4. Community Member	Antonio Alvarez
5. School Improvement Council	Kathy D. Coffman
6. Others (May include school board members, administrators, School Improvement Council members, PTO members, agency representatives, university partners, etc.)	

POSITION	NAME
Asst. Principal	John Banning
Asst. Principal	Tina Bishop
Asst. Principal	Christopher Emerson
Asst. Principal	Marjon Ford
Teacher	Tonya Benjamin
Teacher	Edward Brittain
Teacher	James Campbell
Teacher	John Roberson

*REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

Assurances

Act 135 Assurances

Assurances, checked and signed by the district superintendent and the principal, attest that the school/district complies with all applicable Act 135 requirements.

(Initial each category to document that assurances are met).

N/A **Academic Assistance, PreK–3** The school/district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). A good example of academic assistance services for PreK–3 may be found at:
☐**Goal** ☐ **Strategy** ☐ **Activity N/A, Page N/A of the Plan.**

X **Academic Assistance, Grades 4–12** The school/district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). A good example of academic assistance services for grades 4–12 may be found at:
☒**Goal 1** ☒ **Strategy 4** ☒ **Activity CARE Program, Page 52 of the Plan.**

X **Parent Involvement** The school/district encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children. A good example of parent involvement may be found at:
☒**Goal 5** ☒ **Strategy 2** ☒ **Activity PTSA, SIC, Open House, Page 61 of the Plan.**

X **Staff Development** The school/district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*. A good example of staff development may be found at:
☒**Goal 4** ☒ **Strategy 1-5** ☐ **Activity 1-5, Page 58 of the Plan.**

__X__ **Technology** The school/district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. A good example of the use of technology may be found at:
⊠**Goal 4**　⊠ **Strategy 1-5** ☐ **Activity 1-5, Page 58 of the Plan.**

__X__ **Innovation** The school/district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. A good example of the use of innovation funds may be found at:
⊠**Goal 1-5**　☐ **Strategy**　　☐ **Activity 1-5, Page 58 of the Plan.**

__N/A__ **Recruitment** The school/district makes special efforts to **recruit** and give **priority** in parenting and family literacy activities to **parents** of at-risk 0–5 year olds. The recruitment program is not grade specific, but normally would be most appropriate for **parents** of children at the primary and elementary school levels and below, and for secondary school students who are **parents**.

__X__ **Collaboration** The school/district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

__X__ **Developmental Screening** The school/district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

__N/A__ **Half-Day Child Development** The school/district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

__N/A__ **Best Practices in Grades K–3** The school/district provides in grades K–3 curricular and instructional approaches that are known to be effective in the K–3 setting.

__N/A__ **Developmentally Appropriate Curriculum for PreK–3** The school/district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

N/A **Parenting and Family Literacy** The school/district provides parenting activities and opportunities for parents of at-risk 0–5 year olds to improve their educational level. This program is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Some districts operate the program at various schools, an early childhood development center, or some other location, while other districts operate the program through home visits.

N/A **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The school/district ensures as much program effectiveness as possible by developing a districtwide/schoolwide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

N/A **The School-to-Work Transition Act of 1994 (STW)** The school/district provides required STW programs for grades 6–12, and STW concepts are a part of the developmentally appropriate curriculum for K–12.

Burke Royster
Superintendent's Printed Name   Superintendent's Signature   Date
(for district and school plans)

Michael Delaney
Principal's Printed Name   Principal's Signature   Date

As chairperson of the SACS CASI Quality Assurance Review Team, I certify that _____ School has a continuous improvement plan that meets all requirements of the South Carolina Department of Education's model planning process as specified in State Board of Education Regulation 43-261 and that the school meets SACS CASI accreditation requirements.

_____   _____ _____
Quality Assurance Review   QAR Team Chair's Signature   Date
Team Chair Printed Name

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INTRODUCTION TO THE CAROLINA HIGH SCHOOL & ACADEMY PORTFOLIO

The Carolina High School & Academy school portfolio was developed to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The categories used in this portfolio are based upon our *High Schools That Work* ten key practices and the 90-90-90 (90% minority, 90% poverty, 90% academic performance at or above grade level) schools research. Both of these initiatives promote strategies that are research-based and are relevant to schools like ours. These categories were selected because we agree that the philosophies written into the initiatives will lead to CHSA becoming an excellent school. Within each category is a description of the intent of the category, a brief summary of where we are as a school, and our next steps.

This school portfolio is a living document that describes our school and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The portfolio also describes how we build and utilize our overall school plan for the purpose of increasing student achievement. It is in this final chapter that one can see an overview of all the progress and changes we have been able to accomplish within each section and throughout our school. It also shows how all of the parts fit together to make our school a positive place for our students.

Please enjoy this comprehensive treasure as it provides the story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the future world!

Portfolio Leadership Team

Andrew Baker – Math Department
Tonya Benjamin – Special Services Department
Edward Brittain – English Department
James Campbell –Fine Arts and World Languages Departments
Daphne Cooper – PE Department
Maureen McCuen – Social Studies Department
Clay Roberson – Science Department
Chery Todd-Stout – Business and CATE Department
All staff members were involved in the development of the school mission statement and school action plan.

EXECUTIVE SUMMARY

Student Achievement

Teachers at Carolina High School and Academy keep abreast of the latest methods of delivering instruction through rigorous professional development opportunities offered at both the district and school level. Teachers have also taken advantage of staff development opportunities that are offered through the nearby universities in addition to attending local and national conferences. Because we recognize that students learn in different ways, teachers are encouraged to try a variety of instructional strategies to meet the needs of all students. We encourage all staff to be involved in professional development opportunities to increase student learning. Our highest priority is to implement the learned strategies to carry out our vision and closing the achievement gaps we have identified. Teachers are encouraged to work together in collaborative teams at the departmental level to plan vertically to ensure a continuum of learning that makes sense for all students. Teachers are also encouraged to perform cross-curricular planning to help students make connections between content areas. Teachers are placed in cohorts based on expertise for professional development purposes to encourage collaboration and collegial conversations about instruction.

We have determined through studying our achievement gaps that it is important to raise the rigor of the curriculum for all of our students. We believe the Standards in Practice process is the best way to achieve this goal. By combining grade level standards-based instruction and differentiated instructional practices with additional writing practice in each classroom, we will increase our students' learning.

Using Student Achievement Data

We have systematically tried to use data to drive our decisions about the instructional program. The data has been made available to all teachers, parents, and students. In using the data, the teachers are making data-driven instructional decisions to help move all students to the next level.

In the fall of 2009, CHSA started courses called Reading and Math Strategies. These courses were designed to remediate the students' basic skills while helping students to increase Measures of Academic Progress (MAP) scores and to be prepared to take the High School Assessment Program (HSAP). The students were assigned to these courses based on their MAP scores, if they were a ninth grader going into tenth, and HSAP scores if they were an identified longitudinal student.

We have used data in the following ways:

- HSAP data was disaggregated by score. This information was used to provide focused instruction for all students who had not passed the HSAP test.
- MAP data was disaggregated by RIT score. This information was used to provide focused instruction for First Attempt HSAP students who were scoring in the "at-risk" range on the MAP test.
- In the classroom, teachers use diagnostic tests, writing samples, quizzes, tests, group work, and other forms of assessment to determine student progress. These types of assessments are helpful in shaping instructional strategies to accommodate the students' different learning styles.

With PowerTeacher and Enrich, teachers will be able to access the test data on their students more quickly. This will help us to address the achievement gaps more effectively.

Student Support Systems

Recognizing that some students need support beyond that which is available in the classroom, CHSA has worked with the district to provide a variety of special services.

We have three resource teachers who work with students with learning disabilities. These teachers work primarily in collaboration with classroom teachers. We also have two self-contained special education teachers that offer multiple core and elective classes. When a teacher believes that a student has special needs that require attention, the student is referred to the Assistance Team (A-Team). The purpose of the A-Team is to try to match student needs with resources that are available through the school, district, and community.

Summary of Progress

The past three years have been transitional. We have a clear path for increasing student achievement laid out before us. We are currently implementing the Learning Focused model for creating unit plans and lesson plans in the classroom. We have been focusing on creating rigorous unit plans that are standards-based and contain a variety of instructional strategies that meet the needs of all students. We are also focusing on the implementation of the new Common Core State Standards.

Next Steps

We are focused on implementing and being stewards of the mission and vision of Carolina High School and Academy. Our goal is to increase the rigor in the courses we teach and provide meaningful and relevant experiences and support for every student. To accomplish this, we plan to:

- Incorporate a project-based learning environment for incoming 9th graders and create a culture of trust, responsibility, and respect.

- Examine student assessment data regularly, as a whole faculty and in departmental level teams
- Establish collaborative teams of teachers to prepare lessons/projects that foster a new learning environment for all students
- Provide meaningful professional development for the staff that is geared toward implementing the mission and vision of the school

Teacher and Administrator Quality

We strive to improve our instructional and organizational priorities, because improvement must be continuous and rigorous. As a staff, we are constantly evaluating all aspects of the school to ensure effective instruction and success. All teachers and administrators of the school are focused on student achievement and providing the most positive educational experience for all students. Teachers and administrators are continually working together to evaluate and refine instructional practices.

Summary of Progress

During the past three years, teachers and administrators have been participating in professional development on literacy and rigor. This past school year, teachers were divided into six cohort groups based on their instructional needs. Each group participated in a book study that focused on different areas of teaching and instruction. Observation data shows that rigorous instruction is continuing to increase.

Next Steps

- Ensure all staff members are prepared for a project-based learning environment
- Ensure all instruction is standards based and Common Core State Standards are implemented
- Ensure all teachers are being observed on a regular basis
- Continue to reflect on and evaluate all areas of the school to ensure the most efficient use of resources are used to positively impact student achievement and classroom instruction
- Ensure the staff continues to participate in professional development activities that are in line with the goals of the school

School Climate

We have continued to improve the school climate by providing students with a safe and inviting learning environment. The school logo and colors were changed in order to increase consistency with all school organizations and to remind students of our school's rich history. To increase school pride, additional school spirit activities have

been incorporated such as pep rallies, spirit week, assemblies, and class competitions. The school name was added to the building as well as the Trojan logo added to locations on and around the campus.

Summary of Progress

Over the past 3 years, teachers and administrators have been working to improve the learning environment in the building. With a focus on providing students with rigorous learning experiences, students have noticed a positive change. Students are being challenged now more than ever and the results are evidenced on the School Report card. There was an increase in the percentage of students being unsatisfied with the learning environment.

Next Steps

- Ensure all instruction is rigorous and challenging for students
- Ensure students are being held accountable for their learning
- Continue to provide support for students during instruction
- Continue to provide students with learning experiences that challenge them inside and outside of the classroom
- Continue to build upon school spirit and school pride in the building
- Increase AP offerings
- Maintain enrollment numbers
- Increase service learning and volunteer opportunities

Significant Challenges

- The poverty index is 93.75% which presents many challenges for our students physically, emotionally, socially, and academically
- A highly transient school population hinders learning continuity
- Many students work part-time and full-time jobs to support their families
- There is a large population of special education students resulting in a max graduation rate of 85-90% each year
- A large percentage of students enter the 9th grade reading three to four grade levels below the 9th grade
- Student attendance rates are consistently below 94% each year
- Parental support and involvement is consistently low
- Some faculty members have not been consistent with best practices and rigorous instruction
- Staff turnover rate is over 15% each year

Significant Accomplishments
   HOSA (2010-2014)
- In 10 years of competing in Health Occupations Student Association (HOSA), Carolina has had 66 state championships and has had 15 students finish in the top 10 in the nation.
- Taurice Bussey - 2010 finished 6th in the nation in Epidemiology
- Taurice Bussey- was elected state HOSA President in 2011
- Missy McCormick – placed 1st in Prepared Speaking for two years in a row (in 2011 and 2012)
- Aaron Finch - 2nd place Dental Spelling and Barbara James Bronze medal in 2012
- Mackenzie Gore - 2nd place Nutrition in 2012
- Larkidus Robinson - top 20 Health Care Issues Exam in 2012
- Cole Berry - Barbara James certificate recognition in 2012
- Moriah Roberts - top 6 in Medical Photography and Barbara James certificate recognition in 2012
     Chantelle Levesque - Barbara James certificate recognition in 2012
- Milagros Rodriguez - top 6 in the state for Human Growth and Development in 2012
- Emilee Bratcher - 6th Dental Spelling in 2012
- Missy McClintock- voted state HOSA President in 2014 and ranked 1st place in Researched Persuasive Speaking
- Moriah Roberts – placed 2nd in Medical Photography
- Aaron Finch – ranked 4th in Medical Spelling
- Taylor Smith – ranked 5th in Human Growth and Development

   Science Olympiad (2012-2014)
- The team placed 8th overall in the state in 2012
- Morah Roberts and Cameron Fritz Farr won 6th place in Material Science in 2012
- Keith Coffman and Jay George won 6th place in Disease Detective in 2012
- Cameron FritzFarr and Luis Garcia took 6th place in Robot Arm in 2012
- Ryan Flowers and Jamison Gregg took 4th place in Gravity Vehicle in 2012
- Josh Hendrix and James Hugg took 4th place in Circuit Lab in 2012
- Moriah Roberts and Keith Coffman won 2nd place in Boomilever in 2012
- The team placed 8th overall in the state in 2014
- Cherdricka Fleming and Ryan Flowers placed 6th in Anatomy and Physiology in 2014
- Daniel Alvarez and Kaylee Pilgrim placed 6th in Dynamic Planet in 2014
- Keith Coffman placed 5th place in Circuit Lab in 2014
- Josh Hendrix and Keith Coffman placed 4th in Compound Machines in 2014
- Cherdricka Fleming and Ryan Flowers placed 3rd in Boomilever in 2014

Athletics (2012-2014)
- Football Playoffs: 2010 advanced to first round
- Football Playoffs: 2011 advanced to the third round
- Basketball Playoffs: 2011 advance to third round
- Basketball Playoffs: 2012 advance to second round
- Zykiesis Cannon signed a national letter of intent to become a student-athlete at the University of Louisville, Kentucky in 2013
- Zykiesis Cannon selected to participate in the North/South All Star Football Game and the State AA Football team in 2013
- Rueben Jones, Zykiesis Cannon, Jaqwan Martin, Tarad Humphrey, and Tracy Scott were selected to the All 1-AA Region football game 2013
- Marcus Grant, Tarad Humphrey, Zykiesis Cannon, R.J. Rosemond, and Jaqwan Martin were all chosen as Greenville Touchdown Club Players of the Week
- Basketball Playoffs: 2014 boys advance to first round
- Basketball Playoffs: 2014 girls advance in the first round

Fine Arts (2010 – 2014)
- Permanent Display drawn for Roper Mountain Living History Farm, William's Slave Cabin in 2010
- 3rd place in 3D/Sculpture at the District Art Show in 2010
- AP Art Studio class established in 2011
- Participated in the AIDS Upstate Show and several pieces purchased for private collections in 2011
- Received 3rd place in Photography in the District Art Show in 2012
- Received 1st, 2nd, and Best in Show in South Greenville Fair in 2012
- Received Silver Key and Honorable Mention at the SC Scholastic Art Awards in 2012
- National Art Honor Society established in 2013
- Student winner of SCAEA Annual Art Scholarship in 2013
- Received 3rd place at SC Schools Photography competition at Winthrop University in 2013
- Received 1st place in Youth Art Month show at the Governor's School for Arts and Humanities in 2014
- Received 2nd place in Drawing and 3 pieces accepted into the Women in Art show at Converse College in 2014

Academics (2010-2014)
- National Technical Honor Society inducted five members in 2013
- In 2011, Carolina High received a *Below Average* rating on the School Report Card after being *At-Risk* for seven years.
- The school also received an Excellent improvement rating in 2011
- In 2011, Carolina High received the Palmetto Gold Award

School Report Card

- Life Scholarship – 34.5% eligible (26.7 % in schools like ours)
- Retention rate – 6.1% (4.1% in schools like ours)
- EOC tests in every content area are higher versus other schools like ours
- Increase in graduation rate over the past three years

Scholarships
- **Scholarships 2009-2010**
    - 1 Pepsi Golf Scholarships at $1200
    - 1 Voorhees College $2500
    - 1 Benedict College $2000
    - 2 Burger King $500
    - 2 Kappa Alpha Psi at $500
    - 3 Berea College 4-year Scholarship at $20000
    - 2 Sirrine Scholarships $2000 per year for 4 years

- **Scholarships 2011-2012**
    - 4 Sirrine Scholarships $2000 per year for 4 years
    - 1 Pepsi Golf Scholarship at $1200
    - Hope Scholarship total of $2800
    - Life Scholarship total of $220,000
    - Palmetto Fellows total of $80,400

- **Scholarships 2012-2013**
    - 1 Pepsi Golf Scholarships at $1200
    - 1 Southeastern Scholarship at $11,000 per year for 4 years
    - 1 Presbyterian Scholarship at $4000 per year for 4 years
    - 1 Francis Marion Scholarship at $6000
    - 1 Winthrop University Scholarship at $5000
    - 1 Max Heller Scholarship at $20,000 per year for 4 years
    - 5 Sirrine Scholarships $2000 per year for 4 years
    - 1 Berry University Scholarship at $58,000 for 4 years
    - Palmetto Fellows total of $53,600
    - Life Scholarship total of $444,000
    - Hope Scholarship total of $2800
    - 1 Clemson University Scholarship of $15,500 per year for 4 years
    - 1 Erskine University Scholarship of $10,000
    - 1 Converse College Scholarship of $17,000
    - 1 Oakwood University Scholarship of $500

Grants

- 2010 – School Improvement Grant for school transformation
- 2012 – Flour Daniel Engineering Grant
- 2012 – Salvation Army grant to support the before/after school tutoring program
- 2012- Palmetto Priority School Grant
- 2013 – Palmetto Priority School Grant

SCHOOL PROFILE

The School Community

Carolina High School, located in Greenville County, was established in the 1956 - 1957 school year as a 9th – 12th grade public high school to serve the students from both Welcome High School and Parker High School upon their closings. With fourteen high schools located within the Greenville County School District's borders Carolina was selected as a magnet school beginning in the 1995 – 1996 school year. This led to Carolina High School becoming Carolina High School and Academy. The specialized curriculums for Carolina include both a Pre-Engineering Program and a Health Professions Program. At its peak, the enrollment for Carolina was approximately 1300 students; however these numbers have decreased over the years as needs and composition of the community have changed. The Southern Regional Education Board (SREB) High Schools That Work (*HSTW*) initiative became a part of the Carolina Academy concept initiative in 1996 (Earle Bennett, *HSTW*, November 2003).

Today, Carolina High School and Academy has approximately 700 students who are served by 51 classroom teachers, including two academy teachers and an academy program coordinator. The original Carolina High School building was demolished in 2006 to make way for the new facilities currently used today. The new building includes 48 classrooms, two gymnasiums, a library, an auditorium, athletic/amenities, and three computer labs.

Carolina's current student population consists of 50.7% African Americans, 23.0% Hispanic/Latinos and 22.5% Caucasians, with the remaining 3.8% classified as other than those noted. Currently, Freshmen compose 33.7% of the student population, Sophomores 30.0%, Juniors 19.6%, while Seniors make up 16.6% of the total enrollment. The magnet program has a current enrollment of 124 students which makes up approximately 18.0% of the student population. Currently, 84.9% of the student population is on Free/Reduced Lunch. This number reflects the school's poverty index of 93.75%. Our primary feeder schools—Tanglewood Middle School, Lakeview Middle School, and Hughes Middle School—each have a Free/Reduced Lunch population in excess of 50%.

In the past, Carolina was a low-performing school according to the South Carolina School Report Card. Through hard work and effort, the school has shown growth. The Absolute Rating in 2011 was *Below Average* with an Improvement Rating of *Excellent.* In 2012 the Absolute Rating was *Below Average* with an Improvement Rating of *Below Average.* In 2013 the Absolute Rating was *Below Average* with an Improvement Rating of *Below Average.*

In 2011, Mr. Michael Delaney became the principal. Mr. Delaney is a former Assistant Principal, Director of the Freshman Academy, and mathematics teacher for Carolina High School and Academy.

Geographic Location

Greenville, South Carolina, is situated in the Piedmont region in the foothills of the Blue Ridge Mountains. As reported by the 2010 census data, Greenville County has more than 451,219 residents, a 10.0% increase since the 2005 census. Greenville County, once known as the textile giant of the Upstate, has one of the most diversified economies in South Carolina. Greenville has experienced tremendous success in recruiting top tier corporations such as Michelin, General Electric, Hitachi and BMW to the region.

According to the 2010 census data, the homeownership rate in Greenville County was 67.9%. The median annual household income for Greenville in 2010 was $48,518 while 66,329 persons were living below the poverty level.

There are twelve universities and colleges in the local area: Anderson University, Bob Jones University, Clemson University, Converse College, Furman University, Greenville Technical College, North Greenville College, Southern Wesleyan University, Spartanburg Methodist College, USC Upstate, Tri-County Technology College and Wofford College.

Carolina High School and Academy Community

According to 2010 census data, the average per capita income was $36,296, while 21.5% of families reported $14,999 or less. Approximately 40% of adults are high school graduates while 7.0% have Bachelor's Degrees or better. Residents reported ethnicity as 54.2% Caucasian, 32.4% African-American, 15.8% Hispanic and 0.4% Asian. 93.0% of households reported English as the primary language. The workforce includes the following types of jobs:

Management, Professionals and Related	15.0%
Sales and Office Occupations	23.4%
Service Occupations	26.2%
Construction and Maintenance	17.4%

Employment Status

Our community is largely employed in the same area in which they live, with approximately 58.0% working in zip code area 29611. The occupational employment data indicates that 35.0% are white-collar workers, 38.0% are blue-collar workers, and 26.0% are service workers. This data further indicates that 8.0% of persons residing in the area are unemployed. (Source: U.S. Census Bureau, Census 2010.)

Housing Information

Percentage of Household

Family Households	67.0%
Married Couple Family	38.0 %
Female Householder, No Husband Present	23.0%
Nonfamily Households	33.0%
Householder Living Alone	26.9%
Householder 65 Years and Over	24.8%
Households with Individuals Under 18	35.4%

Housing Occupancy

Occupied housing units 84.9%

Vacant housing units 15.1%

Housing Tenure

Owner occupied 55.8%

Renter occupied 44.2% (Source: U.S. Census Bureau, Census 2010.)

School Facilities

Carolina High School and Academy and the district are both committed to providing a safe and clean environment for learning. A safety plan, which includes all procedures for fire, tornado, earthquake, bomb threat evacuation and other emergencies, is in place and is updated yearly. Teachers have supervisory duties before classes, between classes and during lunch. The school nurse and other designated personnel are trained in First Aid/CPR. In January 2005, a Dean of Students position was added to the school. The Dean works with students who are truant and tardy.

Specific safety concerns regarding all buildings and grounds at the school site are handled by the school district maintenance department if they cannot be remedied by site custodians or utility workers assigned to site duties. Our professional staff of custodians performs basic cleaning and maintenance operations in every classroom every day.

Other aspects of the school/district safety program include:
- District safety committee
- Bus evacuation drills
- Fire/ Evacuation drills
- Lock down drills
- Fire safety inspections
- Campus supervision
- Two AED's
- Team of first responders
- Certified Athletic Trainer

Classroom Discipline/Learning Climate

Carolina High School and Academy provides a disciplined, but stimulating, learning climate. Parents are encouraged to become involved in our school community by helping with their child's homework and actively supporting their child's successes. Student discipline is the responsibility of all Carolina High School and Academy stakeholders.

A major goal is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, CHSA offers many opportunities for student participation and recognition.

The school recognizes student achievement by offering incentives such as, pizza parties, t-shirts, certificates, ice cream socials, and award banquets. Students with perfect attendance are also recognized with certificates and prizes. Students are encouraged and expected to maintain appropriate behavior at all times. Student handbooks and other information about school and classroom policies are distributed and discussed on a regular basis.

Subject matter and courses are reviewed on a regular basis. Curricula have been developed in alignment with state academic standards and local needs. All stakeholders are encouraged and welcomed to be active participants in this process.

Counseling and Other Student Support Services

Students at CHSA receive a broad range of quality support services from an outstanding staff. Carolina High School and Academy has two full time guidance counselors. Additionally, Carolina has a part-time Career Development Facilitator. The goal of our guidance department is to support the personal, social, emotional, educational, and career development of all students. Counselors work with all stakeholders to help each student become a responsible and productive citizen.

A district social worker upon school requests along with a mental health counselor work with all stakeholders to ensure that all students attend school on a regular basis and to make home visits for students who do not attend school regularly.

Carolina High School and Academy also has a family services coordinator provided by the Urban League. The program is the Pre-College Enrollment Program. This program is designed to give opportunities to people who wish to pursue career goals in post-secondary institutions. The services provided are as follows:

- SAT/ACT applications and fee waivers and free SAT workshops
- Financial aid and post-secondary education counseling
- College tours
- College application and fee waivers
- Financial aid workshops and assistance for students and parents

Carolina High School and Academy's CARE Program is an after-school tutoring program offered Tuesday through Friday from 7:45 am to 8:30 am and Monday, Tuesday and Thursdays from 3:45 pm to 4:45 pm. Bus transportation for the students involved in this program is provided every afternoon. Carolina High School also provides intensive HSAP and EOC preparation, career guidance, and college preparation. Our students also can take advantage of Virtual school, APEX, and Twilight school to keep them on track for graduation.

Partnerships

Carolina High School and Academy envisions our families, staff, and community working together to help our children succeed. This goal is a shared responsibility. We see a need to explore and develop new strategies in an attempt to involve our community because we believe that proactive cooperation will help us and our students meet the challenges of a fast-paced, ever-changing world.

Recognizing that parental involvement is one of the greatest contributors to student success in school, our staff convened a team to develop strategies for increased parent involvement. We determined, given our community's demographic profile, that we need to provide non-threatening opportunities, at convenient times, so that parents can be included. Parents can be involved in a variety of activities that the school offers such as chaperones on field trips, prom and homecoming, career speakers, and tutoring after school. We would like to provide off-campus opportunities, such as a community picnic, for parents to meet teachers and faculty. Ultimately, we would like to have a strong partnership structure for our school so that our partners' efforts directly impact our students' success in school and in life.

We have developed a partnership initiative, as a part of our comprehensive school wide improvement plan, to ensure that our partners have the opportunity to contribute to and benefit from these endeavors. We foresee a reciprocal agreement between the school and community members. We already have many reciprocal opportunities for our students and would like to expand this effort. We want continuous long-term relationships which will help to educate all students, provide possible shadowing/internships, and will in turn train future professionals in these fields. It is our belief that our students have much to offer, as well as learn from, their community. We will continue to look for ways to develop two-way partnerships.

Carolina High School and Academy has established partnerships with parents, community leaders, and businesses in order to enhance the educational experience and prepare our students for life beyond high school. Following are examples of existing partnerships:

- Guest speakers in classrooms from local government and law enforcement agencies and local media and military representatives are utilized to help develop students into successful citizens.
- Business leaders on Career Day speak to classes to introduce students to different businesses for the purpose of developing students into quality employees.
- Local businesses and individuals, including alumni, donate money, supplies, and services to support various academic, athletic, and arts endeavors.
- Several engineering firms and manufacturing businesses volunteer through mentoring, financial contributions, and sponsorship of engineering competitions to support the Carolina Academy Engineering program.
- The school works closely with Greenville Technical College to involve students in career fairs, technical classes, Early College classes, and to bring speakers to talk to classes. Other colleges and universities also speak to various classes and student groups during the Carolina High and Academy College Fair each year.
- Reciprocal partnerships have been developed by faculty at Carolina High School and Academy by serving on advisory boards at Greenville Technical College.
- Department of Motor Vehicles provides a Third Party Testing Program at Carolina High.
- Pairing our students with Greenville Rotary Club to participate in a job shadowing experience to learn about the knowledge and skills required in the workplace by observing daily business operation.
- Developed a network of speakers with the community and businesses.
- Created an active and vibrant School Improvement Council.
- Developed Kappa League Mentoring Program through Greenville Alumni Chapter of Kappa Alpha Psi Fraternity Inc.
- Mrs. Means, Job Coach, provides opportunities for non-paid training and job shadowing for 11th graders and paid work experiences for 12th graders.
- Student internships have been created through select companies, which include but are not limited to, A Plus Computing and the Greenville Health System.
- Edwin Penland Marketing firm has partnered with our marketing classes to create the Carolina High School and Academy Facebook page.
- Vocational Rehab opens cases for qualified students to help with job training and support.
- Sun Trust Bank opens bank accounts for students.
- Jobs for Americas Graduates (JAG) has partnered with Carolina High to prepare students for jobs and college.

Community Leadership Description

The community leadership of Carolina High School and Academy is comprised of an assortment of individuals and professionals. Leaders in business, law, technology, engineering, law enforcement, finance, military, journalism, the arts, hospitality, education, health professions, and government influence the community of Carolina High School. From informing and educating the students on a variety of career options to providing mentoring, inspiration and support, these leaders impact the Carolina community in a positive way. The following list is a sample of leaders who help:

- Greenville Technical College: Wanda Clark
- SIC Community Leaders: Ms. Kat Coffman, GE Corporation
- Upstate Circle of Friends: Anita Magwood and George Singleton
- MedEx Program Coordinator: Mr. Al Squire
- The Goodwill: Jamie Rachel
- JAG/WIA – Jay Blankenship
- Vocational Rehabilitation – Chris Utsey

CAROLINA HIGH SCHOOL & ACADEMY STAFF

Faculty

The 2011 school report card (2010 school year) reports that the school had 48 teachers. 43.8% of these teachers had advanced degrees. 18.7% of these teachers had provisional or emergency certificates. 85.3% of teachers returned from 2009. The attendance rate was 95.9%. The average salary was $44,047. The student teacher ratio in core subjects was 22.2 to 1.

Per the 2012 school report card (2011 school year) the staff at Carolina High School and Academy had 51 teachers. 47.1% of these teachers had advanced degrees. 83.0% of teachers returned from 2010. The attendance rate for teachers in 2011 was 96.5%. The average salary was $43,501. The student teacher ratio in core subjects was 22.7 to 1.

Per the 2013 school report card (2012 school year) the staff at Carolina High School and Academy had 46 teachers. 47.8% of these teachers had advanced degrees. 81.6% of teachers returned from 2011. The attendance rate for teachers in 2012 was 96.5%. The average salary was $43,772. The student teacher ratio in core subjects was 25.7 to 1.

During this particular school year, 2013-2014, our faculty consists of 49 certified teachers, two of which have *National Board Certification*.

Administration

The administration has been consistent in both numbers and personnel since 2005.

> Assistant Principals
> Marjon Ford – 3 years at Carolina, 13 years' experience
> Chris Emerson – 3 year at Carolina, 14 years' experience
> John Banning – 8 years at Carolina, 16 years' experience
>
> Principal
> Michael Delaney – 10 years at Carolina, 10 years' experience
>
> A new instructional position was added in 2009 called the Instructional Specialist. Tina Bishop has served in that position, giving her 5 years' experience at Carolina High School and Academy and 14 years' of experience.

Staff

Additional personnel at Carolina High School includes:
Media Specialist
Magnet Academy Coordinator
Grant Coordinator
Dean of Students
Secretary
Bookkeeper
3 Aides
2.5 Clerks
Resource Officer
Nurse
Part-time CDF
1 Plant Engineer
2 full time Guidance Counselor
1 Mental Health Counselor
6 Custodians

Name	Department	Gender	Experience	Educational Level
Allen, Delia	Math	Female	4	Masters
Armstrong, Jessica	Guidance	Female	1	Masters
Aulen, Amber	World Language	Female	4	Bachelors
Baker, Andrew	Math	Male	4	Masters
Baumann, Timothy	English	Male	0	Bachelors
Beam, David	Math	Male	15	Masters
Benjamin, Tonya	ESOL	Female	16	Masters
Booher, Lora	Magnet Coordinator	Female	27	Masters
Brittain, Drew	English	Male	3	Bachelors
Cain, Ruby	English	Female	19	Bachelors + 18
Campbell, James	World Languages	Male	6	Bachelors
Carmel, Leslie	Social Studies	Female	18	Masters
Clark, Brittany	Science	Female	0	Bachelors
Cochran, Ann	Media Specialist	Female	20	Masters
Cooper, Daphne	P.E.	Female	24	Masters
Crnobrnja, Allie	Business	Female	0	Masters
Cunningham, Daryl	ROTC	Male	2	Masters
Davis, Christy	Special Education	Female	6	Masters
Doyel, Jonathan	Fine Arts	Male	0	Masters

Driggers, Erin	Science	Female	1	Bachelors
Duncan, Beth	Business	Female	16	Bachelors + 18
Fair, Thomas	Social Studies	Male	24	Bachelors
Fox, Jennifer	Art and Drama	Female	21	Bachelors + 18
Guy, Geri	Social Studies	Female	3	Masters
Hamby, Gary	Physical Education	Male	7	Bachelors
Harrell, Jeffrey	Special Education	Male	1	Masters
Hicks, Reginald	Physical Education	Male	25	Bachelors
Higgins, Sharon	Health Academy	Female	8	Associates
Hilliker, Elizabeth	Guidance	Female	0	Masters
Hinson, Robin	ROTC	Female	8	Masters
Keene, Brittani	English	Female	0	Bachelors
Kuberry, Denise	Math	Female	3	Bachelors
LaPlante, Brittany	Special Education	Female	0	Bachelors
LaPoe, Brendon	Social Studies	Male	1	Bachelors
Littlejohn, Wanda	SIG Coordinator	Female	13	Masters + 30
Medford, Jessica	Social Studies	Female	4	Bachelors
McCuen, Maureen	Social Studies	Female	19	Bachelors
Moore, Lydia	Special Education	Female	0	Bachelors
Neely, Oscar	JAG	Male	28	Bachelors
Raymond, Mark	English	Male	3	Masters
Roberson, Jamie	English	Female	0	Masters

Roberson, Clay	Engineering Academy	Male	9	Bachelors
Rohrer, Tom	Business	Male	11	Masters
Savage, Corinda	Science	Female	15	Ed.S
Schuette, Matthew	Math	Male	4	Bachelors
Scowcroft, Lauren	Science	Female	0	Masters
Sowers, Emily	Math	Female	1	Masters
Stewart, Amanda	Science	Female	2	Bachelors
Stout, Cheryl	Business	Female	6	Masters
Strait, Teresa	English	Female	10	Masters
Visconti, Katherine	World Language	Female	1	Masters
Waters, Katrina	Math	Female	1	Bachelors
Watkins, Stephanie	Special Education	Female	28	Bachelors
Wright, Reuben	Social Studies	Male	15	Masters

Administration	Assignment	Gender	Experience	Education Level
Banning, John	Asst. Principal	Male	17	EdS
Bishop, Tina	Instructional Specialist	Female	15	Masters
Delaney, Michael	Principal	Male	10	Masters
Emerson, Christopher	Asst. Principal	Male	15	EdS
Ford, Marjon	Asst. Principal	Female	13	Masters

Support Personnel	Department	Gender	Experience	Education Level
Bennett, Brandon	Dean of Students	Male	0	Bachelors
Estes, Travis	Resource Officers	Male	21	Masters
Pridgeon, Rebecca	Guidance Clerk	Female	8	Bachelors

STUDENT POPULATION

Carolina High School and Academy has had many highs and lows in enrollment. At one time, in the 60's, the enrollment reached a high of 1300 students. After several years of declining enrollment, the number of students began to increase again when the magnet school was established. The following charts and graphs provide significant data on enrollment trends, attendance, disability, ethnicity, Free/Reduced Lunch, etc.

Carolina High School & Academy Enrollment by Ethnicity
2010-2014

	2010-2011	*2011-2012*	*2012-2013*	*2013-2014*
Asian	0.14%	0.00%	0.00%	0.00%
Black	57.00%	54.30%	54.00%	50.70%
Hispanic	18.00 %	21.00%	22.00%	23.00%
White	22.00%	24.66%	21.00%	22.50%

Carolina High School & Academy Free/Reduced Lunch
20010-2014

Lunch	2010-2011	2011-2012	2012-2013	2013-2014
Free	74.8%	78.4%	80.21%	80.10%
Reduced	4.6%	5.7%	4.0%	4.7%
Paid	20.6%	15.9 %	15.79 %	15.20 %

Carolina High School & Academy Free/Reduced Lunch 2010-2014

The number of students meeting the criteria for Free/Reduced Lunch has increased over the last four years. More students are qualifying as the economy worsens. Also, the faculty and staff made a concerted effort to encourage students who qualified to apply so they could eat while at school.

Special Education

Approximately 16.7% percent of Carolina High School and Academy students are identified with special needs with a range of disabilities. The school provides several funded programs which focus on assisting "at risk" students and the special needs of all students—particularly those identified as exceptional. This assistance provides both during and after-school programs with specialized instruction. Carolina High School and Academy also has an English as a Second Language program as this population increases. In addition to those students with disabilities, Carolina serves six students as mandated by Section 504 of the Rehabilitation Act of 1973 and its subsequent amendments. It is notable that the special needs populations, and 504 groups, have increased significantly in the most recent data collection period.

Percentage of Carolina High School & Academy Population with Disabilities

	2011-2012	*2012-2013*	*2013-2014*
Mentally Disabled/Educable	8.8%	6.0%	13.0%
Emotional Disability	5.8%	6.0%	1.7%
Other Health Impairment	4.9%	6.1%	9.6%
Specific Learning Disability	71.6%	72.2%	75.7%
Multiple Disabilities	8.8%	9.6%	0.0%
Orthopedic Impairment			
Speech/Language Impairment			
No Disability/Unknown			
All	99.9%	99.9%	100.0%

Attendance

Student attendance rates at Carolina High School and Academy have declined over the past few years. Carolina High School and Academy has shown a decrease in attendance rate for the last 3 years. For the 2013 school year, there was no change in the attendance rate.

Rate of Attendance 2010-2013
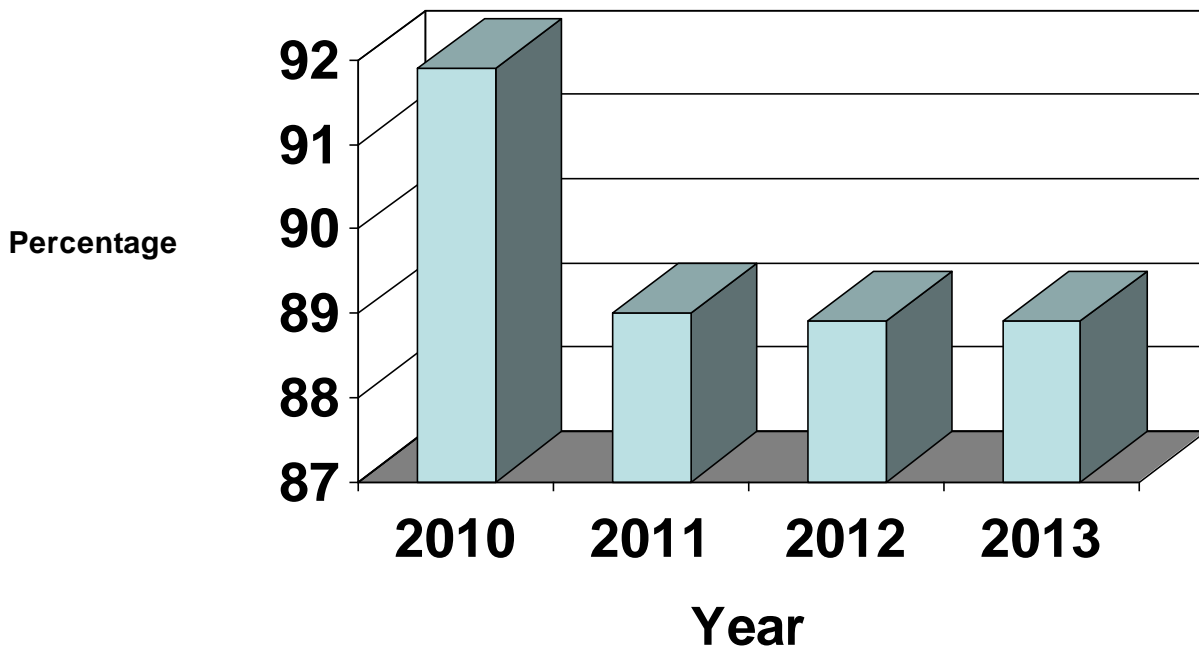
Discipline Rates

The number of suspension days has dramatically decreased from 2010 with 831 suspension days. This current school year shows a decrease from the previous school year to 350 suspension days.

Number of Suspensions Aug. 2010- Nov. 2010 to Aug. 2013-Nov 2013
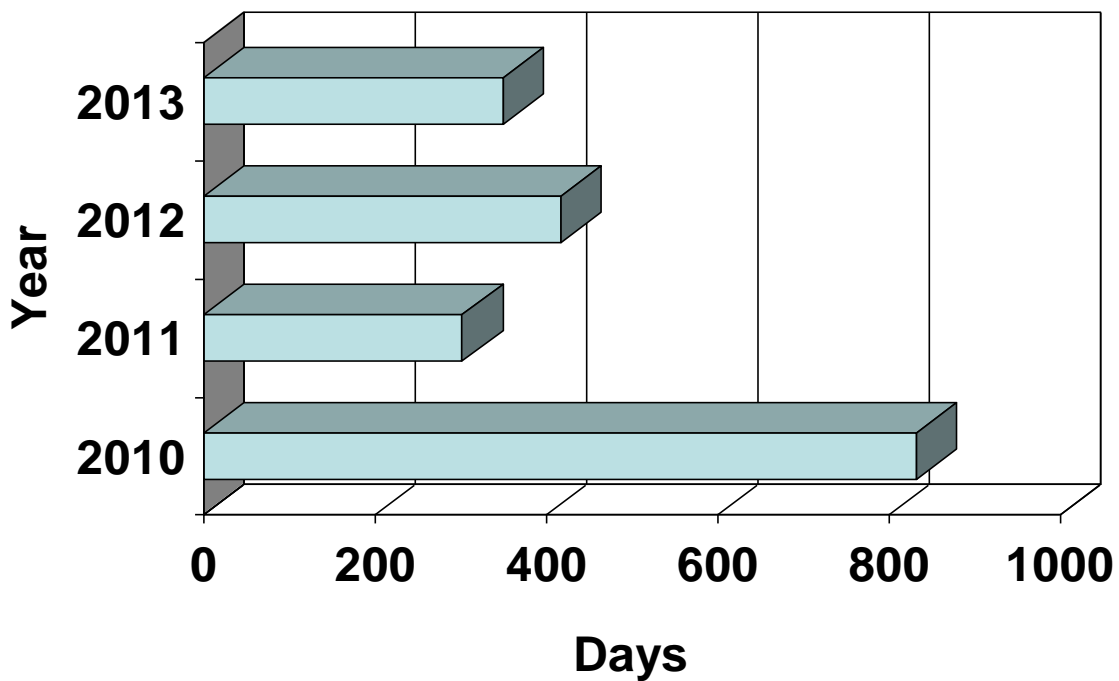
Major Academic Features

Magnet Program

Carolina High School features two magnet programs in which students from across the district can apply. These programs include Health Sciences and Engineering. The Health Science program has produced National Health Professions Winners. Students who enter the Health Science magnet will enjoy working in a project-based environment that utilizes the PITSCO lab software. The Engineering program features the nationally certified Project Lead the Way curriculum. Engineering students work in a project-based environment as well.

Advanced Placement Courses

- AP Pathways to Success
- Calculus
- Human Geography
- Environmental Science
- Art Studio
- Music Theory
- English

Technology

• 9 Mobile Laptop Carts
• APEX-Credit Recovery
• 4 Computer Lab Spaces
• PITSCO Synergistic Labs
    - Algebra
    - Physical Science
    - Forensics
    - Health Careers
    - English and Research

MISSION, VISION, VALUES, AND BELIEFS

Mission Statement, Vision, and Beliefs

Mission: To help students reach their full potential through engaging experiences that are academically excellent and socially equitable.

Carolina High School and Academy's Beliefs:
The faculty and staff of Carolina High School and Academy believe:
- That we can empower students to succeed as lifelong learners through individual and collaborative efforts
- That all students will adhere to and reach the high expectations we set forth and model
- That our diversity and challenges will make us stronger and not be an obstacle or excuse in our way
- That we will treat all members of our school, our community, and our stakeholders with the respect and dignity they deserve
- Our students and our parents are our customers and we will serve them to the best of our abilities, creating a dynamic partnership

Shared Vision

Our vision is to create a culture in which the school and community foster academic excellence and the social development of all students in a safe and inviting learning environment.

The following are the curriculum, instruction, assessment, and environmental factors that will support our vision for CHSA students:

Curriculum will be…

- Challenging
- Rigorous
- Standards based
- Relevant
- Current

We envision a rigorous, standards based curriculum that is relevant and innovative. It must be clear, concise, structured and sequential, yet flexible. We continue to work toward integration of an inquiry, process, and performance based curriculum across content areas and a structure that encourages research and application.

Instruction will be…

- Engaging
- Challenging
- Student centered
- Cross-curricular
- Aligned with assessment
- Varied according to learning styles
- Flexible
- Geared for mastery

Such instruction must be facilitated by enthusiastic teachers, individualized, varied according to learning styles, and flexible. We must deliver accurate, current instruction that is conducive to critical thinking, provides real world experiences, and enhanced with technology. Teachers must use ongoing reflective assessment and research to monitor and adjust instruction.

Assessment will be…

- Aligned with standards
- Mastery-based
- Collaborative
- Relevant
- Ongoing

The faculty recognizes that improved assessment will positively impact student achievement. Teachers must use varied assessment methods, including authentic, formal and informal, rubric-based, and self-reflective strategies. The present climate demands assessment both consistent with standardized test formats and geared to address diverse learning styles.

Environment will be…

- Safe, secure, comfortable, and caring
- Structured and disciplined
- Unbiased
- Personalized
- Challenging and engaging

Students will be…
- Engaging in experiences that are academically excellent and socially equitable
- Empowered to succeed as lifelong learners
- Adhere to and reach the high expectations we set forth and model
- Treated with respect and dignity

The faculty's vision for the school environment includes small class sizes, adequate instructional materials, and appropriately maintained technology and support within a state-of-the art facility.

STUDENT ACHIEVEMENT NEEDS ASSESSMENT

SDE School Report Card
(**http://www.ed.sc.gov/data/report-cards**)

Overall HSAP Results

The data for second year high school students for both portions of the HSAP are displayed in the tables below.

	HSAP 2nd Year High School Students - ELA			
	Level 1	Level 2	Level 3	Level 4
10-11	16.8	44.4%	24.2%	14.4%
11-12	16.7%	44.9%	27.5%	10.9%
12-13	26.6%	44.7%	21.3%	7.4%

HSAP ELA
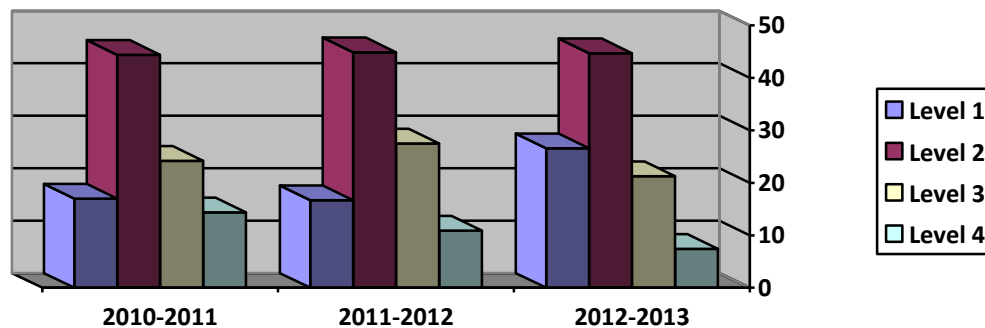
	HSAP 2nd Year High School Students - MATH			
	Level 1	Level 2	Level 3	Level 4
10-11	22.2%	37.3%	25.5%	15.0%
11-12	25.4%	36.2%	25.4%	13.0%
12-13	39.4%	44.1%	9.0%	7.4%

HSAP Math
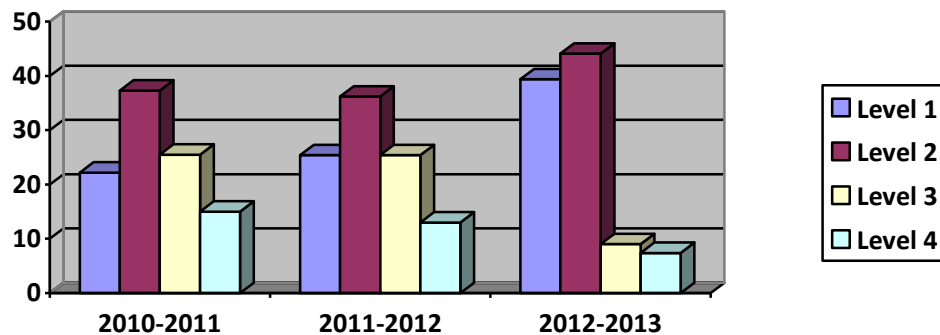
	HSAP 2nd Year High School Students		
	2011	2012	2013
Passed 2 subtests	70.9%	71.5%	55.9%
Passed 1 subtest	16.3%	13.9%	22.3%
Passed no subtests	12.8%	14.6%	21.8%

High School Assessment Program
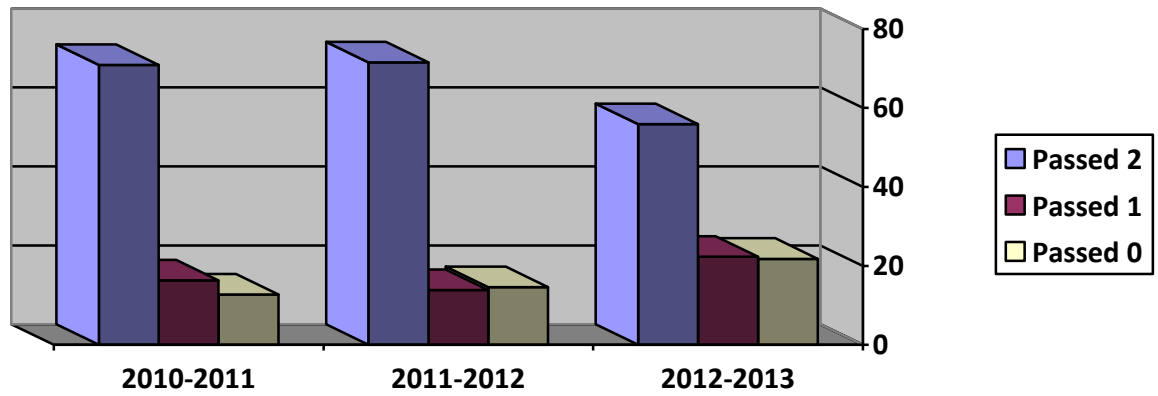
	HSAP Performance By Subgroup Counted	
	ELA Mean	Math Mean
All Students	218.3	212.5
Male	213.2	208.2
Female	223.6	217.1
African American	214.4	205.9
White	230.2	223.2
Hispanic	213.9	215.4
Subsidized Meals	217.2	211.3

High School Assessment Program
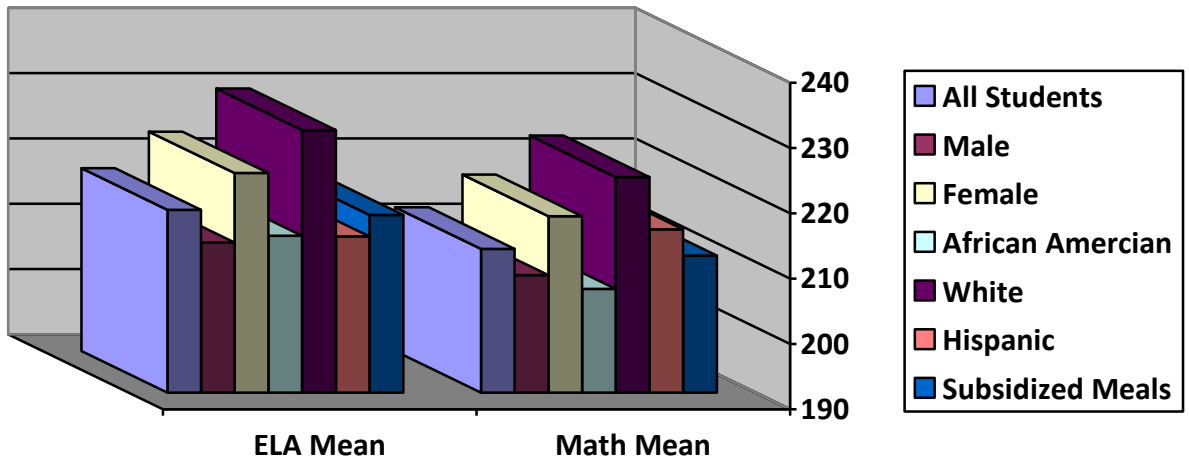
	HSAP Longitudinal Students		
	2011	2012	2013
Passed 2 subtests	86.4%	84.9%	82.4%

Overall End-of-Course Results

Percentage of Students Passing EOC by Subject 2011-2013

Course	2010-2011	2011-2012	2012-2013
Algebra I	79%	55%	65%
English	52%	35%	56%
Physical Science	48%	*	*
US History	33%	43%	41%
Biology	49%	55%	58%

EOC Passing Rates by Subject

Legend:
- Algebra
- English
- Physical Science
- US History
- Biology

(Years: 2010-2011, 2011-2012, 2012-2013)
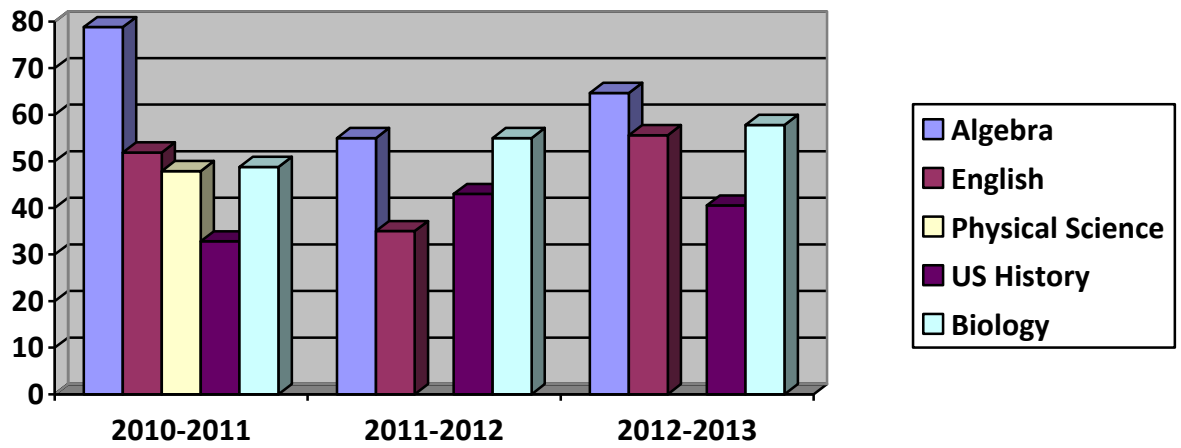
Overall Graduation Rate

Graduation Rate

Percentage (vertical axis: 52–64)

Year (2011, 2012, 2013)
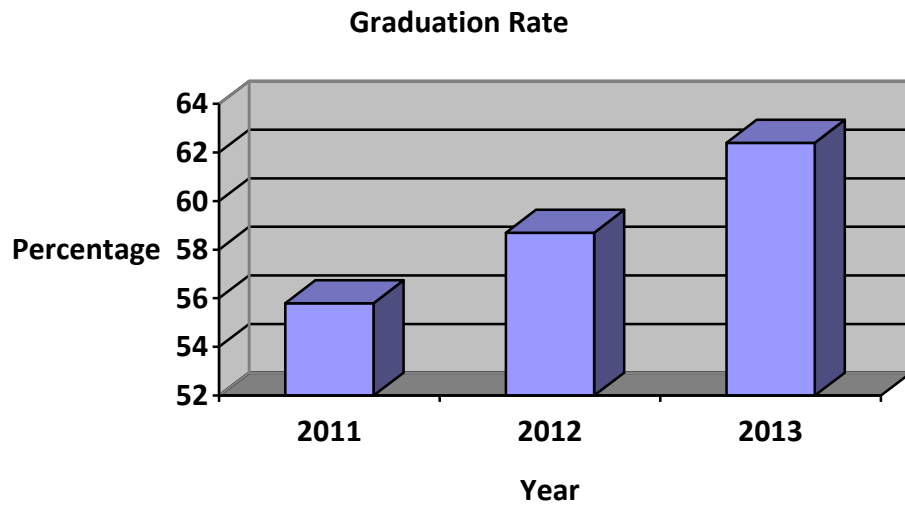
Fifth Year Graduation Rate
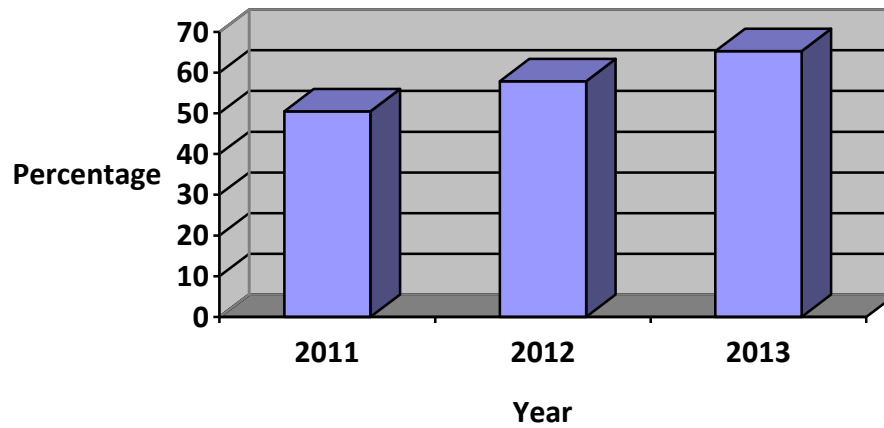
ESEA Federal Accountability Rating (https://ed.sc.gov/data/esea/)

Adequate Yearly Progress

Year	AYP Met	Goals Met
2009	No	10 of 15
2010	No	12 of 21
2011	No	6 of 13
2012	ESEA Rating = 58.9	25.5 of 38
2013	ESEA Rating = 35.4	27.1 of 56

Advanced Placement Overall Results

Year	# Tested	# of Exams	# of Scores from 3 to 5	Percentage of 3 to 5
2011	17	22	0	0%
2012	72	88	14	16%
2013	66	84	11	13%

AP Passage Rates

Course	2010-2011	2011-2012	2012-2013
English	0%	6.3%	22.2%
Calculus	0%	18.2%	9.0%
Human Geography	*	11.4%	0%
Music Theory	0%	75.0%	0%
Environmental Science	14%	5.3%	16.7%
Art Studio	*	100.0%	100%

*data not available because no students took particular test

Overall Test Results for SAT
Average SAT Verbal Score from 2011-2013

	2010-2011	2011-2012	2012-2013
Average Score	446.0	410.0	448.0

Average SAT Math Scores from 2011-2013

	2010-2011	2011-2012	2012-2013
Average Score	409.0	436.0	447.0

Average SAT Writing Scores from 2011-2013

	2010-2011	2011-2012	2012-2013
Average Score	407.0	381.0	412.0

Average SAT Composite Scores from 2011-2013

	2010-2011	2011-2012	2012-2013
Average Score	1263.0	1227.0	1306.0

Overall Test Results for ACT

Average ACT Scores from 2011-2013 by Subject

	2010-2011	2011-2012	2012-2013
English	15.5	15.9	16.5
Math	16.7	17.6	18.4
Reading	18.1	17.9	18.1
Science	18.3	17.5	18.7

Average ACT Composite Scores from 2011-2013

	2010-2011	2011-2012	2012-2013
Composite Average	17.2	17.4	18.1

Summary of Student Achievement Results

- The percentage of total students passing the HSAP on the first attempt declined during the 2012-2013 school year by a large margin.
- The percentage of students passing the End-of-Course test in all areas increased from the previous year.
- The graduation rate has improved over the past 3 years.
- The federal accountability system rated the school at an F. Areas of attention include increasing the number of students scoring in the proficient and advanced category of the HSAP. Students enrolled in US History and Biology need to perform at a higher level as well.
- The number of students taking and passing the AP exam has declined for the 2012-2013 school year but only a slight decrease in passage rate was seen.
- The average score on the SAT increased in both verbal and math.
- The average score on the ACT has increased slightly.

TEACHER AND ADMINISTRATOR QUALITY

Professional Development

The focus for professional development this year was rigor. Teachers were provided with several opportunities to increase the rigor in classroom instruction. The table below shows the various opportunities that teachers participated in.

Professional Development Calendar 2013-2014			
Date & Time	**Location**	**Topic**	**Point Value**
August			
8/6: 8:30-12:00	Media Center	New Teacher Orientation	3 hours (Ex)
8/6: 12:30-2:00	Media Center	Leadership Team	2 hours (PD or Ex)
8/7: 9:00-11:30	Tanglewood Middle School	Transition Team Meet and Greet	2 hours (PD or Ex)
8/14: 1:00 – 3:55	Fine Arts Wing	Break Out Sessions	N/A
8/16: 9:00-10:00 and 1:00-2:00	Media Center	Book Study: *Teach Me, I Dare You*	1 hour (PD)
8/20: 8:30-11:30	Fine Arts Wing	Break Out Sessions	N/A
8/26: 4:00-5:00	Media Center Conference Room	Cohort 1	1 hour (Ex)
8/27: 4:00-5:00	Media Center Conference Room	Cohort 2	1 hour (Ex)
September			
9/3: 4:00-5:00	Media Center Conference Room	Cohort 3	1 hour (PD or Ex)
9/5: 4:00-5:00	Media Center Conference Room	Cohort 4	1 hour (PD or Ex)
9/11: 4:00-5:30	Media Center Conference Room	Leadership Team	1 hour (PD or Ex)
9/17: 4:00-5:00	Media Center Conference Room	Cohort 5	1 hour (PD or Ex)
9/19: 4:00-5:00	Media Center Conference Room	Cohort 6	1 hour (PD or Ex)

9/30: 4:00-5:00	Media Center Conference Room	Cohort 1	1 hour (PD or Ex)
October			
10/1: 4:00-5:00	Media Center Conference Room	Cohort 2	1 hour (Ex)
10/3: 4:00-5:00	Media Center Conference Room	Cohort 3	1 hour (PD or Ex)
10/8: 4:00-5:00	Media Center Conference Room	Cohort 4	1 hour (PD or Ex)
10/9: 4:00-5:30	Media Center Conference Room	Leadership Team	1 hour (PD or Ex)
10/10: 4:00-5:00	Media Center Conference Room	Cohort 5	1 hour (PD or Ex)
10/15: 4:00-5:00	Media Center Conference Room	Cohort 6	1 hour (PD or Ex)
10/28: 4:00-5:00	Media Center Conference Room	Cohort 1	1 hour (Ex)
November			
11/5: 4:00-5:00	Media Center Conference Room	Cohort 2	1 hour (Ex)
11/7: 4:00-5:00	Media Center Conference Room	Cohort 3	1 hour (PD or Ex)
11/13: 4:00-5:30	Media Center Conference Room	Leadership Team	1 hour (PD or Ex)
11/25: 4:00-5:00	Media Center Conference Room	Cohort 1	1 hour (Ex)
December			
12/3: 4:00-5:00	Media Center Conference Room	Cohort 4	1 hour (PD or Ex)
12/5: 4:00-5:00	Media Center	Cohort 5	1 hour (PD or

	Conference Room		Ex)
12/10: 4:00-5:00	Media Center Conference Room	Cohort 6	1 hour (PD or Ex)
12/16: 4:00-5:00	Media Center Conference Room	Cohort 1	1 hour (Ex)
January			
1/27: 4:00-5:00	Media Center Conference Room	Cohort 1	1 hour (Ex)
1/28: 4:00-5:00	Media Center Conference Room	Cohort 2	1 hour (Ex)
1/30: 4:00-5:00	Media Center Conference Room	Cohort 3	1 hour (PD or Ex)
February			
2/4: 4:00-5:00	Media Center Conference Room	Cohort 4	1 hour (PD or Ex)
2/6: 4:00-5:00	Media Center Conference Room	Cohort 5	1 hour (PD or Ex)
2/12: 4:00-5:30	Media Center Conference Room	Leadership Team	1 hour (PD or Ex)
2/18: 4:00-5:00	Media Center Conference Room	Cohort 6	1 hour (PD or Ex)
2/24: 4:00-5:00	Media Center Conference Room	Cohort 1	1 hour (Ex)
March			
3/4: 4:00-5:00	Media Center Conference Room	Cohorts 2	1 hour (Ex)
3/6: 4:00-5:00	Media Center Conference Room	Cohort 3	1 hour (PD or Ex)
3/12: 4:00-5:30	Media Center Conference Room	Leadership Team	1 hour (PD or Ex)
3/18: 4:00-5:00	Media Center Conference	Cohort 4	1 hour (PD or Ex)

	Room		
3/20: 4:00-5:00	Media Center Conference Room	Cohort 5	1 hour (PD or Ex)
3/27: 4:00-5:00	Media Center Conference Room	Cohort 6	1 hour (PD or Ex)
3/31: 4:00-5:00	Media Center Conference Room	Cohort 1	1 hour (Ex)
April			
4/9: 4:00-5:30	Media Center Conference Room	Leadership Team	1 hour (PD or Ex)
4/24: 4:00-5:00	Media Center Conference Room	Cohort 2	1 hour (Ex)
4/28: 4:00 – 5:00	Media Center Conference Room	Cohort 1	1 hour (Ex)
May			
5/13: 4:00-5:00	Media Center Conference Room	Cohort 3	1 hour (PD or Ex)
5/15: 4:00-5:00	Media Center Conference Room	Cohort 4	1 hour (PD or Ex)
5/20: 4:00-5:00	Media Center Conference Room	Cohorts 5	1 hour (PD or Ex)
5/22: 4:00-5:00	Media Center Conference Room	Cohort 6	1 hour (PD or Ex)

Professional development for 2014-2015 will continue to focus on rigorous instruction. Also training will take place on project-based learning as we transition our school into a PBL environment.   Below is the list of professional development opportunities being offered by the school district during the 2013-2014 school year.

Greenville County School District

Professional Development Areas of Emphasis: 2013-2014

ELA
- Text Complexity
- Opinion/argument writing
- Informational writing
- Narrative writing
- Constructing performance assessments
- Formative assessments (with an emphasis on speaking, listening, and questioning)

Science
- Cross-walking the current SC Science Standards with the 2014-2015 SC Science Standards
- Scientific inquiry/inquiry-based learning
- Informational writing
- Constructing performance assessments
- Formative assessment (with an emphasis on speaking, listening, and questioning)

Social Studies
- Opinion/argument writing using primary sources, secondary sources and DBQ's
- Informational writing
- Constructing performance assessments
- Formative assessment (with an emphasis on speaking, listening, and questioning)

Mathematics
- Standards for Mathematical Practice – implications for instruction
- Standards for Mathematical Content – Topics new to each course and/or grade level
- Constructing performance assessments

World Languages
- Overview of the World Language standards and curriculum
- Linking the communication modes & culture to assessment
- Proficiency levels and the impact on assessment
- Constructing performance assessments

PE/Health
- Cross curricular connections
- Technology for PE teachers and students
- Promoting fitness
- SPARK-CATCH training

Visual and Performing Arts
- CCSS implications for Visual and Performing Arts
- Arts integration strategies
- Arts education for the 21st Century

ESOL/RTI/GT/SPED
- Preparing all students for CCSS curriculum/instruction/assessment
- Meeting the needs of the exceptional student
- Strategies for collaboration between exceptional educators and regular educators

Summary of Teacher Quality

- The amount of professional development opportunities for our staff has increased
- Data from observations and teacher feedback allow our school to offer multiple opportunities to help teachers grow professionally
- The school district's plan for professional development is very extensive and helps to support the goals for teacher growth and development for the school

SCHOOL CLIMATE NEEDS ASSESSMENT

SDE School Report Card (https://ed.sc.gov/data/report-cards/)

Overall School Climate Data

	Student Attendance Rate	**Students Suspended or Expelled for Violent or Criminal Offenses**
2011	89.0%	0.0%
2012	88.9%	0.0%
2013	88.9%	2.9%

	Number of Surveys	**Percent Satisfied with the Learning Environment**	**Percent Satisfied with Social and Physical Environment**	**Percentage Satisfied with School-Home Relations**
Teachers	48	81.2%	84.0%	38.0%
Students	113	81.4%	86.5%	90.1%
Parents	17	82.3%	83.3%	77.8%

AdvancED Survey Question: Our school provides a safe learning environment

	Strongly Agree	**Agree**	**Neutral**	**Disagree**
Teachers	55.8%	42.3%	1.9%	0.0%
Students	30.6%	38.7%	23.4%	1.8%
Parents	16.7%	50.0%	16.7%	16.7%

Summary of School Climate Data
- The student attendance rate did not change from the previous year but is still lower than the two years ago
- Teachers are less satisfied with the home-school relationship than parents and students
- Overall, the parents, students and staff feel that our learning environment is safe

SCHOOL ACTION PLAN (2013-2018)

GOAL AREA:
☒Student Achievement ☐Teacher/Admin Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐Other Priority

PERFORMANCE GOAL 1: The mean score of first attempt students who take the ELA portion of the HSAP will be as detailed below:
OBJECTIVE 1: Mean score will increase by 3 points each year.

Baseline 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
217.3	226.0	229.0*	232.0*	235.0*	238.0*
Actual Result	218.3				

*Represents projected improvement

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) **F**inished **C**ontinued **M**odified
Establish collaborative HSAP ELA teacher teams that meet and analyze data (mock HSAP tests, MAP, & USA Test Prep), provide professional development and training on interpretation of MAP reports to target and address student weaknesses and plan instruction based on findings.	Begin August 2013 and ongoing	Littlejohn	$0	n/a	Team rosters, meeting agendas and minutes will provide evidence that these meetings are focused on improving student achievement. HSAP teachers were identified and notified of target students.	**C**
Provide HSAP skills instructional sessions through Reading Strategies courses during the school day.	Begin August 2013 and ongoing	Delaney	$0	n/a	The Master Schedule will provide evidence that Reading Strategies is scheduled during the school day.	**C**
Implement vertically aligned vocabulary instructional program.	Begin August 2013 and ongoing	Littlejohn	$0	n/a	Program outline will provide evidence of implementation	**C**

Provide after school HSAP test prep sessions in the CARE program.	Begin August 2013 and ongoing	Bishop	$325.00 per week	Salvation Army Grant	CARE rosters will provide evidence of the after school HSAP test prep sessions. Students needing extra assistance will be identified and notified.	**C**
Require that HSAP ELA teachers have PAS-T goals that support the Portfolio goal.	Begin August 2013 and ongoing	Littlejohn	$0	n/a	PAS-T goal sheets will in included in teacher portfolios. Administrator/teacher conference notes will reflect that goals have been met.	**C**

SCHOOL ACTION PLAN (2013-2018)

GOAL AREA:
☒Student Achievement   ☐Teacher/Admin Quality   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)   ☐Other Priority

PERFORMANCE GOAL 1: The mean score of first attempt students who take the Math portion of the HSAP will be as detailed below:
OBJECTIVE 1: Mean score will increase by 3 to 4 points each year.

Baseline 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
216.0	223.0	226.0*	230.0*	233.0*	236.0*
Actual Result	212.5				

*Represents projected improvement

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) **F**inished **C**ontinued **M**odified
Establish collaborative HSAP ELA teacher teams that meet and analyze data (mock HSAP tests, MAP, & USA Test Prep), provide professional development and training on interpretation of MAP reports to	Begin August 2013 and ongoing	Littlejohn	$0	n/a	Team rosters, meeting agendas and minutes will provide evidence that these meetings are focused on	C

target and address student weaknesses and plan instruction based on findings.					improving student achievement. HSAP teachers were identified and notified of target students.	
Provide HSAP skills instructional sessions through Reading Strategies courses during the school day.	Begin August 2013 and ongoing	Delaney	$0	n/a	The Master Schedule will provide evidence that Reading Strategies is scheduled during the school day.	**C**
Implement vertically aligned vocabulary instructional program.	Begin August 2013 and ongoing	Littlejohn	$0	n/a	Program outline will provide evidence of implementation	**C**
Provide after school HSAP test prep sessions in the CARE program.	Begin August 2013 and ongoing	Bishop	$325.00 per week	Salvation Army Grant	CARE rosters will provide evidence of the after school HSAP test prep sessions. Students needing extra assistance will be identified and notified.	**C**
Require that HSAP ELA teachers have PAS-T goals that support the Portfolio goal.	Begin August 2013 and ongoing	Littlejohn	$0	n/a	PAS-T goal sheets will in included in teacher portfolios. Administrator/teacher conference notes will reflect that goals have been met.	**C**

SCHOOL ACTION PLAN (2013-2018)

GOAL AREA:

☒Student Achievement ☐Teacher/Admin Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐Other Priority

PERFORMANCE GOAL 1: The percentage of students graduating in the four year cohort will increase to 84.0%.

OBJECTIVE 1: Various strategies will be used to identify and help students who are at-risk of receiving credit for courses needed for graduation.

Baseline 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
58.7%	60.0%*	66.0%*	72.0%*	78.0%*	84.0%*
Actual Result	62.4%				

*Represents projected improvement

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
Twilight School – Guidance counselors will schedule individual students who will benefit and meet the requirements for the program.	July 2013 and ongoing	Guidance	$0	N/A	Confirmation of acceptance from Greenville County School District, Final grade providing evidence of credit earned	C
APEX Credit Recovery and Seat Time Recovery Programs	June 2013 and ongoing	Guidance		District Funds	Student rosters, Reports of student progress, Final Grade providing evidence of credit earned	C
Double block core courses for students who are behind	June 2013 and ongoing	Guidance	$0	N/A	New schedules distributed to students indicating courses have been blocked	C
Students will be pre-registered for classes needed to graduate or to be on expected grade level.	June 2013 and ongoing	Guidance	$0	N/A	Registration forms will provide proof that students are pre-registered in required courses Guidance counselors' initials verify that course selection is appropriate for graduation or grade	C

					level promotion Students identified by analyzing graduation status reports All students analyze their own transcripts to ensure credit accuracy	
Provide professional development/training on planning/implementing differentiated instructional strategies to meet the needs of each student as indicated by test data.	Ongoing	Littlejohn	$0	N/A	Professional development calendar and participant roster, Lesson plans demonstrating implementation of differentiated instructional strategies, Unit plans and department chair checklist	**C**
Professional development will be provided on effective rigor, relevance and common core to all departments	Ongoing	Littlejohn	$0	N/A	Professional development calendar and participant rosters providing evidence of training, Written evidence and observations providing documentation of strategies incorporated in classes.	**C**

SCHOOL ACTION PLAN (2013-2018)

GOAL AREA:
☐Student Achievement ☒Teacher/Admin Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐Other
Priority

PERFORMANCE GOAL 2: Teacher observations will result in rigorous instructional practices 90.0% of the time.

OBJECTIVE 1: Observation data will be recorded and professional development needs will be determined by observation data.

Baseline 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
24.0%	57.0%	60.0%*	65.0%*	75.0%*	90.0%*
Actual Result	55.8%				

*Represents projected improvement

STRATEGY **Activity**	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources** (act 135, academic assistance, categorical funding, Title II, etc)	Indicators of Implementation	Monitor (Date) **F**inished **C**ontinued **M**odified **C**
A teacher observation schedule will be devised each year	By August of each school year	Administration	$0	N/A	Teacher observation schedule will be provided each year in the teacher handbook	**C**
Teacher observation feedback will include suggestions for improvement and will outline the best practices observed	Ongoing	Administration	$0	N/A	Observation notebook will provide evidence each year of feedback	**C**
Continue to help teachers grow and improve based on current strengths/weaknesses (ex. cohort groups)	Ongoing	Littlejohn	$0	N/A	Professional development calendar will provide evidence	**C**
Provide time and funding to allow teachers to attend content-specific professional development beyond the school and the district	Ongoing	Delaney	$500/year	Local Funds	Professional development agendas and handouts will provide evidence	**C**
Provide a more targeted and organic mentoring program for teachers	Ongoing	Littlejohn	$0	N/A	A list of mentors and mentees will provide evidence	**C**

Recruit teachers experienced with working with at-risk youth	As needed	Delaney	$0	N/A		**C**

SCHOOL ACTION PLAN (2013-2018)

GOAL AREA:
☐Student Achievement   ☐Teacher/Admin Quality   ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)   ☐Other Priority

PERFORMANCE GOAL 3: The percentage of students satisfied with the learning environment will increase to 94.0%.

OBJECTIVE 1: There will be an increase each year by 5.0%.

Baseline 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
69.5%	74.5%	79.5%*	84.5%*	89.5%*	94.0%*
Actual Result	81.4%				

*Represents projected improvement

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) **F**inished **C**ontinued **M**odified
Initiate and maintain activities to promote collegiality and collaboration among staff • Team-building activities (year round) • Spirit Friday's • Pineapple Society • Portfolio Assignments • Common Planning	August 2013 ongoing	Leadership Team	$0	N/A	Agendas, Meeting minutes or samples of activities, e-mails	**C**
Involve parents, students, and the community in efforts to create and maintain a positive learning environment • PTSA • SIC • Athletic Booster • Open House • Freshman Orientation • Freshman Summer Camp • Parent Survey • Student Survey • Parent Conferences • Student Conferences • Teacher-Parent Contacts (initial contacts made through mentoring) • Teacher Websites • Trojan Talk Newsletter (8 times a year) • Awards Day	August 2013 ongoing	Delaney	$0	N/A	Program Agendas	**C**

• Career Day						
Establish programs that promote positive social, emotional, and intellectual growth for all students • School Advisory Program • TNT News Show • Specialized Mentoring Programs (JAG, Sister-to-Sister, Male Mentoring Group, Junior Achievers) • C.A.R.E. Program • Student Recognition Programs (i.e. Renaissance) • Modify school day to reflect a tutorial period	August 2013 ongoing	Delaney	$0	N/A	Student Rosters News Show Episodes Agendas of student groups/activities C.A.R.E Sign-in Sheets Recognition program/agendas School Schedule	**C**
Implement a context-appropriate professional development program based on reflective practice, needs assessments, and research on student learning consistent with the school vision and mission • Offer carousels of professional development at the beginning of the year • Offer on-going professional Development during common planning time • Professional development related to common core • Professional development related to New Tech initiative	June 2013 ongoing	Delaney	$0	N/A	Agendas Professional Development sign-in sheets Printouts from the Portal, Offsite and onsite training agendas for New Tech	**C**
Plan and implement a Student Preparedness and Accountability Plan and will supplement the current RtI program being used. Plan will address issues such as: • Tardiness • IDs	June 2013 ongoing	Delaney	$0	N/A	RtI tiers Accountability plan	

• Materials/Supplies • Dress code compliance • Use of agendas						

DISTRICT ACTION PLAN (2013-2018)

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

GOAL AREA 1: Raise the academic challenge and performance of each student.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard (Level 2 and above) in English Language Arts on the High School Assessment Program (HSAP) 1st attempt from 91.9% in 2012 to 96.9% in 2018.

DATA SOURCE(S): SDE School Report Card – last page

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
District Projected	X	X	92.9	93.9	**94.9**	**95.9**	**96.9**
District Actual	91.9	92.4					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

DISTRICT ACTION PLAN (2013-2018)

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from 71.1% in 2012 to 81.3% in 2018.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
District Projected (MS and HS)	X	X	77.3	78.3	**79.3**	**80.3**	**81.3**
District Actual (HS only)	71.1	78.4					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

End of Course data for HS only includes EOCEP scores for 9th, 10th, 11th, and 12th graders at GCS traditional high schools and charter high schools.

DISTRICT ACTION PLAN (2013-2018)

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in mathematics on the High School Assessment Program (HSAP) 1st attempt from 84.7% in 2012 to 89.7% in 2018.

DATA SOURCE(S): SDE School Report Card – last page

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	2015-16	2016-17	2017-18
District Projected	X	X	85.7	86.7	**87.7**	**88.7**	**89.7**
District Actual	84.7	86.2					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

DISTRICT ACTION PLAN (2013-2018)

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from _____% in 2012 to _____% in 2018.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
District Projected (MS and HS)	X	X	84.6	85.6	**86.6**	**87.6**	**88.6**
District Actual (HS only)	78.0	83.2					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.
End of Course data for HS only includes EOCEP scores for 9th, 10th, 11th, and 12th graders at GCS traditional high schools and charter high schools.

DISTRICT ACTION PLAN (2013-2018)

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	**95.0**	**95.0**	**95.0**
Actual Performance							
All Students	99.3	97.9					
Male	100.0	97.9					
Female	98.5	97.9					
White	X	X					
African-American	100.0	97.2					

Asian/Pacific Islander	X	x					
Hispanic	X	97.6					
American Indian/Alaskan	X	X					
Disabled	X	100.0					
Limited English Proficient	X	97.2					
Subsidized Meals	95.0	98.2					

ELA – District - High School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	**95.0**	**95.0**	**95.0**
Actual Performance							
All Students	99.0	99.1					
Male	98.8	98.9					
Female	99.3	99.3					
White	99.0	99.2					
African-American	99.0	98.7					
Asian/Pacific Islander	99.3	100.0					
Hispanic	98.9	99.4					
American Indian/Alaskan	100.0	N/A					
Disabled	97.5	96.8					
Limited English Proficient	98.6	99.2					
Subsidized Meals	98.3	98.9					

Math – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	**95.0**	**95.0**	**95.0**
Actual Performance							
All Students	100.0	97.9					
Male	100.0	97.9					
Female	100.0	97.9					
White	100.0	100.0					
African-American	X	97.2					
Asian/Pacific Islander	X	X					
Hispanic	X	97.6					
American Indian/Alaskan	X	X					
Disabled	X	100.0					
Limited English Proficient	X	97.2					
Subsidized Meals	X	98.2					

Math – District High School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	**95.0**	**95.0**	**95.0**
Actual Performance							
All Students	98.9	98.9					
Male	98.6	98.7					
Female	99.2	99.0					
White	98.8	98.9					
African-American	99.0	98.8					
Asian/Pacific Islander	99.3	100.0					
Hispanic	99.1	99.0					
American Indian/Alaskan	100.0	N/A					
Disabled	96.7	95.8					
Limited English Proficient	98.6	98.6					
Subsidized Meals	98.1	98.6					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

DISTRICT ACTION PLAN (2013-2018)

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I from 80.7% in 2012 to 85.7% in 2018.

ADATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	2015-16	2016-17	2017-18
District Projected	X	X	81.7	82.7	**83.7**	**84.7**	**85.7**
District Actual	80.7	84.3					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

DISTRICT ACTION PLAN (2013-2018)

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution from 65.6% in 2012 to 70.6% in 2018.

DATA SOURCE(S): SDE School Report Card

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
District Projected	X	X	66.6	67.6	**68.6**	**69.6**	**70.6**
District Actual	65.6	73.9					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

DISTRICT ACTION PLAN (2013-2018)

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of exams with a score of 3 or above (out of a possible 5) on all AP examinations from 56% in 2011 to 61% by 2018.

DATA SOURCE(S): AP report produced by the College Board

School Name	Baseline 2010-11	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
District Projected	X	X		57	58	**59**	**60**	**61**
District Actual	56	53	55					

DISTRICT ACTION PLAN (2013-2018)

FIVE YEAR PERFORMANCE GOAL: Annually increase by 0.1 point each, the mean scores on respective subtests and the mean composite score on the SAT.

ANNUAL OBJECTIVE: Annually increase the mean score on the SAT Critical Reading section, Math section, and Writing section by 0.1 point.

DATA SOURCE(S): SAT report produced by The College Board

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18

English Projected	X	X	21.3	21.4	**21.5**	**21.6**	**21.7**
English Actual	21.2	21.6					
Math Projected	X	X	21.7	21.8	**21.9**	**22.0**	**22.1**
Math Actual	21.6	21.7					
Reading Projected	X	X	22.2	22.3	**22.4**	**22.5**	**22.6**
Reading Actual	22.1	22.8					
Science Projected	X	X	21.7	21.8	**21.9**	**22.0**	**22.1**
Science Actual	21.6	21.9					
Composite Projected	X	X	21.8	21.9	**22.0**	**22.1**	**22.2**

Composite Actual	21.7	22.1					

DISTRICT ACTION PLAN (2013-2018)

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the on-time (4 year cohort) student graduation rate by 1.5 percentage points each year, from 72.4% in 2012 to 80.0% in 2018.

ANNUAL OBJECTIVE: Increase the on-time student graduation rate by _____ percentage points annually.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	2015-16	2016-17	2017-18
District Projected	X	X	73.9	75.4	**77.0**	**78.5**	**80.0**
District Actual	72.4	76.9					