

# **Carolina High School & Academy Portfolio**



## **School Portfolio 2015 - 2016**

**Michael Delaney, Principal  
Burke Royster, Superintendent**

*Scope of Plan: 2013 - 2014 through 2017 - 2018*

## **Greenville County Schools**

# SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

## REQUIRED - SCHOOL INFORMATION AND SIGNATURES

**SCHOOL:** Carolina High School

**DISTRICT:** Greenville County Schools

**SCHOOL RENEWAL PLAN FOR YEARS:** 2013-14 through 2017-18 (*five years*)

**SCHOOL RENEWAL ANNUAL UPDATE FOR:** 2015-16 (*one year*)


### Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

### SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jamie Roberson		
PRINTED NAME	SIGNATURE	DATE

### PRINCIPAL

Michael Delaney		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 2725 Anderson Road, Greenville, SC, 29611

SCHOOL'S TELEPHONE: (864) 355-2300

PRINCIPAL'S E-MAIL ADDRESS: mdelaney@greenville.k12.sc.us

# STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

<b><u>POSITION</u></b>	<b><u>NAME</u></b>
1. PRINCIPAL	Michael Delaney
2. TEACHER	Cheryl Todd-Stout
3. PARENT/GUARDIAN	Sylvia Barton
4. COMMUNITY MEMBER	Antonio Alvarez
5. SCHOOL IMPROVEMENT COUNCIL	Brandon Burnside
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

**\*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 FOR SCHOOL PLAN

(Mandated Component)

## Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

NA    **Academic Assistance, PreK–3**

The school 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).

X    **Academic Assistance, Grades 4–12**

The school 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).

X    **Parent Involvement**

The school 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, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, 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.

X    **Staff Development**

The school 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*.

X    **Technology**

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

N/A    **Innovation**

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

N/A    **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant

developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

**X**     **Collaboration**

The school (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 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 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**     **Developmentally Appropriate Curriculum for PreK–3**

The school 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 provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy 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. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

**N/A**     **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide 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.

# ***TABLE OF CONTENTS***

<b>Introduction.....</b>	<b>7</b>
<b>Executive Summary .....</b>	<b>8</b>
Student Achievement .....	8
Teacher and Administrator Quality.....	9
School Climate .....	10
Significant Challenges .....	10
Significant Accomplishments .....	11
<b>School Profile .....</b>	<b>15</b>
School and Community Demographics .....	16
School Personnel.....	22
Student Population .....	26
Academic Programs .....	29
<b>Mission, Vision, and Beliefs .....</b>	<b>30</b>
<b>Data Analysis and Needs Assessment .....</b>	<b>34</b>
<b>Action Plan .....</b>	<b>43</b>

# ***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 CHS 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 – Curriculum Resource Teacher

John Banning – Assistant Principal

Tonya Benjamin – Special Services Department

Edward Brittain – English Department

James Campbell – Fine Arts and World Languages Departments

Daryl Cunningham – ROTC

Chris Emerson – Assistant Principal

Thomas Fair – Social Studies Department

Marjon Ford – Assistant Principal

Liz Hilliker – Guidance

Rebecca Pridgeon – School Secretary

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. This is especially important as we move toward project based learning and integrated curriculum classes. 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 project based learning, 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.

We have used data in the following ways:

- Identifying areas of weakness on EOCEP exams to improve curriculum and scheduling.
- Using graduation rates to closely identify what percentage of growth we need to satisfy the requirements of the next level on the State Report Card.
- 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, CHS has worked with the district to provide a variety of special services.



We have three resource teachers who work with students with learning disabilities. We also have two teachers that offer services to students in an inclusion model. Lastly, 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 project based learning through the norms and protocols of the New Tech Model. We have been focusing on creating rigorous projects that are standards-based and contain a variety of instructional strategies that meet the needs of all students.

### **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 projects and support for every student. To accomplish this, we plan to:

- Incorporate a project-based learning environment for next year's 9<sup>th</sup> and 10<sup>th</sup> graders to create a culture of trust, responsibility, and respect.
- Examine student assessment data regularly, as a whole faculty and in grade 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**

This current school year, teachers were divided into five cohort groups based on their instructional needs. Each group participated in a book study that focused on different areas of teaching and instruction. We are currently transitioning our focus to implementing effective project based learning in the classroom.

### **Next Steps**

- Ensure all staff members are prepared for a project-based learning environment
- Ensure all instruction is standards based and the new South Carolina 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. This year, we have incorporated culture days with the freshman New Tech students to build culture within. 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.

## **Next Steps**

- Ensure all instruction is rigorous and challenging for students through project based learning
- Ensure students are being held accountable for their learning
- Continue to provide support for students during instruction
- Continue to provide students with relevant 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 and passing rates
- Maintain and increase 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 9<sup>th</sup> grade reading three to four grade levels below the 9<sup>th</sup> 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
- Staff turnover rate is over 15% each year

## **Significant Accomplishments**

### **HOSA (2012-2015)**

- Missy McCormick – placed 1<sup>st</sup> in Prepared Speaking for two years in a row (in 2012 and 2013)
- 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 1<sup>st</sup> place in Researched Persuasive Speaking
- Moriah Roberts – placed 2<sup>nd</sup> in Medical Photography in 2014
- Aaron Finch – ranked 4<sup>th</sup> in Medical Spelling in 2014
- Taylor Smith – ranked 5<sup>th</sup> in Human Growth and Development in 2014
- Missy McClintock – 2<sup>nd</sup> in Prepared Speaking
- Anna Musenga, Erik Ortiz, Cashea Nelson – 5<sup>th</sup> in Public Announcement
- Chantelle Levesque – 9<sup>th</sup> in Nutrition
- Selma Genis – 9<sup>th</sup> in Medical Law and Ethics
- Chantelle Levesque, Xchaunxzy Chappell, Anna Musenga – Barbara James Service Award

### **Science Olympiad (2012-2015)**

- The team placed 8th overall in the state in 2012
- Moriah 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 8<sup>th</sup> overall in the state in 2014
- Cherdricka Fleming and Ryan Flowers placed 6<sup>th</sup> in Anatomy and Physiology in 2014
- Daniel Alvarez and Kaylee Pilgrim placed 6<sup>th</sup> in Dynamic Planet in 2014
- Keith Coffman placed 5<sup>th</sup> place in Circuit Lab in 2014
- Josh Hendrix and Keith Coffman placed 4<sup>th</sup> in Compound Machines in 2014
- Cherdricka Fleming and Ryan Flowers placed 3<sup>rd</sup> in Boomilever in 2014
- Claire Roberson and Edgar Godinez placed 10<sup>th</sup> in Protein Modeling in 2015
- Ryan Flowers and Andy Le placed 8<sup>th</sup> in Scrambler in 2015
- Carlos Arroyo and Jheremy Robinson placed 11<sup>th</sup> in Green Generation in 2015
- Sebastian Gomez and Destany Patterson placed 11<sup>th</sup> in Forensics in 2015
- Susan Forbes and Claire Roberson placed 9<sup>th</sup> in Write it Do it in 2015

## **Athletics (2012-2015)**

- 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
- All Region Football 2013: Rueben Jones, Zykiesis Cannon, Jaqwan Martin, Tarad Humphrey, and Tracy Scott
- Greenville Touchdown Club Players of the Week 2013: Marcus Grant, Tarad Humphrey, Zykiesis Cannon, R.J. Rosemond, and Jaqwan Martin
- Basketball Playoffs: 2014 boys advance to first round
- Basketball Playoffs: 2014 girls advance in the first round
- All Region Track 2014: Justice Williams, Monica Pinson, Sherelle Jackson, Myeia Speaks, Tracy Scott, Nyquan Johnson, Dakari Braddock, Zykiesis Cannon
- All Region Baseball 2014: Justin Jones
- All Region Football 2014: Tracy Scott, Quincy McCauley, and Marcus Grant
- All Tournament Basketball 2014: Deandre Hargrove, Marcus Grant
- All Region Basketball 2014: Kameron Grant, Deandre Hargrove

## **Fine Arts (2012 – 2015)**

- GCS District Art Show 2012: 3<sup>rd</sup> Place in Photography
- South Greenville Fair 2012: 1<sup>st</sup> & 2<sup>nd</sup> Best in Show
- SC Scholastic Art Awards 2012: Silver Key and Honorable
- National Art Honor Society established in 2013
- Student winner of SCAEA Annual Art Scholarship in 2013
- SC Schools Photography Competition 2014: 3<sup>rd</sup> place
- SC Youth Art Month 2013: 1<sup>st</sup> place
- Women in Art Show 2014: 2<sup>nd</sup> place in Drawing, 3 pieces accepted
- GCS District Show 2014: 1<sup>st</sup> in Photography, 2<sup>nd</sup> & 3<sup>rd</sup> in Drawing, Sponsor Award
- SC Youth Art Month 2014: 1<sup>st</sup> place state winner
- SC Schools Photography Competition 2015: 1 work accepted
- Southeast-at-Large Region 2015: 2 Gold Key Awards for Photography, Scholastic Art Award
- All County Band 2015: Oscar Guillen
- Symphonic Band played in the 2015 SCBDA Concert Performance Assessment Festival

## **Academics (2012-2015)**

- In 2014, Carolina High received an *Average* rating on the School Report Card after being *Below Average* for 3 years
- In 2014, Carolina High received an *Excellent* growth rating on the School Report Card
- In 2014, Carolina High received a *D* on the ESEA waiver after 2 years of receiving an *F*

## **School Report Card**

- Life Scholarship – 28% eligible (28.6% in schools like ours)
- Retention rate – 8.3% (5.0% in schools like ours)

- EOC pass rate – 53.6% (57.7% in schools like ours)
- Increase in graduation rate over the past four years

## **Scholarships**

### **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

### **Scholarships 2013 – 2014**

- 1 South Carolina Art Education Association Scholarship of \$500
- 1 Watson-Brown Foundation Scholarship of \$3,000 per year
- 2 Sirrine Scholarship \$2,000 per year
- 1 Winthrop Fellows Scholarship of \$13,300 per year
- 1 MSE Gernal Award of \$9,400
- 1 Georgia Tech Scholarship of \$2,000
- 1 Making the Future Scholarship of \$5,000
- 1 Ayn Rand Essay Contest of \$1,000
- 1 3 year Advanced Designee Army ROTC Scholarship of \$96,498
- 1 Engineering School From Mercer Scholarship of \$36,000
- 1 Room and Board Scholarship from Mercer of \$10,981
- 1 Pepsi Scholarship of \$1,400
- 1 Brooks Scholarship of \$2,500
- 1 Clemson Scholarship of \$47,500
- 1 STEM Scholarship of \$3,000
- 1 USC Academic Scholarship of \$3,300
- 1 FSEOG of \$400
- 1 Max Heller Scholarship of \$80,000
- 1 Sandshark Scholarship of 8,000
- 1 Chapman Foundation Scholarship of \$1,000
- 1 North Greenville Scholarship of \$3,000
- 1 Louisville Athletic Scholarship of \$127,040
- 1 Francis Marion Scholarship of \$10,000
- 1 Limestone Scholarship of \$2,000
- 1 Newberry Athletic Scholarship of \$170,280
- 1 Donaldson Scholarship of \$4,000
- 1 Pikeville Athletic Scholarship of \$45,000

- 1 Vorhees Principal Scholarship of \$19,876
- 1 UTI Scholarship of \$5,000
- 1 Limestone Athletic Scholarship of \$44,000
- Palmetto Fellows total of \$110,100
- Life Scholarship total of \$907,500
- Hope Scholarship total of \$45,600

## **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
- 2013 – LiveWell Greenville Healthy School Grant
- 2014 – LiveWell Greenville Healthy School Grant

# ***SCHOOL PROFILE***

## **The School Community**

Carolina High School, located in Greenville County, was established in the 1956 -1957 school year as a 9<sup>th</sup> – 12<sup>th</sup> 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 718 students who are served by 50 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 48.2% African Americans, 25.2% Hispanic/Latinos and 21.4% Caucasians, with the remaining 5.2% classified as other than those noted. Currently, freshmen compose 30.8% of the student population, sophomores 26.7%, juniors 22.7%, while seniors make up 19.8% of the total enrollment. The magnet program has a current enrollment of 111 students which makes up approximately 15.4% of the student population. Currently, 82.3% 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 2014 the Absolute Rating was *Average* with an Improvement Rating of *Excellent*.

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.

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, CHS 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 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 CHS receive a broad range of quality support services from an outstanding staff. Carolina High School and Academy has three full time guidance counselors. 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. Carolina High School also provides intensive 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 11<sup>th</sup> graders and paid work experiences for 12<sup>th</sup> 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.
- 100 Black Men organization partnering and tutoring the young males at Carolina High School
- WIA helps place Carolina High students in jobs
- Students in World Biology worked to help partnered with the Greenville Zoo to help raise money for the new lion enclosure
- Students partnered with Christa Jordan and the City of Greenville to help redevelop damaged rain gardens
- Welcome Baptist Church
- YMCA
- Carolina partners with Junior Achievement which helps prepare students for the real world by showing them how to generate wealth and manage it, how to create jobs and how to apply entrepreneurial thinking to the workplace.
- General Electric
- Army and National Guard
- Fellowship of Christian Athletes
- Tanglewood Community Watch Group
- Students presented and listened to Spanish-speaking representatives from the Association of Hispanic-American Women (AHAM) about themselves, family, and friends.
- Dr. Jerry Mitchell, a professor at USC, came and worked with the World Biology students about natural disasters in the area.
- Algebra 2 students had a video conference with a Computer Engineer graduate student who has worked for Intel about possible opportunities in the computer engineering field.
- Aileen Kucsera, a Physician Assistant, came to speak about the steps that she took to learn Spanish and an overall of achieving her professional development. She shared about Au Pair as a good option to learn another language and encouraged the students to learn another language as a good career opportunity.
- Geno Church, from Brains on Fire, spoke to the HOSA students about working with people to develop campaigns that bring about real change.
- United Ministries spoke to occupational students about the importance of WorkKeys, GED and about Career Readiness programs

## **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
- GE Community Leader: 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
- 100 Black Men Organization: Mr. Al Gray and Greg Stephens
- City of Greenville – Christa Jordan
- Brains on Fire – Geno Church
- Greenville County Sherriff’s Office – Officer Rivera
- United Ministries - Amanda Warren & Mary Allen Murphy
- South Carolina Credit Union – Kat Hubbard
- Upstate Hispanic-American Women’s Association – Martha De Leon
- Magna Corporation - Wolfgang Lohmann and Thomas Myers
- Fluor Corporation - Nicholas Williams and Cesar Rodriquez

# ***CAROLINA HIGH SCHOOL & ACADEMY STAFF***

## **Faculty**

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

Per the 2014 school report card the staff at Carolina High School and Academy had 47 teachers. 42.6% of these teachers had advanced degrees. 79.7% returned from the previous year. The attendance rate for teachers was 96.5%. The average salary was \$42,494. The student teacher ratio in core subjects was 22.4 to 1

During this particular school year, 2014-2015, our faculty consists of 50 certified teachers, one of which has *National Board Certification*.

## **Administration**

### Assistant Principals

Marjon Ford – 4 years at Carolina, 14 years of experience  
Chris Emerson – 4 years at Carolina, 15 years of experience  
John Banning – 9 years at Carolina, 17 years of experience

### Principal

Michael Delaney – 11 years at Carolina, 4 years as Principal

A new instructional position was added in 2009 called the Instructional Specialist. Wanda Littlejohn is serving in that position, giving her 8 years of experience at Carolina High School and Academy and 14 years of experience.

## **Staff**

Additional personnel at Carolina High School include:

- Media Specialist
- Magnet Academy Coordinator
- Secretary
- Bookkeeper
- 3 Aides
- 2.5 Clerks
- Resource Officer
- Nurse
- Plant Engineer
- 2.5 full time Guidance Counselor
- .5 Transition Coordinator
- Mental Health Counselor
- 6 Custodians

<b>Name</b>	<b>Department</b>	<b>Gender</b>	<b>Experience</b>	<b>Educational Level</b>
<b>Allen, Delia</b>	<b>Math</b>	<b>Female</b>	<b>4</b>	<b>Masters</b>
<b>Armstrong, Jessica</b>	<b>Guidance</b>	<b>Female</b>	<b>2</b>	<b>Masters</b>
<b>Attaway, Brittany</b>	<b>Special Education</b>	<b>Female</b>	<b>2</b>	<b>Bachelors</b>
<b>Aulen, Amber</b>	<b>World Language</b>	<b>Female</b>	<b>5</b>	<b>Bachelors</b>
<b>Baker, Andrew</b>	<b>Curriculum Resource Teacher</b>	<b>Male</b>	<b>5</b>	<b>Masters</b>
<b>Baumann, Timothy</b>	<b>English</b>	<b>Male</b>	<b>1</b>	<b>Bachelors</b>
<b>Benjamin, Tonya</b>	<b>ESOL</b>	<b>Female</b>	<b>17</b>	<b>Masters</b>
<b>Berry, Jessica</b>	<b>Math</b>	<b>Female</b>	<b>0</b>	<b>Bachelors</b>
<b>Blair, Melissa</b>	<b>Music</b>	<b>Female</b>	<b>13</b>	<b>Masters</b>
<b>Booher, Lora</b>	<b>Magnet Coordinator</b>	<b>Female</b>	<b>28</b>	<b>Masters</b>
<b>Brittain, Drew</b>	<b>English</b>	<b>Male</b>	<b>4</b>	<b>Bachelors</b>
<b>Campbell, James</b>	<b>World Languages</b>	<b>Male</b>	<b>7</b>	<b>Bachelors</b>
<b>Carmel, Leslie</b>	<b>Social Studies</b>	<b>Female</b>	<b>19</b>	<b>Masters</b>
<b>Clark, Brittany</b>	<b>Science</b>	<b>Female</b>	<b>1</b>	<b>Bachelors</b>
<b>Cochran, Ann</b>	<b>Media Specialist</b>	<b>Female</b>	<b>21</b>	<b>Masters</b>
<b>Cortes, Carolina</b>	<b>World Languages</b>	<b>Female</b>	<b>0</b>	<b>Bachelors</b>
<b>Crnobrnja, Allie</b>	<b>Business</b>	<b>Female</b>	<b>1</b>	<b>Masters</b>
<b>Cunningham, Daryl</b>	<b>ROTC</b>	<b>Male</b>	<b>2</b>	<b>Masters</b>
<b>Dickerson, Victoria</b>	<b>Special Education</b>	<b>Female</b>	<b>0</b>	<b>Bachelors</b>
<b>Driggers, Erin</b>	<b>Science</b>	<b>Female</b>	<b>2</b>	<b>Bachelors</b>
<b>Fair, Thomas</b>	<b>Social Studies</b>	<b>Male</b>	<b>25</b>	<b>Bachelors</b>

<b>Fox, Jennifer</b>	<b>Art and Drama</b>	<b>Female</b>	<b>22</b>	<b>Bachelors + 18</b>
<b>Hamby, Gary</b>	<b>Physical Education</b>	<b>Male</b>	<b>9</b>	<b>Bachelors</b>
<b>Harrell, Jeffrey</b>	<b>Special Education</b>	<b>Male</b>	<b>2</b>	<b>Masters</b>
<b>Herring, Jekesha</b>	<b>Physical Education</b>	<b>Female</b>	<b>0</b>	<b>Masters</b>
<b>Hicks, Reginald</b>	<b>Physical Education</b>	<b>Male</b>	<b>26</b>	<b>Bachelors</b>
<b>Higgins, Sharon</b>	<b>Health Academy</b>	<b>Female</b>	<b>9</b>	<b>Associates</b>
<b>Hill, Jaquana</b>	<b>Business</b>	<b>Female</b>	<b>0</b>	<b>Masters</b>
<b>Hilliker, Elizabeth</b>	<b>Guidance</b>	<b>Female</b>	<b>2</b>	<b>Masters</b>
<b>Hinson, Robin</b>	<b>ROTC</b>	<b>Female</b>	<b>9</b>	<b>Masters</b>
<b>Hullinger, Kortney</b>	<b>Mathematics</b>	<b>Female</b>	<b>0</b>	<b>Masters</b>
<b>Jones, Emily</b>	<b>Mathematics</b>	<b>Female</b>	<b>2</b>	<b>Masters</b>
<b>Jones, Eric</b>	<b>Mathematics</b>	<b>Male</b>	<b>0</b>	<b>Bachelors</b>
<b>Keene, Brittani</b>	<b>English</b>	<b>Female</b>	<b>1</b>	<b>Bachelors</b>
<b>Kinlaw, Geri</b>	<b>Social Studies</b>	<b>Female</b>	<b>4</b>	<b>Masters</b>
<b>LaPoe, Brendon</b>	<b>Social Studies</b>	<b>Male</b>	<b>3</b>	<b>Bachelors</b>
<b>Marshall, Kelsey</b>	<b>Guidance</b>	<b>Female</b>	<b>0</b>	<b>Masters</b>
<b>Moore, Katherine</b>	<b>Science</b>	<b>Female</b>	<b>0</b>	<b>Masters</b>
<b>Moore, Lydia</b>	<b>Special Education</b>	<b>Female</b>	<b>1</b>	<b>Bachelors</b>
<b>Neely, Oscar</b>	<b>JAG</b>	<b>Male</b>	<b>30</b>	<b>Bachelors</b>
<b>Raymond, Mark</b>	<b>English</b>	<b>Male</b>	<b>4</b>	<b>Masters</b>
<b>Roberson, Jamie</b>	<b>English</b>	<b>Female</b>	<b>1</b>	<b>Masters</b>
<b>Roberson, Clay</b>	<b>Engineering Academy</b>	<b>Male</b>	<b>10</b>	<b>Bachelors</b>
<b>Rohrer, Tom</b>	<b>Business</b>	<b>Male</b>	<b>13</b>	<b>Masters</b>
<b>Savage, Corinda</b>	<b>Science</b>	<b>Female</b>	<b>16</b>	<b>Ed.S</b>
<b>Schuette, Matthew</b>	<b>Math</b>	<b>Male</b>	<b>5</b>	<b>Bachelors</b>



<b>Stewart, Amanda</b>	<b>Science</b>	<b>Female</b>	<b>3</b>	<b>Bachelors</b>
<b>Stout, Cheryl</b>	<b>Business</b>	<b>Female</b>	<b>7</b>	<b>Masters</b>
<b>Thomas, Lauren</b>	<b>Social Studies</b>	<b>Female</b>	<b>10</b>	<b>Masters</b>
<b>Thomason, Andrea</b>	<b>Special Education</b>	<b>Female</b>	<b>6</b>	<b>Bachelors</b>
<b>Tovornik, Kelly</b>	<b>English</b>	<b>Female</b>	<b>21</b>	<b>Bachelors</b>
<b>Waters, Katrina</b>	<b>Math</b>	<b>Female</b>	<b>2</b>	<b>Bachelors</b>
<b>Watkins, Stephanie</b>	<b>Special Education</b>	<b>Female</b>	<b>28</b>	<b>Bachelors</b>
<b>Whitaker, Lauren</b>	<b>Science</b>	<b>Female</b>	<b>2</b>	<b>Masters</b>
<b>Williams, Alison</b>	<b>English</b>	<b>Female</b>	<b>0</b>	<b>Bachelors</b>
<b>Wright, Reuben</b>	<b>Social Studies</b>	<b>Male</b>	<b>16</b>	<b>Masters</b>
<b>Administration</b>	<b>Assignment</b>	<b>Gender</b>	<b>Experience</b>	<b>Education Level</b>
<b>Banning, John</b>	<b>Asst. Principal</b>	<b>Male</b>	<b>18</b>	<b>EdS</b>
<b>Delaney, Michael</b>	<b>Principal</b>	<b>Male</b>	<b>10</b>	<b>Masters</b>
<b>Emerson, Christopher</b>	<b>Asst. Principal</b>	<b>Male</b>	<b>14</b>	<b>EdS</b>
<b>Ford, Marjon</b>	<b>Asst. Principal</b>	<b>Female</b>	<b>14</b>	<b>Masters</b>
<b>Littlejohn, Wanda</b>	<b>Instructional Specialist</b>	<b>Female</b>	<b>14</b>	<b>Masters</b>

# ***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 2012-2015**

<i>Population</i>	<i>2012-2013</i>	<i>2013-2014</i>	<i>2014-2015</i>
Asian	0.00%	0.00%	0.01%
Black	54.00%	50.70%	48.20%
Hispanic	22.00%	23.00%	25.20%
White	21.00%	22.50%	21.20%

## **Carolina High School & Academy Free/Reduced Lunch 2012-2015**

<i>Lunch</i>	<i>2012-2013</i>	<i>2013-2014</i>	<i>2014-2015</i>
Free	80.21%	80.10%	79.9%
Reduced	4.0%	4.7%	3.9%
Paid	15.79 %	15.20 %	16.2 %

## **Carolina High School & Academy Free/Reduced Lunch 2012-2015**

The number of students meeting the criteria for Free/Reduced Lunch has generally stayed the same. However, some that qualify do not often complete the application process. 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 19.8% 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.

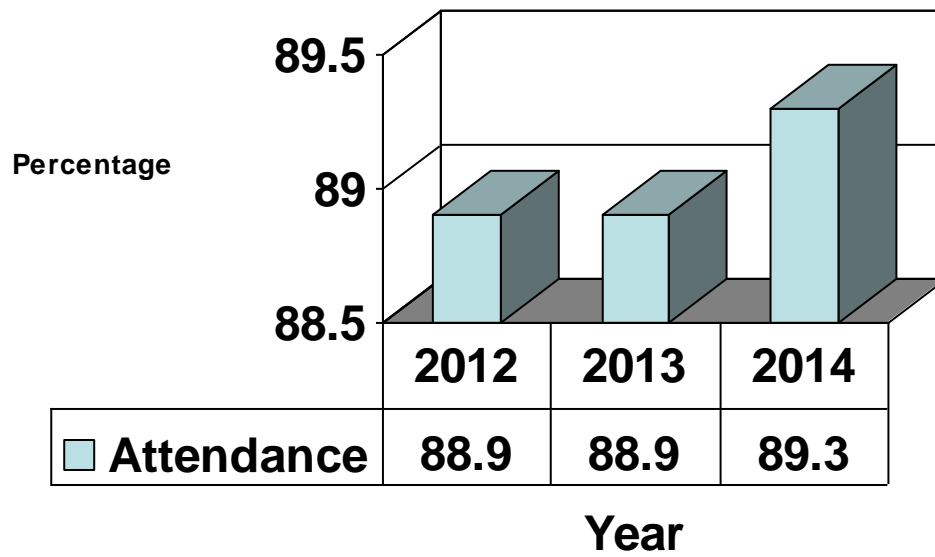
### **Percentage of Carolina High School & Academy Population with Disabilities**

	<i>2012-2013</i>	<i>2013-2014</i>	<i>2014-2015</i>
Mentally Disabled/Educable	6.0%	13.0%	9.1%
Emotional Disability	6.0%	1.7%	8.5%
Other Health Impairment	6.1%	9.6%	11.3%
Specific Learning Disability	72.2%	75.7%	68.3%
Multiple Disabilities	9.6%	0.0%	0.0%
Orthopedic Impairment	0.0%	0.0%	0.0%
Speech/Language Impairment	0.0%	0.0%	1.4%
OTHER	0.0%	0.0%	2.8%
All	100.0%	100.0%	100.0%

### **Attendance**

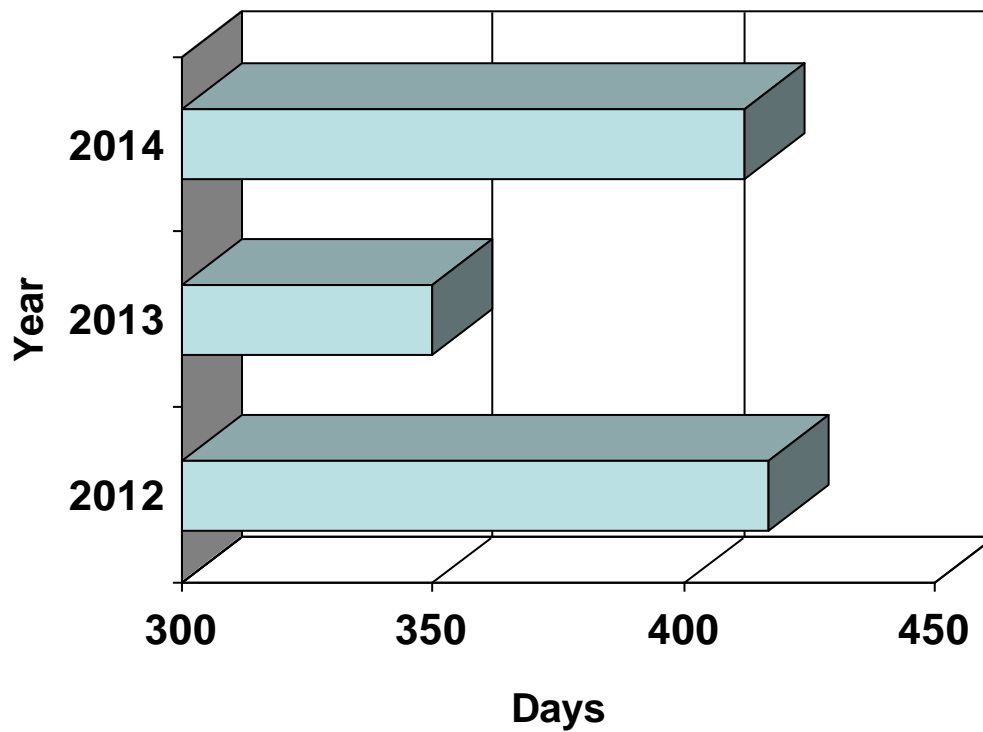
Student attendance rates at Carolina High School and Academy have declined over the past few years. Carolina High School and Academy has shown a decrease in attendance rate for the last 3 years. For the 2013 school year, there was no change in the attendance rate.

**Rate of Attendance 2012 - 2015**



**Discipline Rates**

**Suspension Days (Aug - Nov) 2012 - 2015**



# ***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. The Engineering program features the nationally certified Project Lead the Way curriculum. Engineering students work in a project-based environment as well.

## **New Tech**

Carolina High School will complete a school wide implementation of project based learning in every classroom by the 2017 – 2018 school year. Carolina High School has partnered with New Tech Network; a nonprofit organization that helps transform schools into an innovative learning environment. This new approach features dynamic and relevant curriculum where students take control of their learning while teachers facilitate and provide support. Each class of students that begin their freshman year with project based learning will also be supported with a Dell Venue 11 tablet.

## **Advanced Placement Courses**

- Calculus
- Human Geography
- Environmental Science
- Art Studio
- Music Theory
- English Literature
- English Language
- Spanish

## **Technology**

- 9 Mobile Laptop Carts
- APEX-Credit Recovery
- 4 Computer Lab Spaces
- One to one Dell Venue 11s with 9th grade class

# ***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 CHS 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.

## CHS Graduate Profile

	<b>Aware:</b>	<b>Eligible:</b>	<b>Prepared:</b>
<b>9<sup>th</sup> Grade</b>	Structures that will ensure ongoing awareness and value building about college & career options <ul style="list-style-type: none"> <li>• Advisory</li> <li>• Culture Building</li> <li>• Who Were You Meant To Be?</li> </ul>	Annual course offerings aligned to college eligibility <ul style="list-style-type: none"> <li>• Choice of Course Level</li> <li>• Integrated ELA/Comp Apps</li> <li>• Integrated Algebra/Science</li> <li>• Integrated</li> </ul>	Annual skill and attribute development of learning <ul style="list-style-type: none"> <li>• Three Standardized Tests</li> <li>• Exhibitions and Presentations of Learning Throughout the Year</li> <li>• SWLO-Aligned PBL &amp;</li> </ul>

	<ul style="list-style-type: none"> <li>Exposure to Colleges, Universities, and Careers</li> </ul>	Biology/World Geography	PrBL
<b>10<sup>th</sup> Grade</b>	<b>Aware:</b> Structures that will ensure ongoing awareness and value building about college & career options <ul style="list-style-type: none"> <li>Advisory</li> <li>Culture Building</li> <li>Community Awareness</li> <li>Exposure to Post-Secondary Opportunities</li> </ul>	<b>Eligible:</b> Annual course offerings & assessments aligned to college eligibility requirements <ul style="list-style-type: none"> <li>PSAT Testing</li> <li>Integrated ELA/World History</li> <li>Integrated Chemistry/Algebra</li> <li>Integrated Geometry and Foundations in Animation</li> </ul>	<b>Prepared:</b> Annual skill and attribute development and presentations of learning <ul style="list-style-type: none"> <li>One CRA in Each Core Content Area</li> <li>End of Year Exhibition and Presentation of Learning</li> <li>SWLO-Aligned PBL &amp; PrBL</li> </ul>
<b>11<sup>th</sup> Grade</b>	<b>Aware:</b> Structures that will ensure ongoing awareness and value building about college & career options <ul style="list-style-type: none"> <li>Advisory</li> <li>Internship Opp.</li> <li>Portfolio Development</li> <li>Community Service and Awareness</li> <li>Exposure to Colleges/Careers</li> </ul>	<b>Eligible:</b> Annual course offerings & assessments aligned to college eligibility requirements <ul style="list-style-type: none"> <li>ACT for All Students</li> <li>Integrated Physics /Pre-Calculus</li> <li>Integrated ELA/Government &amp; Economics</li> <li>AP Offerings</li> </ul>	<b>Prepared:</b> Annual skill and attribute development and presentations of learning <ul style="list-style-type: none"> <li>Dual Enrollment if Qualified</li> <li>2 CRAs in Each Core Content Area</li> <li>End of Year Exhibition and Presentation of Learning</li> <li>SWLO-Aligned PBL &amp; PrBL</li> </ul>
<b>12<sup>th</sup> Grade</b>	<b>Aware:</b> Structures that will ensure ongoing awareness and value building about college & career options <ul style="list-style-type: none"> <li>Advisory</li> <li>Community Service</li> <li>Internship Opp.</li> <li>Finalize Portfolio</li> <li>CRA Reflections</li> <li>Exposure to Colleges/Careers</li> </ul>	<b>Eligible:</b> Annual course offerings & assessments aligned to college eligibility requirements <ul style="list-style-type: none"> <li>COMPASS Test</li> <li>Integrated ELA/Service Learning</li> <li>US History</li> <li>AP Offerings</li> <li>Dual Credit Offerings</li> </ul>	<b>Prepared:</b> Annual skill and attribute development and presentations of learning <ul style="list-style-type: none"> <li>Dual Enrollment</li> <li>Senior Portfolio Development &amp; Defense</li> <li>SWLO-Aligned PBL &amp; PrBL</li> </ul>
<b>The Why:</b>  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.		<b>The How:</b> <b>Aware</b> – Students will understand all post-secondary options and see the importance of college  <b>Eligible</b> – Students will complete requirements necessary for college entrance  <b>Prepared</b> – Students will graduate from high school with the skills and dispositions necessary to further their education or begin a career	
		<b>The What:</b>  By developing, applying, and demonstrating College & Career Ready Knowledge, Skills, and Attributes including: <ul style="list-style-type: none"> <li>Knowledge &amp; Thinking</li> <li>Written Communication</li> <li>Oral Communication</li> <li>Collaboration</li> <li>Agency</li> </ul>	



		<b>Through...</b> <ul style="list-style-type: none"> <li>• Project- &amp; Problem-Based Learning</li> <li>• College Ready Assessments</li> <li>• Portfolios</li> <li>• Exhibitions of Learning</li> <li>• Dual Enrollment</li> <li>• Community Service</li> <li>• Internships</li> <li>• Advisory Programs</li> </ul>
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### **CHS Ideal Graduate**

1. Accountable
2. Civic-Minded
3. Collaborative
4. Creative
5. Critical Thinker
6. Goal-Driven
7. Passionate
8. Professional
9. Self-Advocate
10. Work Ethic

# *Student Achievement Needs Assessment*

## SDE School Report Card

(<http://www.ed.sc.gov/data/report-cards>)

### Report Card Ratings

Year	Absolute Rating	Improvement Rating	Adequate Yearly Progress/ESEA
2010	At-Risk	At-Risk	NA
2011	Below Average	Excellent	NA
2012	Below Average	Below Average	F 58.9
2013	Below Average	Below Average	F 35.4
2014	Average	Excellent	D 66.2

### Overall HSAP Results

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

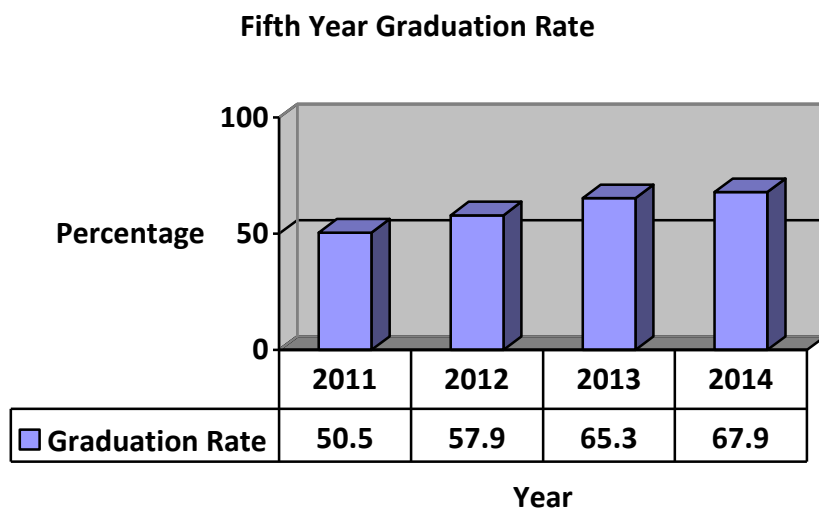
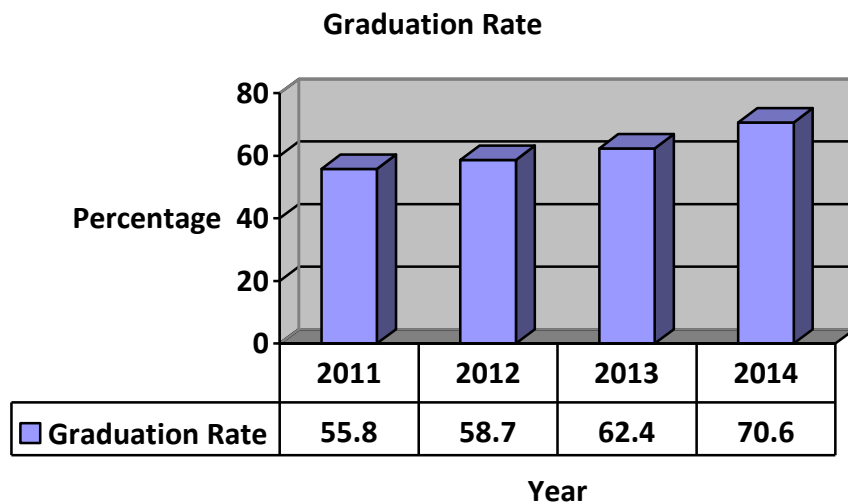
	HSAP Exam Passage Rate 2010 - 2014				
	2010	2011	2012	2013	2014
Both Subtests	63.0%	70.9%	71.5%	55.9%	63.2%
One Subtests	19.4%	16.3%	13.9%	22.3%	18.1%
No Subtests	17.6%	12.8%	14.6%	21.8%	18.7%

### Overall End-of-Course Results

#### Percentage of Students Passing EOC by Subject 2011-2013

EOC Passage Rate 2011 - 2014				
	2011	2012	2013	2014
Algebra 1	79%	55%	65%	69.8%
English 1	52%	35%	56%	44.2%
Physical Science	48%	NA	NA	NA
US History	33%	43%	41%	35.3%
Biology	49%	55%	58%	61%

## 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
2014	ESEA Rating = 66.2	41.8 of 60

## 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%
2014	97	113	20	18%

## AP Passage Rates

Course	2010-2011	2011-2012	2012-2013	2013-2014
English	0%	6.3%	22.2%	22.3%
Calculus	0%	18.2%	9.0%	50%
Human Geography	*	11.4%	0%	4.5%
Music Theory	0%	75.0%	0%	*
Environmental Science	14%	5.3%	16.7%	23.1%
Art Studio	*	100.0%	100%	100.0%

\*data not available because no students took particular test

## Overall Test Results for SAT

### Average SAT Reading Score from 2011-2014

	2010-2011	2011-2012	2012-2013	2013-2014
Average Score	446	410	448	428

### Average SAT Math Scores from 2011-2014

	2010-2011	2011-2012	2012-2013	2013-2014
Average Score	409	436	447	435

### Average SAT Writing Scores from 2011-2014

	2010-2011	2011-2012	2012-2013	2013-2014
<b>Average Score</b>	407	381	412	398

### Average SAT Composite Scores from 2011-2014

	2010-2011	2011-2012	2012-2013	2013-2014
<b>Average Score</b>	1263	1227	1306	1261

### Overall Test Results for ACT

#### Average ACT Scores from 2011-2014 by Subject

	2010-2011	2011-2012	2012-2013	2013-2014
<b>English</b>	15.5	15.9	16.5	15.1
<b>Math</b>	16.7	17.6	18.4	18.8
<b>Reading</b>	18.1	17.9	18.1	17.1
<b>Science</b>	18.3	17.5	18.7	17.7

### Average ACT Composite Scores from 2011-2014

	2010-2011	2011-2012	2012-2013	2013-2014
<b>Composite Average</b>	17.2	17.4	18.1	17.2

## **Summary of Student Achievement Results**

- The percentage of students passing the End-of-Course test in all areas increased overall in the past 4 years
- The graduation rate has improved over the past 4 years.
- The state and federal accountability system rating has increased from the previous year.
- The number of students taking and passing the AP exam has increased.
- The average score on the SAT decreased in both verbal and math.

# ***TEACHER AND ADMINISTRATOR QUALITY***

## **Professional Development**

The focus for professional development this year was getting teachers ready for project based learning. Teachers were provided with several opportunities to learn about PBL through cohorts as well as learning how to use available technology to aid instructional practices through PBL. The table below shows the various opportunities that teachers participated in.

### **2014 – 2015 Plan**

<b>Date &amp; Time</b>	<b>Location</b>	<b>Topic</b>	<b>Point Value</b>
<b>August</b>			
7/30: 9:00-12:00	Media Center	New Teacher Orientation	3 hours (Ex)
8/13: 1:00 – 2:00	Media Center	Cohort 1	N/A
8/13: 2:00 – 3:00	Media Center	Cohort 2	N/A
8/13: 3:00 – 4:00	Media Center	Cohort 3	1 hour (PD)
8/15: 8:30 – 9:30	Media Center	Cohort 4	1 hour (PD)
8/15: 9:30 – 10:30	Media Center	Cohort 5	1 hour (PD)
8/22 or 8/26: Planning Periods	Lab 131	PowerTeacher: All Teachers	N/A
8/25: 4:00 – 5:00	Media Center Conference Room	Cohort 1	1 hour (Ex)
<b>September</b>			
9/3: Planning Periods	Lab 131	Google Sites: All Teachers	1 hour (PD)
9/8: 4:00-5:00	Media Center Conference Room	Cohort 2	1 hour (Ex)
9/9: 4:00-5:00	Lab 131	Google Sites: Part 2	1 hour (PD or Ex)
9/15: 4:00-5:00	Media Center Conference Room	Cohort 3	1 hour (PD or Ex)
9/29: 4:00-5:00	Media Center Conference Room	Cohort 1	1 hour (Ex)
<b>October</b>			
10/6: 4:00-5:00	Media Center Conference Room	Cohort 2	1 hour (Ex)
10/9: 7:45 – 8:30	Lab 131	Technology Series Part 1: Enrich	1 hour (PD or Ex)
10/13: 4:00-5:00	Media Center Conference Room	Cohort 3	1 hour (PD or Ex)
10/23: 4:00-5:00	Lab 131	Technology Series Part 1: Enrich	1 hour (PD or Ex)
10/27: 4:00-5:00	Media Center Conference Room	Cohort 1	1 hour (Ex)
10/28: 7:45 – 8:30	Media Center Conference Room	Cohort 4	1 hour (PD or Ex)
<b>November</b>			
11/10: 4:00-5:00	Media Center	Cohort 3	1 hour (Ex)

	Conference Room		
11/13: 7:45 – 8:30	Lab 131	Technology Series Part 2: Activotes	1 hour (PD or Ex)
11/20: 4:00-5:00	Lab 131	Technology Series Part 2: Activotes	1 hour (PD or Ex)
11/24: 4:00-5:00	Media Center Conference Room	Cohort 1	1 hour (Ex)
<b>December</b>			
12/1: 4:00-5:00	Media Center Conference Room	Cohort 2	1 hour (Ex)
12/8: 4:00-5:00	Media Center Conference Room	Cohort 3	1 hour (PD or Ex)
12/15: 4:00-5:00	Media Center Conference Room	Cohort 1	1 hour (Ex)
12/16: 7:45-8:30	Media Center Conference Room	Cohort 4	1 hour (Ex)
<b>January</b>			
1/12: 4:00-5:00	Media Center Conference Room	Cohort 2	1 hour (Ex)
1/26: 4:00-5:00	Media Center Conference Room	Cohort 1	1 hour (Ex)
<b>February</b>			
2/10: 7:45-8:30	Lab 131	Technology Series Part 3: ActivExpressions	1 hour (PD or Ex)
2/19: 4:00-5:00	Lab 131	Technology Series Part 3: ActivExpressions	1 hour (PD or Ex)
2/23: 4:00-5:00	Media Center Conference Room	Cohort 1	1 hour (Ex)
2/24: 7:45-8:30	Media Center Conference Room	Cohort 4	1 hour (PD or Ex)
<b>March</b>			
3/2: 4:00-5:00	Media Center Conference Room	Cohorts 2	1 hour (Ex)
3/12: 7:45 – 8:30	Lab 131	Technology Series Part 4: Class Flow	1 hour (PD or Ex)
3/16: 4:00-5:00	Media Center Conference Room	Cohort 3	1 hour (PD or Ex)
3/23: 4:00-5:00	Media Center Conference Room	Cohort 1	1 hour (Ex)
3/26: 4:00-5:00	Lab 131	Technology Series Part 4: Class Flow	1 hour (PD or Ex)
<b>April</b>			
4/13: 4:00-5:00	Media Center Conference Room	Cohort 3	1 hour (PD or Ex)
4/27: 4:00-5:00	Media Center Conference Room	Cohort 1	1 hour (Ex)
4/28: 7:45-8:30	Media Center Conference Room	Cohort 4	1 hour (PD or Ex)
<b>May</b>			



5/11: 4:00-5:00	Media Center Conference Room	Cohort 3	1 hour (PD or Ex)
5/19: 7:45 – 8:30	Media Center Conference Room	Cohort 4	1 hour (PD or Ex)

### **2015 – 2016 Professional Development Plan**

Professional development for 2015-2016 will continue to prepare teachers for PBL as the school continues to implement school-wide. Also, training will take place on project-based learning as we transition our school into a PBL environment.

#### **New Tech NTAC Conference**

Second year PBL implementation teachers, administrators and some first year implementation teachers will participate in a week long Professional Development this July in Chicago. This is the New Tech Annual Conference which offers content specific PD to all teachers, school leaders, and support personnel. The PDs will aid teachers in learning how to implement effective project-based learning and also allow built in work time for schools to plan together.

#### **New Tech Training**

All PBL teachers as well as other teachers will be offered professional development in consistent and effect PBL strategies. Some topics will include:

- IAKTs – Individual Assessment on Knowledge and Thinking
- Agency Rubric
- Oral Communication Rubric
- Critical Friends
- Assessing Student Work

#### **Teacher Residency**

A teacher residency will be offered for third year PBL implementation teachers. In this 2-3 day professional development, teachers will officially learn and experience what PBL looks like in the classroom. Teachers will develop and practice initial protocols, norms, and everyday practices in a PBL environment. This cohort of teachers will also begin to plan and develop projects for their PBL classroom.

#### **Regularly Scheduled Meetings**

- Weekly Tuesday afternoon meetings will be scheduled for teachers involved in project-based learning
- Faculty meetings offered 1-2 times per month will include relevant professional development based on the needs of the staff
- Monthly meetings on how to incorporate technology in the classroom will be offered for teachers
- Department meetings will be held monthly to discuss PD from the district level pertaining to state testing, incorporating new standards, and common assignments/assessments

#### **First Year and PAS-T Support**

First year teachers, teachers new to the school and teachers who will be evaluated through PAS-T will also receive extra support and professional development. These teachers will receive PD on classroom management, planning and instruction, building rapport with students, and other topics as needed.

# ***SCHOOL CLIMATE NEEDS ASSESSMENT***

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

## **Overall School Climate Data**

	<b>Student Attendance Rate</b>	<b>Students Suspended or Expelled for Violent or Criminal Offenses</b>
2011	89.0%	0.0%
2012	88.9%	0.0%
2013	88.9%	2.9%
2014	89.3%	1.5%

## **School Evaluation 2013 - 2014**

	<b>Number of Surveys</b>	<b>Percent Satisfied with the Learning Environment</b>	<b>Percent Satisfied with Social and Physical Environment</b>	<b>Percentage Satisfied with School-Home Relations</b>
Teachers	46	89.2%	93.4%	50.0%
Students	93	77.4%	77.3%	62.5%
Parents	I/S	I/S	I/S	I/S

## **Safety Evaluation 2013 – 2014**

- 100% of teachers agreed or mostly agreed that they feel safe at school during the day
- 85.2% of students agreed or mostly agreed that they feel safe at school during the day
- There is an insufficient sample for the parent responses of this survey question

## **Summary of School Climate Data**

- The student attendance rate increased a small percentage but is still lower than the goal of 95%
- Teachers are less satisfied with the home-school relationship than students
- Overall, the parents and students feel that the school is a safe learning environment

## SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups on ACT each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard as measured by the ACT.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard as measured by the ACT.

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

	<b>Baseline 2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X			
<b>School Actual</b>				
<b>District Projected</b>	X			
<b>District Actual</b>				

\*Baseline data to be established in 2014-15.\*

☒ 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 – High	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>ELA – District - HS</b>	<b>Baseline 2014-15</b>	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.\*

<b>Math – School - High</b>	<b>Baseline 2014-15</b>	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>Math – District - HS</b>	<b>Baseline 2014-15</b>	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

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

**PERFORMANCE STATEMENT:** Meet or exceed the state objective(s) for national career readiness certification as measured by WorkKeys.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the state objective(s) for national career readiness certification as measured by WorkKeys.

**ANNUAL OBJECTIVE:** Annually meet or exceed the state objective(s) for national career readiness certification as measured by WorkKeys.

**DATA SOURCE(S):** WorkKeys report produced by ACT

	<b>Baseline 2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X			
<b>School Actual</b>				
<b>District Projected</b>	X			
<b>District Actual</b>				

\*Baseline data to be established in 2014-15.\*

## EOCEP % ENGLISH I

☒ 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 35% % in 2012 to 65 % in 2018.

**ANNUAL OBJECTIVE:** Increase by 5 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	45.1	50.1	55.1	60.1	65.1
<b>School Actual</b>	35.1	55.6	44.2				
<b>District Projected (MS and HS)</b>	X	X	77.3	78.3	79.3	80.3	81.3
<b>District Actual (HS only)</b>	71.1	78.4	77.4				

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



## EOCEP % ALGEBRA I

☒ 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 55.2 % in 2012 to 85.2 % in 2018.

**ANNUAL OBJECTIVE:** Increase by 5 percentage points annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	65.2	70.2	<b>75.2</b>	<b>80.2</b>	<b>85.2</b>
<b>School Actual</b>	55.2	64.7	69.8				
<b>District Projected (MS and HS)</b>	X	X	84.6	85.6	<b>86.6</b>	<b>87.6</b>	<b>88.6</b>
<b>District Actual (HS only)</b>	78.0	83.2	82.7				

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

**EOCEP % BIOLOGY I**

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

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in science each year.

**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 58.9 % in 2012 to 88.9 % in 2018.

**ANNUAL OBJECTIVE:** Increase by 5 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I.

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	68.9	73.9	<b>78.9</b>	<b>83.9</b>	<b>88.9</b>
<b>School Actual</b>	58.9	57.8	61.0				
<b>District Projected</b>	X	X	81.7	82.7	<b>83.7</b>	<b>84.7</b>	<b>85.7</b>
<b>District Actual</b>	80.7	84.3	84.5				

## EOCEP % US HISTORY AND THE CONSTITUTION

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

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

**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 43.8 % in 2012 to 73.8 % in 2018.

**ANNUAL OBJECTIVE:** Increase by 5 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution.

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	53.8	58.8	63.8	68.8	73.8
<b>School Actual</b>	43.8	40.5	35.5				
<b>District Projected</b>	X	X	66.6	67.6	68.6	69.6	70.6
<b>District Actual</b>	65.6	73.9	75.3				

## Advanced Placement

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

**PERFORMANCE STATEMENT:** Increase student performance on state and national assessments, including Advanced Placement (AP) exams and the Scholastic Aptitude Tests (SAT).

**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   0   % in 2011 to  35  % by 2018.

**ANNUAL OBJECTIVE:** Increase by   5  percentage points annually exams with a score of 3 or above (out of a possible 5) on all AP examinations.

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

	<b>Baseline 2010-11</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	10	15	20	25	30	35
<b>School Actual</b>	0	16	13	18				
<b>District Projected</b>	X	X		57	58	59	60	61
<b>District Actual</b>	56	53	55	54				

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

**FIVE YEAR PERFORMANCE GOAL:** Annually increase by   5   points 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  15  points.

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

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Critical Reading Projected	X	X	420	425	<b>430</b>	<b>435</b>	<b>440</b>
Critical Reading Actual	410	448	428				
Math Projected	X	X	446	451	<b>456</b>	<b>461</b>	<b>466</b>
Math Actual	436	447	435				
Writing Projected	X	X	391	396	<b>401</b>	<b>406</b>	<b>411</b>
Writing Actual	381	412	398				
Composite Projected	X	X	1257	1272	<b>1287</b>	<b>1302</b>	<b>1317</b>
Composite Actual	1227	1307					

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Critical Reading Projected</b>	X	X	493	495	<b>497</b>	<b>499</b>	<b>501</b>
<b>Critical Reading Actual</b>	491	496	499				
<b>Math Projected</b>	X	X	496	498	<b>500</b>	<b>502</b>	<b>504</b>
<b>Math Actual</b>	494	492	496				
<b>Writing Projected</b>	X	X	472	474	<b>476</b>	<b>478</b>	<b>480</b>
<b>Writing Actual</b>	470	474	472				
<b>Composite Projected</b>	X	X	1461	1467	<b>1473</b>	<b>1479</b>	<b>1485</b>
<b>Composite Actual</b>	1455	1462	1467				

## GRADUATION RATE

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the on-time (4 year cohort) student graduation rate by \_\_\_\_\_ percentage points each year, from 58.7 % in 2012 to 88.7 % in 2018.

**ANNUAL OBJECTIVE:** Increase the on-time student graduation rate by 5 percentage points annually.

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	68.7	73.7	78.7	83.7	88.7
<b>School Actual</b>	58.7	62.4	70.6				
<b>District Projected</b>	X	X	73.9	75.4	77.0	78.5	80.0
<b>District Actual</b>	72.4	76.9	81.7				

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
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
APEX Credit Recovery and Seat Time Recovery Programs	June 2013 and ongoing	Guidance	\$0	District Funds	Student rosters, Reports of student progress, Final Grade providing evidence of credit earned
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
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 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/Baker	\$0	N/A	Professional development calendar and participant roster, Lesson plans demonstrating implementation of differentiated instructional strategies, Unit plans and department chair checklist
Professional development will be provided on effective rigor, relevance and common core to all departments	Ongoing	Littlejohn/Baker	\$0	N/A	Professional development calendar and participant rosters providing evidence of training, Written evidence and observations providing documentation of strategies incorporated in classes.



## PROFESSIONAL DEVELOPMENT

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

**GOAL AREA 2:** Ensure quality personnel in all positions.

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of classes taught with a project based learning or problem based learning curriculum implementation from 0 % in 2011 to 100 % in 2018

**ANNUAL OBJECTIVE:** Increase percentage of classes taught with PBL or PrBL by 17 percentage points annually.

**DATA SOURCE(S):**

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>Projected</b>	x	x	34	51	68	85	100
<b>Actual</b>	0	0	28				

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
<b>A teacher observation schedule will be devised each year</b>	By August of each school year	Administration	\$0	N/A	Teacher observation schedule will be provided each year in the teacher handbook
Teacher observation feedback will be student centered, 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
Continue to help teachers grow and improve based on current strengths/weaknesses (ex. cohort groups)	Ongoing	Littlejohn/Baker	\$0	N/A	Professional development calendar will provide evidence
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
Provide a more targeted and organic mentoring program for teachers	Ongoing	Littlejohn/Baker	\$0	N/A	A list of mentors and mentees will provide evidence
Recruit teachers experienced with working with at-risk youth and/or who are interested in the PBL model	As needed	Delaney	\$0	N/A	List of those hired
Provide support to current and future PBL teachers from in house, district coach, and New Tech resources	Ongoing	Littlejohn/Baker	Already budgeted	N/A	Professional development agendas, handouts and teacher surveys
Support PBL teachers with teacher residency, and New Tech professional development conferences	Ongoing	Administration	Already budgeted	N/A	Professional development agendas, conference agendas

## STUDENT ATTENDANCE

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

**GOAL AREA 3:** Provide a school environment supportive of learning.

**FIVE YEAR PERFORMANCE GOAL:** Achieve an annual student attendance rate of 95%.

**ANNUAL OBJECTIVE:** Maintain an annual student attendance rate of 95% or higher.

**DATA SOURCE(S):** SDE School Report Card – School Profile page – Students section

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	95.0	95.0	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>
<b>School Actual</b>	88.9	88.9	89.3				
<b>District Projected</b>	X	X	95.0	95.0	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>
<b>District Actual</b>	95.9	95.6	95.0				

## STUDENT EXPULSION

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

**FIVE YEAR PERFORMANCE GOAL:** Maintain a student expulsion rate below 0.5% of the total school population.

**ANNUAL OBJECTIVE:** Maintain an annual student expulsion rate below 0.5% of the total school population.

**DATA SOURCE(S):** SDE School Report Card – School Profile page – Students section

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	x	x	Less than 0.5%	Less than 0.5%	<b>Less than 0.5%</b>	<b>Less than 0.5%</b>	<b>Less than 0.5%</b>
<b>School Actual</b>	0.0	0.0	0.0				
<b>District Projected</b>	x	x	Less than 0.5%	Less than 0.5%	<b>Less than 0.5%</b>	<b>Less than 0.5%</b>	<b>Less than 0.5%</b>
<b>District Actual</b>	0.5%	0.6%	0.6%				

## PARENT SATISFACTION – LEARNING ENV.

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who are satisfied with the learning environment from 81.3 % in 2012 to 100 % by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2012-13, increase by 3.1 percentage point(s) annually parents who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Parent Survey item #5

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	87.5	90.6	93.7	96.8	<b>100</b>
<b>School Actual</b>	<b>81.3</b>	<b>82.3</b>	I/S				
<b>District Projected</b>	X	X	89.0	89.5	<b>90.0</b>	<b>90.5</b>	<b>91.0</b>
<b>District Actual</b>	88.0*	88.1	88.1				

\*SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Results are from 10-11.\*

## STUDENT SATISFACTION – LEARNING ENV.

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who are satisfied with the learning environment from 69.5 % in 2012 to 99.5 % by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 5 percentage point(s) annually students who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Student Survey item #18

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	79.5	84.5	<b>89.5</b>	<b>94.5</b>	<b>99.5</b>
<b>School Actual</b>	69.5	81.4	77.4				
<b>District Projected (ES, MS, and HS)</b>	X	X	81.5	82.5	<b>83.5</b>	<b>84.5</b>	<b>85.5</b>
<b>District Actual (HS only)</b>	79.7	80.7	76.5				

## TEACHER SATISFACTION – LEARNING ENV.

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of teachers who are satisfied with the learning environment from 80.9 % in 2012 to 100 % by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 3.2 percentage point(s) annually teachers who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Teacher Survey item #27

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	87.3	90.5	<b>93.7</b>	<b>96.9</b>	<b>100</b>
<b>School Actual</b>	80.9	81.2	89.2				
<b>District Projected</b>	X	X	92.5	93.0	<b>93.5</b>	<b>94.0</b>	<b>94.5</b>
<b>District Actual</b>	98.0	92.6	93.5				

## PARENT SATISFACTION – SAFETY

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who indicate that their child feels safe at school from 88.2 % in 2012 to 100 % by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 2 percentage point(s) annually parents who indicate that their child feels safe at school.

**DATA SOURCE(S):** SDE School Report Card Survey results – Parent Survey item #18

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	92.2	94.2	<b>96.2</b>	<b>98.2</b>	<b>100</b>
<b>School Actual</b>	88.2	79	I/S				
<b>District Projected</b>	X	X	93.9	94.3	<b>94.7</b>	<b>95.1</b>	<b>95.5</b>
<b>District Actual</b>	93.5	92.8	93.1				

\*SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.\*



## STUDENT SATISFACTION – SAFETY

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who feel safe at school during the school day from 88.6 % in 2012 to 100 % by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 1.9 percentage point(s) annually students who feel safe at school during the school day.

**DATA SOURCE(S):** SDE School Report Card Survey results – Student Survey item #30

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	92.4	94.3	<b>96.2</b>	<b>98.1</b>	<b>100</b>
<b>School Actual</b>	88.6	95.5	85.2				
<b>District Projected</b>	X	X	91.0	91.5	<b>92.0</b>	<b>92.5</b>	<b>93.0</b>
<b>District Actual</b>	90.0	89.6	87.2				

## TEACHER SATISFACTION – SAFETY

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of teachers who feel safe at school during the school day from 95.8 % in 2012 to 100 % by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.7 percentage point(s) annually teachers who feel safe at school during the school day.

**DATA SOURCE(S):** SDE School Report Card Survey results – Teacher Survey item #39

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	97.2	97.9	<b>98.6</b>	<b>99.3</b>	<b>100</b>
<b>School Actual</b>	95.8	98	100				
<b>District Projected</b>	X	X	98.5	98.5	<b>98.5</b>	<b>98.5</b>	<b>98.5</b>
<b>District Actual</b>	98.9	98.3	98.2				

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Ensure all policies and procedures are communicated to all staff members	Ongoing	Administration	\$0	N/A	Beginning of year handouts, staff handbook, weekly principal memos
Creating a culture of trust, respect, and responsibility within all stakeholders	Ongoing	Administration/Teachers	\$0	N/A	Culture Days, Class meetings, New Lunch program
Ensure all staff, students and district personnel wear proper identification	Ongoing	Administration/Front Office	\$0	N/A	Sign in sheet, Temporary ID list, referrals for student offenders
Maintaining the building appropriately	Ongoing	Administration/Custodial Staff	\$0	N/A	Work request reports
Addressing violent or gang related student behavior immediately and severely	Ongoing	Administration	\$0	N/A	Referral log