

## Greer High

3000 East Gap Creek Rd.
Greer, SC 29651

| | | |
|---|---|---|
| **Grades** | 9-12 High School | |
| **Enrollment** | 1,322 Students | |
| **Principal** | Mr. Marion Waters | 864-355-5700 |
| **Superintendent** | Dr. Phinnize J. Fisher | 864-355-8860 |
| **Board Chair** | Dr. Keith Ray | 864-288-0476 |

# THE STATE OF SOUTH CAROLINA
# 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|---|---|---|
| **2008** | **Average** | **Good** |
| 2007 | Below Average | Below Average |
| 2006 | Average | At-Risk |
| 2005 | Good | Below Average |
| 2004 | Good | Average |

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent − District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk − District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

http://ed.sc.gov
http://www.sceoc.org

## ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|---|---|---|---|---|
| 3 | 7 | 13 | 3 | 0 |

* Ratings are calculated with data available by September 30.

## High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

| | Our High School | | | High Schools with Students Like Ours | | |
|---|---|---|---|---|---|---|
| **Percent** | **2006** | **2007** | **2008** | **2006** | **2007** | **2008** |
| Passed 2 subtests (%) | 71.4 | 78.1 | 82.8 | 76.0 | 79.8 | 83.1 |
| Passed 1 subtest (%) | 13.0 | 12.5 | 9.7 | 11.6 | 11.9 | 9.6 |
| Passed no subtests (%) | 15.6 | 9.4 | 7.5 | 12.3 | 8.3 | 7.6 |

## HSAP Passage Rate by Spring 2008

| | Our High School | High Schools with Students Like Ours |
|---|---|---|
| Percent | 89.3% | 93.5% |

## On-Time Graduation Rate

| | Our High School | High Schools with Students Like Ours |
|---|---|---|
| Number of Students | 297 | 308 |
| Number of Diplomas | 214 | 220 |
| Rate | 72.1% | 73.2% |

## End of Course Tests

| **Percent of tests with scores of 70 or above on:** | **Our High School** | **High Schools with Students Like Ours*** |
|---|---|---|
| Algebra 1/Math for the Technologies 2 | 76.5 | 77.0 |
| English 1 | 56.5 | 68.4 |
| Physical Science | 61.5 | 59.6 |
| All Tests | 64.1 | 67.9 |

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

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

## Greer High 02/16/09-2301009

## School Profile

| | Our School | Change from Last Year | High Schools with Students Like Ours | Median High School |
|---|---|---|---|---|
| **Students (n=1,322)** | | | | |
| Retention rate | 8.5% | Up from 7.3% | 6.1% | 6.1% |
| Attendance rate | 94.1% | Down from 94.4% | 95.0% | 95.0% |
| Eligible for gifted and talented | 4.6% | Down from 5.6% | 11.6% | 8.3% |
| With disabilities other than speech | 13.4% | Up from 12.4% | 13.4% | 13.0% |
| Older than usual for grade | 9.8% | Up from 4.3% | 7.0% | 8.5% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.5% | Down from 2.1% | 1.3% | 1.5% |
| Enrolled in AP/IB programs | 16.2% | Down from 30.4% | 19.1% | 11.4% |
| Successful on AP/IB exams | 55.5% | N/A | 57.7% | 54.3% |
| Eligible for LIFE Scholarship | 31.5% | Down from 32.9% | 31.8% | 30.5% |
| Annual dropout rate | 4.1% | Down from 5.9% | 4.0% | 3.5% |
| Career/technology students in co-curricular organizations | 1.2% | Up from 0.0% | 1.2% | 3.1% |
| Enrollment in career/technology courses | 633 | Up from 579 | 735 | 559 |
| Students participating in work-based experiences | 10.7% | Up from 3.6% | 9.8% | 10.6% |
| Career/technology students attaining technical skills | 77.3% | Up from 70.1% | 81.7% | 79.6% |
| Career/technology completers placed | N/A | N/A | 100.0% | 98.5% |
| **Teachers (n=75)** | | | | |
| Teachers with advanced degrees | 54.7% | Up from 50.7% | 62.5% | 57.4% |
| Continuing contract teachers | 69.3% | Down from 71.0% | 73.6% | 69.6% |
| Teachers with emergency or provisional certificates | 1.8% | Down from 1.9% | 4.8% | 8.7% |
| Teachers returning from previous year | 85.8% | Up from 82.8% | 85.9% | 85.0% |
| Teacher attendance rate | 96.3% | Down from 96.5% | 95.4% | 95.4% |
| Average teacher salary | $44,235 | Up 3.3% | $46,904 | $46,061 |
| Professional development days/teacher | 12.7 days | Down from 13.3 days | 11.7 days | 11.4 days |
| **School** | | | | |
| Principal's years at school | 14.0 | Up from 13.0 | 5.5 | 3.0 |
| Student-teacher ratio in core subjects | 28.1 to 1 | Down from 30.8 to 1 | 28.1 to 1 | 25.4 to 1 |
| Prime instructional time | 89.6% | Down from 89.7% | 90.2% | 89.1% |
| Dollars spent per pupil* | $5,456 | Down 6.9% | $6,602 | $7,279 |
| Percent of expenditures for teacher salaries* | 53.4% | Up from 51.8% | 54.9% | 55.3% |
| Percent of expenditures for instruction* | 58.2% | Down from 60.2% | 60.0% | 60.8% |
| Opportunities in the arts | Excellent | No Change | Excellent | Excellent |
| Parents attending conferences | 100.0% | No Change | 96.3% | 94.2% |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Character development program | Excellent | Up from Good | Good | Good |
| Modern Language Program Assessment | N/A | N/A | Good | Good |
| Classical Language Program Assessment | N/A | N/A | Excellent | Average |

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

## Performance By Student Groups

| | HSAP Passage Rate by Spring 2008 | | End of Course Passage Rate | | Graduation Rate | | |
|---|---|---|---|---|---|---|---|
| | n | % | t | % | n | % | Met State Objective |
| All Students | 243 | 89.3% | 866 | 64.1% | 297 | 72.1% | No |
| **Gender** | | | | | | | |
| Male | 130 | 86.2% | 458 | 61.1% | 152 | 68.4% | N/A |
| Female | 113 | 92.9% | 408 | 67.4% | 145 | 75.9% | N/A |
| **Racial/Ethnic Group** | | | | | | | |
| White | 165 | 97.0% | 470 | 74.0% | 184 | 76.1% | N/A |
| African American | 48 | 66.7% | 240 | 50.0% | 69 | 63.8% | N/A |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 26 | 80.8% | 141 | 56.0% | 41 | 65.9% | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| **Disability Status** | | | | | | | |
| Disabled | 26 | 50.0% | 101 | 31.7% | 31 | 41.9% | N/A |
| **Migrant Status** | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| **English Proficiency** | | | | | | | |
| Limited English Proficient | N/A | N/A | 83 | 50.6% | 12 | 41.7% | N/A |
| **Socio-Economic Status** | | | | | | | |
| Subsidized meals | 79 | 70.9% | 379 | 54.9% | 105 | 57.1% | N/A |

* n=number of students on which percentage is calculated. t=number of tests taken.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

The 2007-2008 school year had many highlights that positively impacted student achievement. Greer High School continues to experience dramatic growth as the school population reached 1300 students on the eighth day of school. Projections are for continued, sustained growth with an ever-changing, diverse student population. With growth came additions to our faculty, and we are pleased to report that the quality of our faculty increased this year with the addition of new personnel.

Instructional efforts focused on continued alignment of state learner standards to the various assessments that students face prior to leaving high school – High School Assessment Program, ACT, PSAT, SAT, MAP, and End-of-Course testing. South Carolina learner standards and expectations for learning have been recognized nationally by many educational experts as being in the top five states in the nation for rigor and challenge. In working with our various stakeholders, teachers, parents, and students acknowledge that as the academic bar is raised, additional effort must be expanded in all areas for every student to succeed in meeting higher levels of academic achievement. The move to the 4x4 block schedule has afforded an opportunity to double the amount of time in English and Mathematics for students working at an instructional level below the ninth grade.

Efforts at improving graduation rates continue to be a major focus at Greer High School. The Nova Net Credit Recovery Program provides students who failed a course with an academic average of 62-69 an opportunity to recover the failed unit by working either before or after school on an internet-based program. Attendance intervention and behavior intervention personnel were added to work directly with at-risk students with the goal of getting the student back on track. The Greer High faculty and staff continues to examine data reports for in-depth analysis of trends over time with the primary goal being continuous improvement.

The arrival of HSAP, end-of-course, SAT, and ACT data will permit comparison of performance rates of prior test administrations with this year's student performance. MAP testing from Greer Middle and from Greer High's ninth grade will be used to assess individual achievement per student for growth gains and will serve as a basis for student scheduling and placement in the 2008-2009 school year.

Greer High School is committed to providing each and every student the most rigorous, challenging educational opportunity based upon students' needs and abilities.

Marion Waters, Principal
Louise Gillespie, SIC Chairperson

## Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|---|---|---|---|
| Number of surveys returned | 75 | 233 | 46 |
| Percent satisfied with learning environment | 94.7% | 72.4% | 78.3% |
| Percent satisfied with social and physical environment | 97.3% | 74.5% | 65.9% |
| Percent satisfied with school-home relations | 85.3% | 89.0% | 65.9% |

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

## No Child Left Behind

| School Adequate Yearly Progress | NO |
|---|---|

This school met 22 out of 24 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

| School Improvement Status | N/A |
|---|---|

### School Improvement Key

| | |
|---|---|
| **NI** | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| **CSI** | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| **CA** | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| **RP** | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| **R** | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan. |
| **DELAY** | **The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."** |
| **HOLD** | **The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."** |

### Teacher Quality Data

| | Our School | State |
|---|---|---|
| Classes in low poverty schools not taught by highly qualified teachers | 1.9% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 2.4% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|---|---|---|
| Classes not taught by highly qualified teachers | 0.3% | 0.0% | No |

Abbreviations for Missing Data

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

| Greer High | | | | | | | | | | | 02/16/09-2301009 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **HSAP Performance By Group** | | | | | | | | | | | |
| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
| **English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)** | | | | | | | | | | | |
| All Students | 326 | 97.5 | 9.2 | 22.9 | 42.8 | 25.2 | 79.1 | 75.2 | 69.7 | Yes | Yes |
| Male | 155 | 96.8 | 13.9 | 25.7 | 41.7 | 18.8 | 72.9 | 71.7 | 64.6 | N/A | N/A |
| Female | 171 | 98.2 | 4.9 | 20.4 | 43.8 | 30.9 | 84.6 | 78.7 | 74.8 | N/A | N/A |
| White | 187 | 96.8 | 4.5 | 15.3 | 43.5 | 36.7 | 88.7 | 85.6 | 81.7 | Yes | Yes |
| African American | 86 | 98.8 | 20.3 | 35.4 | 38 | 6.3 | 59.5 | 53.5 | 53.6 | Yes | Yes |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 87 | 83.1 | I/S | I/S |
| Hispanic | 47 | 97.9 | 6.7 | 33.3 | 48.9 | 11.1 | 75.6 | 62.3 | 59.7 | Yes | Yes |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 81.8 | 65.5 | I/S | I/S |
| Disabled | 45 | 91.1 | 39.5 | 42.1 | 18.4 | 0 | 34.2 | 27.8 | 25.2 | I/S | Yes |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 40 | N/A | N/A |
| Limited English Proficient | 28 | 96.4 | 11.5 | 38.5 | 38.5 | 11.5 | 61.5 | 52.5 | 47.3 | I/S | I/S |
| Subsized meals | 134 | 97 | 16.4 | 32.8 | 38.5 | 12.3 | 68 | 55.6 | 55.1 | Yes | Yes |
| **Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)** | | | | | | | | | | | |
| All Students | 326 | 97.5 | 14 | 31.9 | 34.5 | 19.5 | 65.8 | 67.4 | 67.2 | Yes | Yes |
| Male | 155 | 96.8 | 16.6 | 32.4 | 31 | 20 | 60.7 | 67.4 | 66.3 | N/A | N/A |
| Female | 171 | 98.2 | 11.7 | 31.5 | 37.7 | 19.1 | 70.4 | 67.4 | 68 | N/A | N/A |
| White | 187 | 96.8 | 8.4 | 22.5 | 39.3 | 29.8 | 78.7 | 78.6 | 79.6 | Yes | Yes |
| African American | 86 | 98.8 | 26.6 | 46.8 | 24.1 | 2.5 | 38 | 42.2 | 49.7 | No | Yes |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 91.3 | 88.9 | I/S | I/S |
| Hispanic | 47 | 97.9 | 15.6 | 42.2 | 33.3 | 8.9 | 64.4 | 57.5 | 60 | Yes | Yes |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 100 | 69.5 | I/S | I/S |
| Disabled | 45 | 93.3 | 45 | 40 | 15 | 0 | 20 | 21.9 | 23.8 | No | Yes |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 46.7 | N/A | N/A |
| Limited English Proficient | 28 | 96.4 | 23.1 | 46.2 | 15.4 | 15.4 | 61.5 | 56.3 | 54.9 | I/S | I/S |
| Subsized meals | 134 | 97.8 | 24.2 | 38.7 | 27.4 | 9.7 | 50.8 | 47.1 | 53.1 | Yes | Yes |
| **Physical Science (End-of-Course Performance by Group)** | | | | | | | | | | | |
| All Students | 319 | 96.2 | 56.1 | 20.1 | 9.1 | 11.0 | 20.1 | N/A | N/A | N/A | N/A |
| Male | 145 | 95.9 | 54.5 | 16.6 | 10.3 | 14.5 | 24.8 | N/A | N/A | N/A | N/A |
| Female | 174 | 96.6 | 57.5 | 23.0 | 8.0 | 8.0 | 16.1 | N/A | N/A | N/A | N/A |
| White | 177 | 97.2 | 41.8 | 26.0 | 12.4 | 16.9 | 29.4 | N/A | N/A | N/A | N/A |
| African American | 88 | 94.3 | 72.7 | 12.5 | 5.7 | 3.4 | I/S | N/A | N/A | N/A | N/A |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Hispanic | 49 | 95.9 | 75.5 | 14.3 | 4.1 | 2.0 | I/S | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Disabled | 34 | 97.1 | 88.2 | 5.9 | 2.9 | N/A | I/S | N/A | N/A | N/A | N/A |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Limited English Proficient | 29 | 96.6 | 79.3 | 10.3 | 3.4 | 3.4 | I/S | N/A | N/A | N/A | N/A |
| Subsized meals | 135 | 94.8 | 67.4 | 13.3 | 8.1 | 5.9 | 14.1 | N/A | N/A | N/A | N/A |

***** Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

## Two-Year HSAP Trend Data

| | School Year | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* |
|---|---|---|---|---|---|---|---|---|---|---|
| **English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)** | | | | | | | | | | |
| All Students | 2007 | 327 | 98.8 | 9.4 | 24.1 | 35.8 | 30.6 | 75.9 | 76.1 | 70.7 |
| | 2008 | 326 | 97.5 | 9.2 | 22.9 | 42.8 | 25.2 | 79.1 | 75.2 | 69.7 |
| **Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)** | | | | | | | | | | |
| All Students | 2007 | 326 | 98.5 | 17.6 | 30.7 | 26.5 | 25.2 | 63.7 | 63.6 | 62.2 |
| | 2008 | 326 | 97.5 | 14 | 31.9 | 34.5 | 19.5 | 65.8 | 67.4 | 67.2 |

Abbreviations for Missing Data

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