



Greer Middle College Charter School

404 Vardry Street
Greenville, SC 29601

Grades	9-12 High School	
Enrollment	89 Students	
Principal	Jean B. Williams	864-239-2000
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

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

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	0	0	0	0

* Ratings are calculated with data available by 04/05/2010.

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

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	N/A	N/A	71.4%	91.3%	94.5%	91.5%
Passed 1 subtest (%)	N/A	N/A	28.6%	4.1%	3.8%	6.4%
Passed no subtests (%)	N/A	N/A	N/A	4.6%	2.1%	3.1%

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	N/A	99.0%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	N/A	254
Number of Diplomas	N/A	226
Rate	N/A	78.7%

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	77.4	89.9
English 1	90.3	88.7
Physical Science	77.1	81.5
US History and the Constitution	N/A	71.1
All Tests	81.6	82.5

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

Abbreviations for Missing Data

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

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=89)				
Retention rate	5.8%	N/A	1.6%	4.8%
Attendance rate	96.9%	N/A	96.8%	95.5%
Eligible for gifted and talented	0.0%	N/A	15.2%	9.2%
With disabilities other than speech	12.6%	N/A	7.6%	12.6%
Older than usual for grade	3.4%	N/A	3.4%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.6%	1.2%
Enrolled in AP/IB programs	N/R	N/R	40.3%	13.2%
Successful on AP/IB exams	N/A	N/A	70.1%	55.6%
Eligible for LIFE Scholarship	N/R	N/R	66.4%	29.8%
Annual dropout rate	N/A	N/A	0.6%	3.5%
Career/technology students in co-curricular organizations	N/A	N/A	0.0%	3.0%
Enrollment in career/technology courses	71	N/A	313	523
Students participating in work-based experiences	N/A	N/A	14.2%	12.9%
Career/technology students attaining technical skills	100.0%	N/A	92.3%	79.3%
Career/technology completers placed	N/A	N/A	99.2%	98.8%
Teachers (n=7)				
Teachers with advanced degrees	100.0%	N/A	68.0%	58.6%
Continuing contract teachers	50.0%	N/A	77.0%	71.6%
Teachers with emergency or provisional certificates	0.0%	N/A	4.7%	8.1%
Teachers returning from previous year	N/A	N/A	89.3%	85.0%
Teacher attendance rate	97.7%	N/R	96.1%	95.5%
Average teacher salary*	\$49,300	I/S	\$49,966	\$47,761
Professional development days/teacher	10.1 days	N/R	10.0 days	10.8 days
School				
Principal's years at school	1.0	N/R	3.0	3.0
Student-teacher ratio in core subjects	22.0 to 1	N/R	26.3 to 1	26.1 to 1
Prime instructional time	93.9%	N/R	91.1%	89.8%
Dollars spent per pupil**	N/A	N/A	\$7,244	\$7,883
Percent of expenditures for teacher salaries**	N/A	N/A	57.0%	54.1%
Percent of expenditures for instruction**	N/A	N/A	63.6%	60.2%
Opportunities in the arts	Poor	N/R	Excellent	Excellent
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	99.8%	N/R	99.3%	95.8%
Character development program	Good	N/R	Good	Good
Modern language program assessment	N/A	N/A	Good	Average
Classical language program assessment	N/A	N/A	N/A	Good

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	N/A	N/A	217	81.6%	N/A	N/A	N/A
Gender							
Male	N/A	N/A	113	84.1%	N/A	N/A	N/A
Female	N/A	N/A	104	78.8%	N/A	N/A	N/A
Racial/Ethnic Group							
White	N/A	N/A	181	87.3%	N/A	N/A	N/A
African American	N/A	N/A	34	50.0%	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	30	80.0%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Greer Middle College Charter High School (GMC) opened its doors in 2008-2009, with nearly 100 freshmen in downtown Greenville at the West End Community Development Center. A new freshmen class will be added in 2009- 2010, resulting in a student body of 200 students in grades 9 and 10. It is anticipated that at the end of the fourth year, the school will be at capacity of 400 students in grades 9-12. Beginning in August 2009, GMC will be located on Greenville Technical College's Greer campus in Taylors, South Carolina. GMC is a sister school to Greenville Technical College High School (GTCHS) and Brashier Middle College High School (BMC).

GMC represents a collaborative partnership with Greenville Technical College, GTCHS, BMC, Greenville County School District, and community and business partners. GMC was established for students with academic potential who are underrepresented in a traditional setting and are willing to accept the challenges of rigorous high school and college curricula. All students will benefit from the learning environment on the college campus and will have full access to all courses offered at the college for dual credit, as well as full access to all college facilities. This relationship challenges our students to take rigorous college courses as well as to explore areas of interest supported by the technical and transfer programs at Greenville Tech.

GMC provides equitable opportunities for all students to acquire an education focused on linkages among technology, careers, and rigorous academics. GMC's student population consists of students who are seeking an alternative choice to a traditional high school program, one based on an educational experience centered on small learning communities, with career goals and early college opportunities.

GMC offers individualized academic plans, project-based learning, community service requirements for students and parents, and academic assistance to create an opportunity of success for our students. All students will receive a rigorous, integrated curriculum, designed to engage and challenge students to understand concepts deeply, find and integrate information, assemble evidence, and develop analysis and expression. These expectations will make GMC a unique place for learning and character building.

Jean B. Williams, Principal
Darryl Cowan, Board Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	7	81	65
Percent satisfied with learning environment	100.0%	86.4%	92.3%
Percent satisfied with social and physical environment	100.0%	81.3%	96.9%
Percent satisfied with school-home relations	100.0%	85.0%	96.9%

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

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No Child Left Behind

School Adequate Yearly Progress

This school met 0 out of 0 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

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

School Improvement Status

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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	7	I/S	I/S	I/S	I/S	I/S	I/S	66.9	61.8	N/A	N/A
Male	3	I/S	I/S	I/S	I/S	I/S	I/S	62.9	57.4	N/A	N/A
Female	4	I/S	I/S	I/S	I/S	I/S	I/S	70.9	66.1	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	I/S	79	74.3	N/A	N/A
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	42.9	44.9	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	79.2	77.4	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.3	50.3	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	N/A	N/A
Disabled	1	I/S	I/S	I/S	I/S	I/S	I/S	21.3	19.4	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	44.3	38.5	N/A	N/A
Subsized meals	2	I/S	I/S	I/S	I/S	I/S	I/S	44.9	45.6	N/A	N/A

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

All Students	7	I/S	I/S	I/S	I/S	I/S	I/S	64.7	62.7	N/A	N/A
Male	3	I/S	I/S	I/S	I/S	I/S	I/S	64.5	61.8	N/A	N/A
Female	4	I/S	I/S	I/S	I/S	I/S	I/S	64.9	63.6	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	I/S	75.5	75.1	N/A	N/A
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	39.8	45.1	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	86.1	83.8	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	59.4	58.5	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	N/A	N/A
Disabled	1	I/S	I/S	I/S	I/S	I/S	I/S	20.7	21.8	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.1	52.3	N/A	N/A
Subsized meals	2	I/S	I/S	I/S	I/S	I/S	I/S	45.3	47.9	N/A	N/A

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

All Students	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Male	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Female	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	1	I/S	I/S	I/S	I/S	I/S	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2008	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2009	7	I/S	I/S	I/S	I/S	I/S	I/S	66.9	61.8

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

All Students	2008	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2009	7	I/S	I/S	I/S	I/S	I/S	I/S	64.7	62.7

* Adjusted to account for natural variation in performance.

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