



Greer High

3000 East Gap Creek Rd.
Greer, SC 29651

Grades	9-12 High School	
Enrollment	1,258 Students	
Principal	Mr. Marion Waters	864-355-5700
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	Average	Good
2008	Average	Good
2007	Below Average	Below Average
2006	Average	At-Risk
2005	Good	Below Average

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
2	7	18	0	0

* Ratings are calculated with data available by 03/25/2010.

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 (%)	78.1	82.8	76.6	79.8	83.1	78.2
Passed 1 subtest (%)	12.5	9.7	12.8	11.9	9.6	12.0
Passed no subtests (%)	9.4	7.5	10.6	8.3	7.6	9.8

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	93.0%	95.1%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	315	348
Number of Diplomas	244	258
Rate	77.5%	74.9%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	73.9	74.9
English 1	55.9	65.6
Physical Science	59.9	58.5
US History and the Constitution	49.3	48.7
All Tests	59.9	61.3

* 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=1,258)				
Retention rate	6.3%	Down from 8.5%	4.1%	4.8%
Attendance rate	93.9%	Down from 94.1%	95.5%	95.5%
Eligible for gifted and talented	10.1%	Up from 4.6%	12.8%	9.2%
With disabilities other than speech	11.7%	Down from 13.4%	12.6%	12.6%
Older than usual for grade	9.0%	Down from 9.8%	7.0%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 0.5%	1.6%	1.2%
Enrolled in AP/IB programs	15.5%	Down from 16.2%	15.9%	13.2%
Successful on AP/IB exams	66.7%	Up from 55.5%	57.1%	55.6%
Eligible for LIFE Scholarship	29.9%	Down from 31.5%	32.8%	29.8%
Annual dropout rate	4.7%	Up from 4.1%	3.6%	3.5%
Career/technology students in co-curricular organizations	1.6%	Up from 1.2%	1.3%	3.0%
Enrollment in career/technology courses	656	Up from 633	717	523
Students participating in work-based experiences	10.0%	Down from 10.7%	13.5%	12.9%
Career/technology students attaining technical skills	78.6%	Up from 77.3%	79.9%	79.3%
Career/technology completers placed	N/A	N/A	100.0%	98.8%
Teachers (n=74)				
Teachers with advanced degrees	60.8%	Up from 54.7%	63.1%	58.6%
Continuing contract teachers	81.1%	Up from 69.3%	77.6%	71.6%
Teachers with emergency or provisional certificates	2.9%	Up from 1.8%	4.4%	8.1%
Teachers returning from previous year	86.8%	Up from 85.8%	87.3%	85.0%
Teacher attendance rate	96.2%	Down from 96.3%	95.9%	95.5%
Average teacher salary*	\$47,357	Up 7.1%	\$48,766	\$47,761
Professional development days/teacher	7.8 days	Down from 12.7 days	10.3 days	10.8 days
School				
Principal's years at school	15.0	Up from 14.0	6.8	3.0
Student-teacher ratio in core subjects	28.6 to 1	Up from 28.1 to 1	28.3 to 1	26.1 to 1
Prime instructional time	90.1%	Up from 89.6%	90.3%	89.8%
Dollars spent per pupil**	\$6,057	Up 11.0%	\$7,071	\$7,883
Percent of expenditures for teacher salaries**	55.9%	Up from 53.4%	55.2%	54.1%
Percent of expenditures for instruction**	58.5%	Up from 58.2%	60.0%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	95.6%	95.8%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	Good	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	272	93.0%	1171	59.9%	315	77.5%	No
Gender							
Male	142	95.1%	639	60.6%	162	79.0%	N/A
Female	130	90.8%	532	59.0%	153	75.8%	N/A
Racial/Ethnic Group							
White	181	96.1%	661	71.4%	207	78.7%	N/A
African American	60	86.7%	298	41.9%	69	71.0%	N/A
Asian/Pacific Islander	N/A	N/A	15	80.0%	N/A	N/A	N/A
Hispanic	29	86.2%	190	46.3%	36	83.3%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	23	60.9%	120	32.5%	26	46.2%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	19	78.9%	125	37.6%	24	75.0%	N/A
Socio-Economic Status							
Subsidized meals	94	84.0%	510	49.8%	120	62.5%	N/A

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

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Greer High School was recognized by the South Carolina Department of Education as a Silver Award Winner for improvement in student achievement during the 07-08 school year and for narrowing the achievement gap with gains made by select populations of students who have historically underperformed. The 2008-2009 school year had many positive highlights that will serve to support continued student achievement.

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 assessments. South Carolina learner standards and expectations for learning have been recognized by many educational experts nationally 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 accelerate achievement for students in need of additional academic assistance in English and mathematics.

Efforts continue at improving graduation rates at Greer High School. Academic interventions included assisting students through the APEX Credit Recovery Program and the Twilight School. Greer High Faculty and Staff continue to utilize data reports for in-depth analysis of educational performance trends over time with the primary goal being continuous improvement. Greer High is an International Baccalaureate School, as well as a member of the Southern Regional Educational Board's High Schools That Work. Best practices from both reform efforts serve as the foundation for continuous improvement for every student's success.

Greer High School is committed to providing each and every student the most rigorous, challenging educational opportunity possible.

Marion Waters, Principal
Louise Gillespie, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	71	232	56
Percent satisfied with learning environment	97.2%	76.1%	81.8%
Percent satisfied with social and physical environment	98.6%	79.3%	82.1%
Percent satisfied with school-home relations	90.1%	86.8%	73.2%

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

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 Adequate Yearly Progress

NO

This school met 15 out of 21 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	1.3%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	327	99.4	12.7	37.3	30.4	19.6	64.1	66.9	61.8	Yes	Yes
Male	170	100	15.8	39.2	29.1	15.8	59.5	62.9	57.4	N/A	N/A
Female	157	98.7	9.5	35.1	31.8	23.6	68.9	70.9	66.1	N/A	N/A
White	194	99.5	7	36.2	31.9	24.9	74.1	79	74.3	Yes	Yes
African American	84	98.8	17.1	43.4	27.6	11.8	48.7	42.9	44.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	79.2	77.4	I/S	I/S
Hispanic	45	100	29.3	31.7	29.3	9.8	48.8	52.3	50.3	No	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	37	100	48.6	42.9	2.9	5.7	20	21.3	19.4	I/S	I/S
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	20	100	41.7	37.5	20.8	0	25	44.3	38.5	I/S	I/S
Subsized meals	125	99.2	19.8	42.2	26.7	11.2	50	44.9	45.6	No	Yes

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

All Students	327	99.7	20.8	28.7	24.4	26.1	62.5	64.7	62.7	Yes	Yes
Male	170	100	22.2	28.5	24.7	24.7	61.4	64.5	61.8	N/A	N/A
Female	157	99.4	19.5	28.9	24.2	27.5	63.8	64.9	63.6	N/A	N/A
White	194	100	13.4	25.3	28	33.3	72	75.5	75.1	Yes	Yes
African American	84	98.8	36.8	36.8	15.8	10.5	40.8	39.8	45.1	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	86.1	83.8	I/S	I/S
Hispanic	45	100	24.4	29.3	26.8	19.5	61	59.4	58.5	No	Yes
American Indian/Alaskan	N/A	I/S	59.2	I/S	I/S						
Disabled	37	100	65.7	22.9	11.4	0	14.3	20.7	21.8	I/S	I/S
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	20	100	37.5	37.5	16.7	8.3	45.8	56.1	52.3	I/S	I/S
Subsized meals	125	99.2	31	30.2	23.3	15.5	50	45.3	47.9	No	Yes

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

All Students	324	91.7	52.8	17.3	11.4	10.2	21.6	N/A	N/A	N/A	N/A
Male	169	90.5	53.8	18.3	10.1	8.3	18.3	N/A	N/A	N/A	N/A
Female	155	92.9	51.6	16.1	12.9	12.3	25.2	N/A	N/A	N/A	N/A
White	193	93.8	45.6	19.2	16.6	12.4	29.0	N/A	N/A	N/A	N/A
African American	83	89.2	72.3	9.6	2.4	4.8	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	45	86.7	48.9	24.4	4.4	8.9	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	34	64.7	58.8	5.9	N/A	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	27	88.9	55.6	29.6	3.7	N/A	I/S	N/A	N/A	N/A	N/A
Subsized meals	123	89.4	62.6	17.1	4.1	5.7	9.8	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
--	-------------	-------------------------------	----------	---------------	---------	--------------	------------	----------------------------------	------------------------------------	---------------------------------

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2008	326	97.5	9.2	22.9	42.8	25.2	79.1	75.2	69.7
	2009	327	99.4	12.7	37.3	30.4	19.6	64.1	66.9	61.8

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

All Students	2008	326	97.5	14	31.9	34.5	19.5	65.8	67.4	67.2
	2009	327	99.7	20.8	28.7	24.4	26.1	62.5	64.7	62.7

* 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