

## **OVERVIEW**

### **GREER HIGH SCHOOL**

Greer High School is one of 14 high schools in the Greenville County School District. It is located on East Gap Creek Rd in Greer, South Carolina. The School District's state of the art facility is located on 107 acres of land and contains 275,000 square feet of floor space which is equivalent to 6.3 acres of floor space. This amount of space is also the equivalent of 91 houses each containing 3000 square feet. Greer High School is a grade 9 through 12 public school built in 1998 that can accommodate up to 2000 students but currently houses 1077 students and 53 full time and 4 part time instructional staff members.

Greer High School consist of 110 classrooms that have direct internet access; state of the art Science, Research, Technology (5 Tech Labs), Home Economics Foods/Clothing, and Virtual Enterprise Laboratories; a Fine Arts wing equipped with various stage production, scene shop and dressing rooms, a Theatre/Auditorium with Computer Tech Lighting and Sound Room, Dark Room for Photography and Yearbook Productions, a Television Production Facility, and a Choral Room; a multi-purpose Commons Area that houses a PTSA Student Store, the School Cafeteria, and a faculty dining room; a state of the art media center; and an athletic program that boasts a gymnasium with a seating capacity of 2000+, an auxiliary gymnasium, weight training rooms, and a community football stadium that seats 6,000 spectators. The site includes a lighted baseball field, two softball fields, one soccer field, one football field, six tennis courts, a nine-lane track and high jump area. Also available are restrooms, ticket booths and storage facilities.

The school is designed in an "H" format. The commons area doubles as a cafeteria. The auditorium seats 600. Classrooms are housed on both the first and second floors. On the second floor science classrooms surround a science research lab. A food and nutrition lab as well as a clothing lab is located on the first floor. The Media Center is located on the first floor. It has 36 computers available for student use. The building also contains 8 computer labs. These labs contain a total of 265 computers for student use. Thirteen classrooms are equipped with Promethean Boards or SmartBoards. Fourteen document cameras are in use. Teachers have 30 LCD projectors available for classroom use. Each classroom has at least one computer. All computers in the school are networked and have Internet access.

# The Community of Greer

## History

Not long after the Revolution's end, the area was added to the state but still was not much to write home about. For nearly 100 years, the area remained the same consisting of small, separate farming communities like Pleasant Grove and Fairview.

It was not until 1873, when the Richmond and Danville Air Line Railway (now Southern Railway) laid track between Charlotte and Atlanta that the town began to develop. The railway established a flag station on land that had belonged to Manning Greer.

In anticipation of the railroad, Greer's first entrepreneur, W.T. Shumate, purchased 200 acres of land from Manning Greer for \$900. It was parceled it off into lots ranging from a fraction of an acre to 40 acres and sold it for prices of \$25 to \$75 an acre. Back then the area was covered in field pines and broom sage but Shumate could see the value of that scruffy old land once the railroad came through.

The railway delivered its first load of freight in 1873 that was fertilizer. Since there was no depot yet, it was dumped into a field near the track, which probably suited the depot agent just fine considering the composition of the cargo.

The evolution of the town's name is nothing if not inconsistent. The railway, in a spurt of originality, dubbed its new flag station, Greer's Station, which is what most people called it. When the town incorporated in 1876, the powers that were decided to name their new municipality the Town of Greer's. Then there was the post office that served as the great communications facilitator. When it was established in 1873, the organizers went into deep incommunicado and emerged with the name of Greer's Depot which they changed to Greer Depot in 1893 and then finally to Greer in 1901.

According to the catalogue of Greer High School, in the mid-1870s Miss Sallie Cannon offered eight years of school in Greer in a small house near J.L. Green's residence. From that humble start, the Greer schools have had remarkable growth along with the town. In fact, there have been six different locations for the high school.

In 1922, Davenport High School was completed. It was named for Mr. D.D. Davenport who paid most of the \$150,000.00 construction cost. The class of 1923 published the first yearbook, *The Bantam*. In the same year the eleventh grade was added, and Mr. Bill Gambrell was the coach of Greer High's first football team. The class of 1924 had four literary societies, which, according to former class member Edward C. Bailey, "studied journalism, writing, and poetry." They published *Pep*, a literary journal.

In 1927, Elizabeth Jones won the school-wide competition for writing the best "Alma Mater", which is still being sung today. The school motto, "Parantes pro Civitate" (preparing for citizenship), the coat of

arms (containing the State palmetto tree, the yellow jacket, the peach) and first class ring were selected in 1935.

In 1940-41, Greer High had its first band, and the first edition of the Greer High Times was distributed with a subscription rate of fifty cents per year. In 1940-41 the yearbook changed its name from *The Reflector* to *Le Flambeau*.

Davenport served as Greer's high school until 1953 when the building on North Main Street was completed. Davenport then became Davenport Junior High School until it was destroyed by fire in 1970. The auditorium was added to the North Main Street campus in 1955-56. Greer High School was renovated and enlarged in 1970 when the new library and additional air-conditioned science classrooms on the first floor were added.

In 1974, the Piedmont Heritage Fund sponsored a school program to get students interested in the history and heritage of Greer. The result was a magazine, *Clingstone*. It was called "*Clingstone*" because to most of us, peaches are... "at the heart of Greer -- a kind of witness that the seeds of the past are still growing in the present. The flesh of the clingstone peach clings to the most important part of the fruit: the seed, which passes its lasting qualities on to succeeding generations. We want to do the same in this magazine" (Clingstone, Winter, 1974)

### **Location, Population, Size**

The city of Greer is conveniently situated in the foothills of the Blue Ridge Mountains just north of I-85. According to estimates from the US Census Bureau, Greer's population grew by 4.4 was 23,395. The city has constructed a new City Hall, new police and courts buildings, and a new City Park. Traditionally a textile town, Greer has also experienced a diversification of its economy. BMW Manufacturing Corp., Greer's largest employer, came to the Greer area in 1992. It supports over 23,000 jobs and produces more than \$1.2 million in wages and salaries annually. It also creates 3 other related industry jobs for each employee at BMW. Greenville Technical College is a model for technical schools nationwide, and in August of 1996 a 65,000 square foot facility was completed just north of Greer.

Greenville-Spartanburg International Airport serves approximately 1.6 million passengers a year and serves as an attractive medium to major corporations and manufacturing companies.

### **Socioeconomic Status, Housing Trends, Race/Ethnicity**

The median family income in Greer is \$41,864. Housing is both varied and reasonably priced in Greer. As a result of the current growth, new housing developments have blossomed. Apartment homes, patio homes, and retirement villas are also available. Homes are available in all price ranges. The race/ethnicity breakdown in Greer is 68.2% White, 16.9% Black, 11.8% Hispanic, 1.2% Asian and 1.9% other.

## **Employment Status, Economic Base**

The largest employer in Greer is BMW Manufacturing Corp., which employees over 23,000 BMW came to Greer in 1992, and in 1994 completed construction on a 1.2 million square foot factory located on a 1,039-acre site. Since this time, several expansions have increased the factory to 3.1 million square feet. Greer has also been home to the Michelin North America main headquarters for almost a quarter of a century. Greer's business community mirrors upstate South Carolina. It made a successful transition from a textile-only economy to a highly diversified economy with strong international influences.

## **Health Issues**

Greer has a comprehensive health care system with highly-skilled practitioners. Allen Bennett Hospital opened in 1952 as the first satellite of the sophisticated Greenville Hospital System. It was replaced during the summer of 2008 when the new Greer Medical Campus near Hwy. 14 and S. Buncombe road opened. The campus offers state-of-the-art medical care with a home-like feel, and gives our community easy access to expanded medical services. Also, Spartanburg Regional opened The Village at Pelham Hospital in the fall of 2008. The Carolina Center for Behavioral Health is a 60-bed psychiatric facility that provides adolescents, adults, and senior adults with comprehensive treatments for a range of psychiatric and chemical dependency issues. Programs are available with varying levels of care: inpatient, partial hospitalization, and intensive outpatient. Ridgeview Community Care Home is a residential facility for mentally ill patients. The Greer community also has three long-term nursing facilities, as well as three assisted-living facilities. In addition, a retirement facility is available for mobile, healthy seniors who prefer a community environment to living alone. Over 150 physicians serve Greer in private practice, chiropractors, optometrists, and dentists.

## **Greer High School Students**

Greer High School currently serves 1077 students. As mentioned earlier the Greer population has undergone dramatic changes in the last 10 years. Greer area schools have certainly experienced the changes.

**Race/Gender**At the present time, the student enrollment at Greer High School is made up of 14% Hispanic, 61 % Caucasian, 22.3% African-American, 0.7% Asian, and 2% other. This year has seen a decline in the percentage of Caucasian, African-American, and in Hispanic students. The primary language spoken for our student population is English; however, approximately 10 % of the student population lists Spanish as their primary language. Three students list Arabic as their primary language, 1 as Portuguese, and 1 as Ukrainian. Greer High School's population is currently made up of 565 males and 512 females. Of these 565 males, 59% are white, 23% are African-American, 15% are Hispanic and 3% other. The 512 females consist of 63% white females, 21% African-American females, 13% Hispanic and 3 % other.

Ethnicity	2003-2004		2004-2005		2005-2006		2006-2007	
	Female	Male	Female	Male	Female	Male	Female	Male
Hispanic	19	27	45	64	57	53	80	71
American Indian/Alaskan		1		1	1			
Asian	4	3	6	2	3	5	2	5
African American	109	149	106	139	125	108	148	136
Hawaiian/Pacific Islander	1	4	1		1	1		
White/African American	2	1	2	2	3	4	4	7
White/American Indian	1		1		1	2	1	
White/Asian			2	1	1	1		1
White	368	405	348	406	413	362	424	417
Other Ethnicity	1	1	0	2	2	1	3	7
<b>Total</b>	<b>1096</b>		<b>1128</b>		<b>1143</b>		<b>1306</b>	

Ethnicity	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	Female	Male								
Hispanic	82	91	76	89	70	94	75	95	64	82
African American	129	147	122	138	122	148	104	140	108	132
White	370	377	341	389	351	358	349	321	324	332
Other Ethnicity	22	10	18	8	15	10	14	12	16	19
<b>Total</b>	<b>603</b>	<b>625</b>	<b>557</b>	<b>624</b>	<b>558</b>	<b>610</b>	<b>542</b>	<b>568</b>	<b>512</b>	<b>565</b>
	<b>1228</b>		<b>1181</b>		<b>1168</b>		<b>1110</b>		<b>1077</b>	

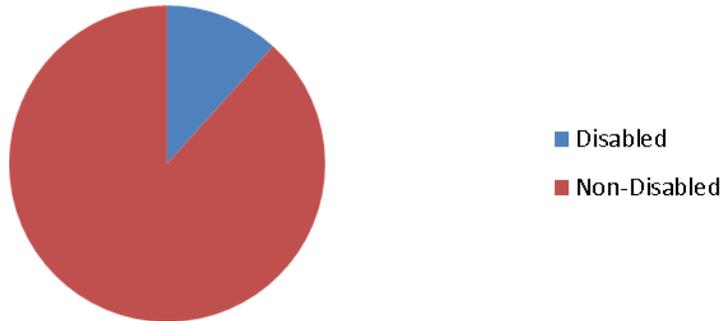
### Special Education/Disability

Greer High School served 126 students who are classified as special education/disability. Of these 126 students, 64% are males, and 36% are females. There are 31% African American students, 51% White students, 16% Hispanic students, and .8% African White American. For the last 4 years, the Special Education students have represented about 12% of our school population with LD being the largest group.

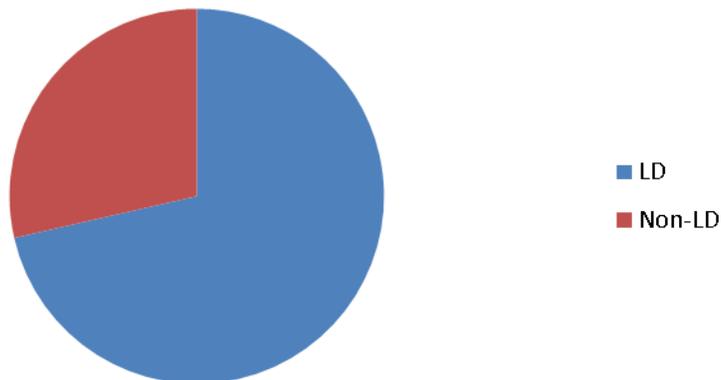
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Autistic		1	2	3	2	2	1	1	1	0
Educable Mentally Disabled	16	22	28	27	17	15	13	9	6	5
Emotionally Disabled	13	11	8	22	14	18	11	9	10	7

Other Health Impaired		1		25	26	23	25	21	16	9
Hearing Disabled	1									1
Learning Disabilities	84	87	100	109	86	102	98	104	105	90
No Disability/Unknown	943	1,040	949	927	985	1133	1107	1112	1013	951
Orthopedically Handicapped	1	1		1				2	2	0
Speech	5			6						0
Trainable Mentally	8	9	9	7	9	11	9	10	8	9
Visually Handicapped	1			2	3	2	2			0
Multiple Disabilities										5

### Comparison of Disabled Student Population to Non-Disabled 2010-2011



### Comparison of Learning Disabled Students to Non-LD 2010-2011



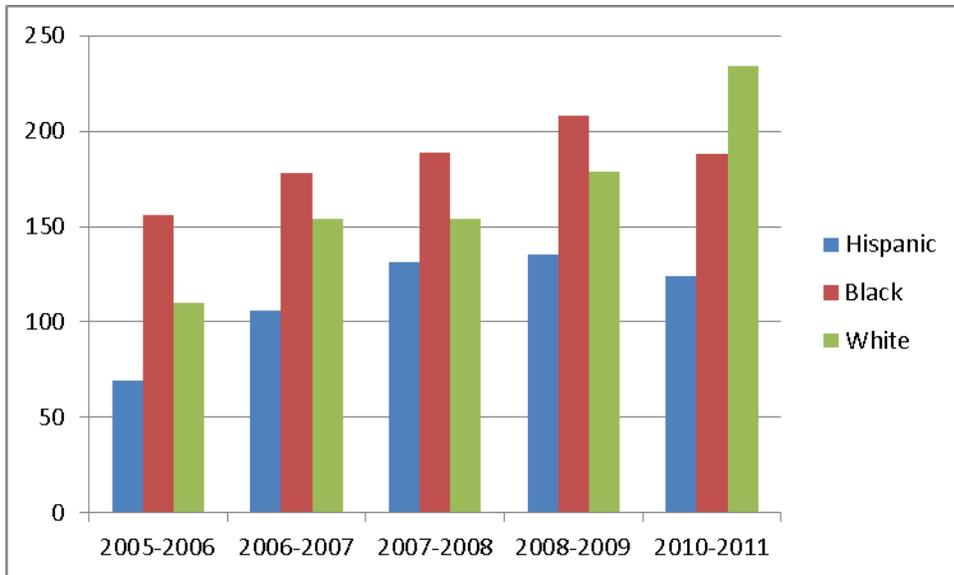
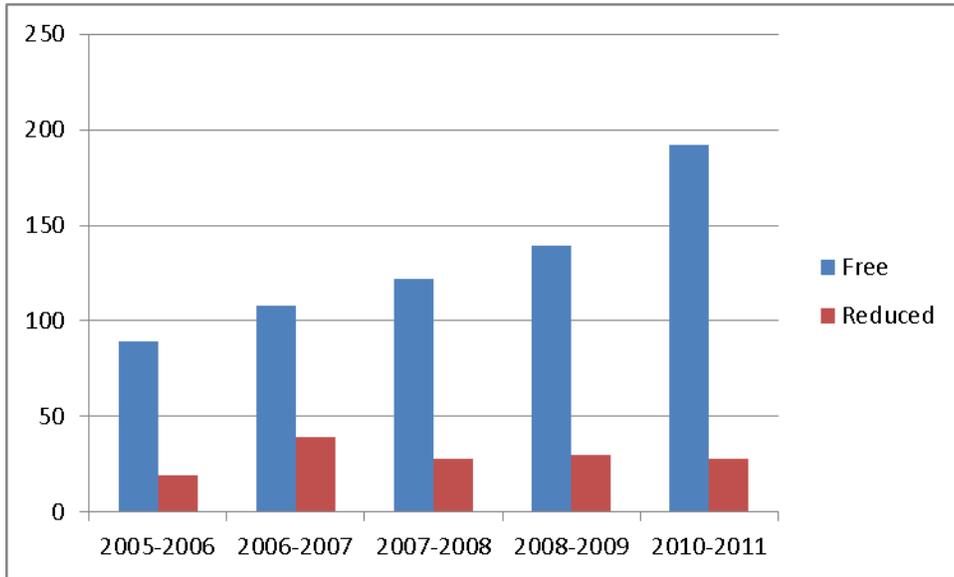
To better prepare our special education students, they are scheduled a tutorial class to allow for HSAP remediation and other academic assistance as needed. Occupational Diploma Program students are given the opportunity to train with employment specialists.

### Free-Reduced Lunch

In 2010-2011, Greer High School has 485 students on free lunch, and 65 on reduced lunch. The number of subsidized meals has steadily increased over the past 4 years.

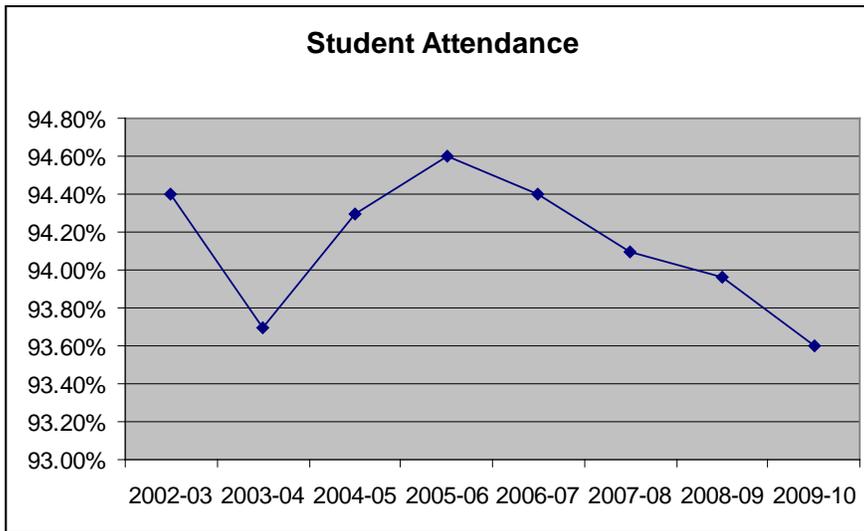
		Greer High													
		2005-2006			2006-2007			2007-2008			2008-2009			2010-2011	
		Free	Paid	Reduced	Free	Paid	Reduced	Free	Paid	Reduced	Free	Paid	Reduced	Free	Reduced
Hispanic	Female	25		4	38	23	9	59	13	10	60	13	8	52	3
Hispanic	Male	33		7	52	24	7	54	28	8	57	25	10	58	11
American Indian/Alaskan	Female													1	
Asian	Female		1			5			7		1	4		2	0
Asian	Male		3			2			1			2		1	0
Black	Female	53		13	78	44	14	85	26	17	88	56	17	71	11
Black	Male	77		13	74	53	12	74	59	13	85	29	18	95	11
Black/American Indian	Female					2								0	
Hawaiian/Pacific Islander	Female	1		0										0	
Hawaiian/Pacific Islander	Male								1					0	
White/African American	Female	1			3	4	1	5	5		6	4	1	8	0
White/African American	Male	1			4	1			3	1		2	2	5	1
White/American Indian	Female										1			0	
White/American Indian	Male					1						1		0	
White/Asian	Female					1			1		2	3		0	
White	Female	46		7	62	305	25	64	286	15	66	277	14	97	12
White	Male	43		12	45	344	14	56	306	13	71	313	16	95	16
Other Ethnicity	Female					5			1		1	1		0	
Other Ethnicity	Male				1	1		2	1		1	1		0	

Of the 485 students receiving free lunch in 2010-2011, 35% of those students are black, 40% are white, 23% are Hispanic, and 2.7% is White/Black. Of the 65 students receiving reduced lunch in 2010-2011 reduced lunches include 22% Hispanic, 34% Black, 1.5% White/Black, and 43% White.



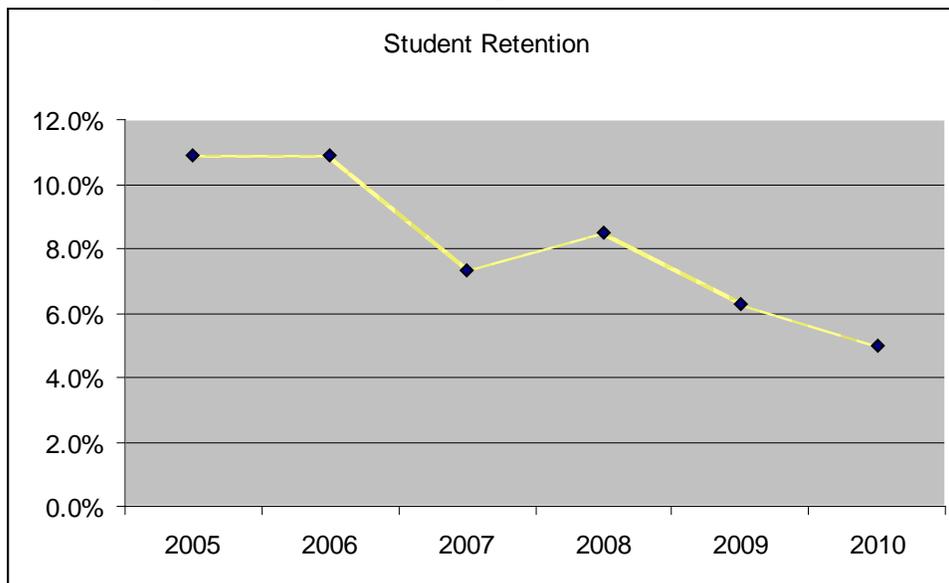
## Attendance and Mobility

Student attendance rates at Greer High School have steadily declined over the past years. The attendance for students in 2009-2010 was 93.6% which was down from 2008-2009 rate of 93.93%. Greer High's population is continuously changing due to the high mobility rate of our student body.



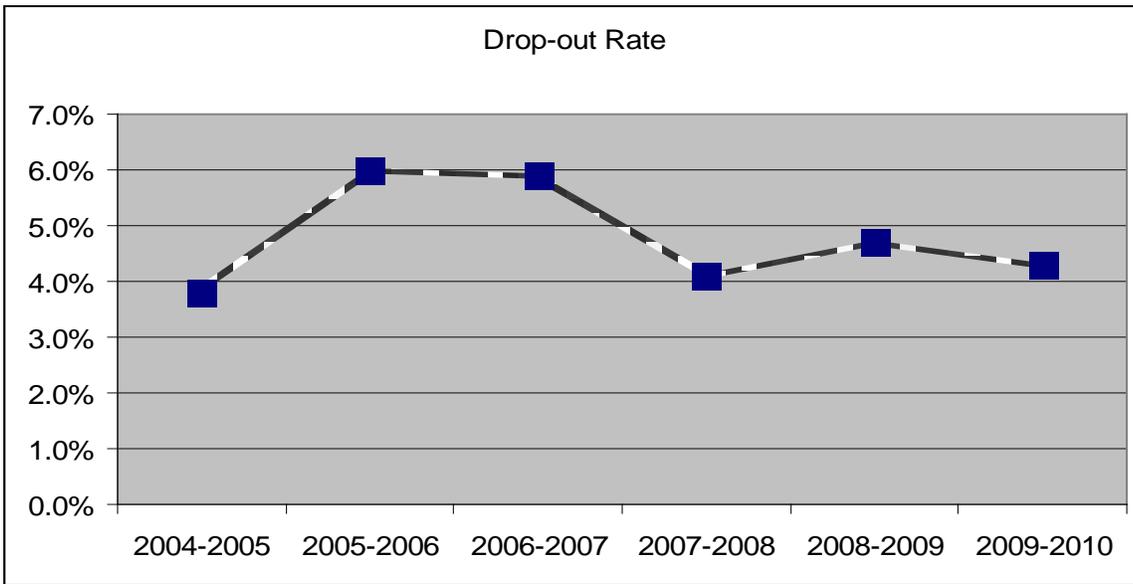
### Retention Rate

Greer High School's retention rate for 2009-2010 was down to 5% from the 2008-2009 rate of 6.3%. This is down from 8.5% in 2007-2008. Although we experienced an increase in 2007-2008 from the 2006-2007 rate our plan is to continue reducing the retention rate while maintaining our high standards.



### Drop-Out Rates

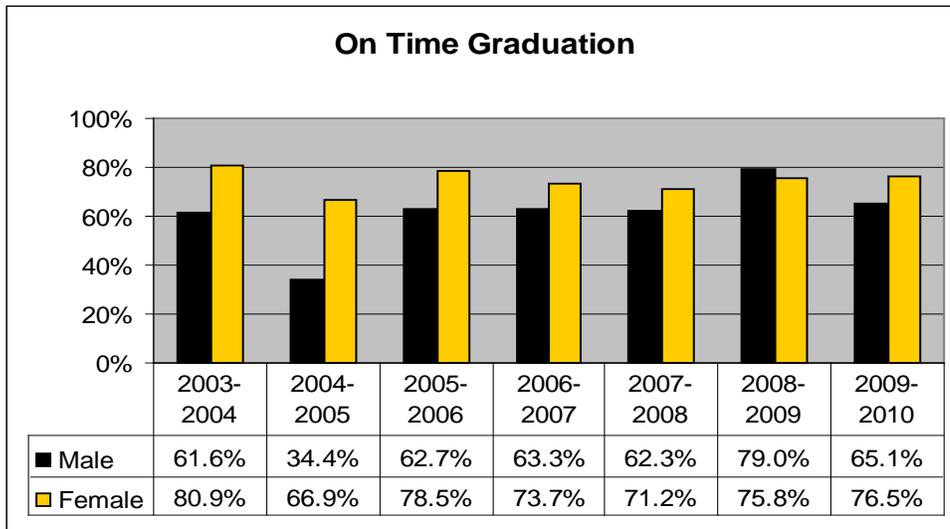
Greer High's dropout rate has fallen.. In 2009-2010 it was 4.3% which was down for from the 4.7% rate in 2008-2009. In 2007-2008 Greer High's dropout rate was 4.1%. Greer High has experienced a decrease in dropout rate for 2006-2007; Greer High School's dropout rate was .9%. This rate was down from 6% in 2005 – 2006.

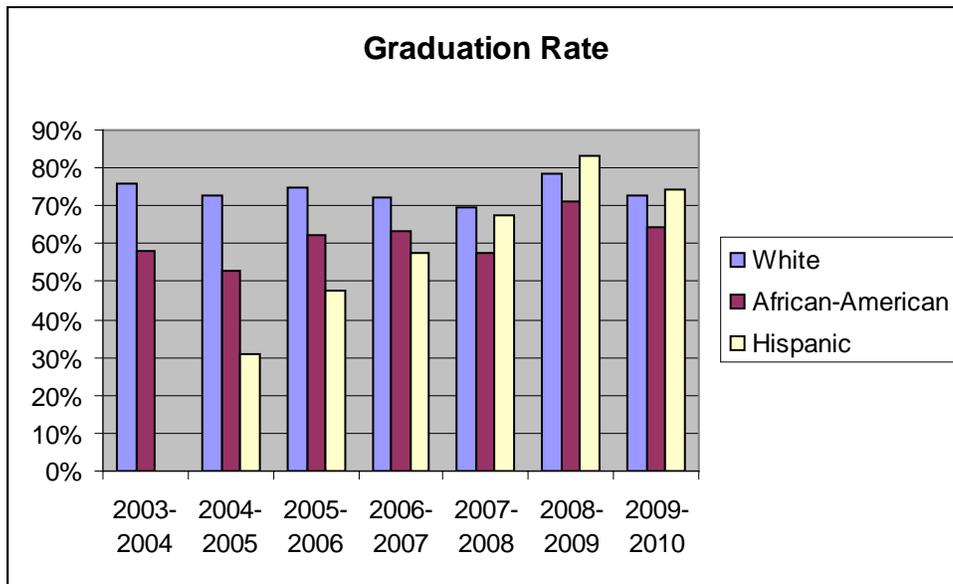


Each year we have a number of Special Education students were considered drop-outs by the State Diploma standards. The majority of these students complete the requirements for their specific program.

### Graduation Profile

Graduations rates have fluctuated at Greer High for several years, but for the past three years we have experienced increasing numbers of students who graduate in four years.





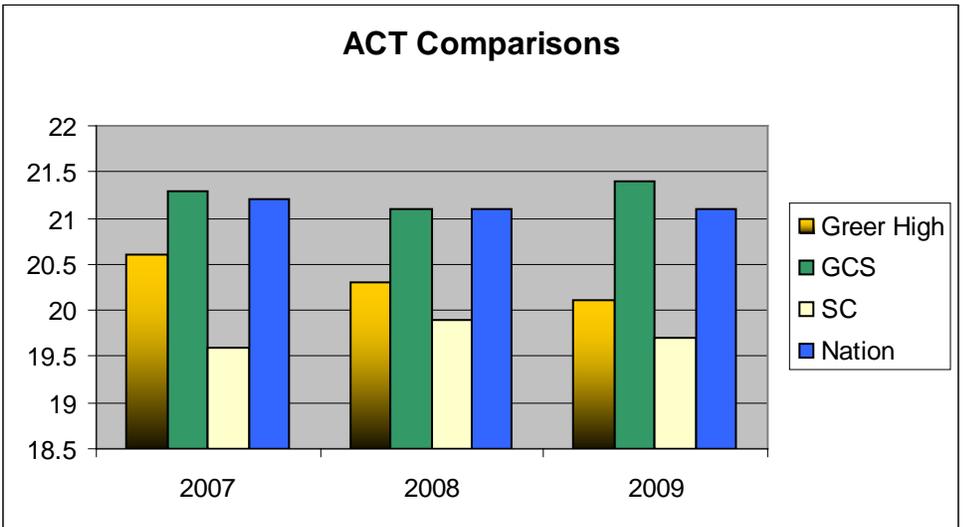
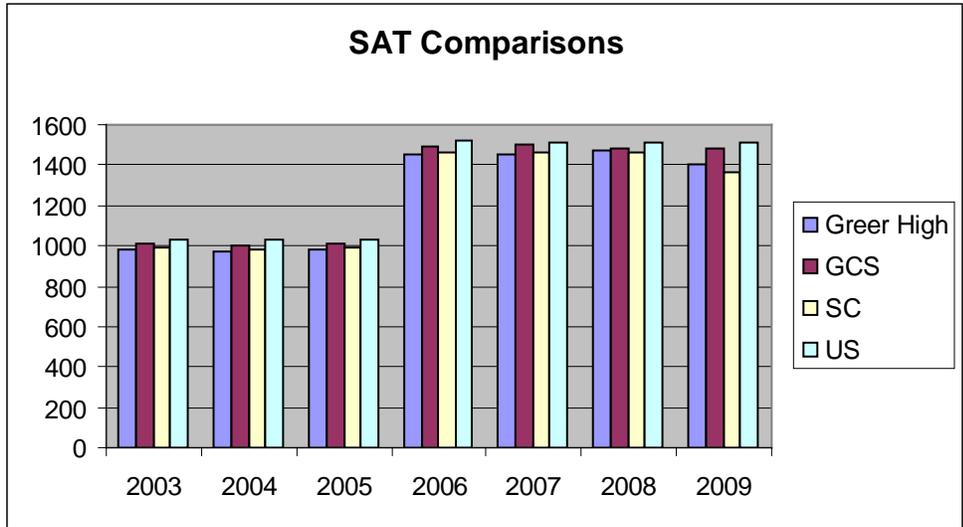
Percentage of graduates that pursue various educational and employment opportunities:

	2003	2004	2005	2006	2007	2008	2009	2010
4 year college	41.7%	88%	85%	47%	71%	47%	38%	39%
2 year college	26%	35%	56%	40%	26%	36%	53%	47%
Vocational/Technical	13.5%	40%	28%					
Other educational programs	0%	1%	0%					
Employment	17%	19%	14%	1%	1%	13%	7%	29%
Armed Forces				2%	2%	4%	2%	3%

Although GHS's SAT and ACT scores have declined over the years, our average is still higher than the state average.

Year:	Seniors - # Tested		Mean Scores				Difference
	Number	Percent	Critical Reading	Math	Writing	Composite	
2005	123/227	54	493	490	NA	983	+7
2006	113/221	51	486	484	480	970CRead+Math	-13
2007	145/270	54	489	491	479	980CRead+Math 1459	+10
2008	121/258	47	491	495	482	1468	+9

<b>2009</b>	129/276	47	476	473	451	1400	-68
<b>2010</b>	154/287	54	473	474	449	1394	-6
<b>2011</b>	138/258	53	479	477	450	1406	+12



## Student – Teacher Ratio

In 2010-2011 Greer High experienced a 18.3 to 1 student-teacher ratio. This was down from 26.6 in 2009-2010.

## Enrollment Configuration

Greer High School's current enrollment configuration (2010-2011) by grade level is as follows:

Grade 9	300
Grade 10	269
Grade 11	237
Grade 12	230

As data indicates, it is evident that Greer's largest student population rests with the 9<sup>th</sup> grade students. With such a sharp disparity in numbers between grade 9 and grade 12 students, it suggests that Greer High School experiences a high retention rate possibly accompanied by an average to above-average drop out rate. To target this population, Greer High School has several initiatives, such as the Freshman Academy for ninth graders. This is Greer High's fifth year in the Graduate Greenville program. It focuses on individual students who are at risk of not graduating in 4 years. A full-time graduation coach is on campus to assist these students. Students from Greer High have the opportunity to participate in "Bridges to a Brighter Future". Bridges to a Brighter Future is a three-year pre-college academic enrichment program at Furman University for Greenville County high school students whose potential outdistances their circumstances. Greer High has recently begun *Classworks* a computer based program that used MAP scores to develop an Individual Learning Plan. This year we are using the program with at risk 9<sup>th</sup> graders and upper classmen who have not passed HSAP. Full implementation of the program began in the fall of 2011. Greer High also provides individualized tutorial programs available to all students each day at 8: AM. Other programs offered at Greer High School include the following:

- >Balanced academic program utilizing the four by four block for most classes.
- >Double blocked, year long classes in 9<sup>th</sup> grade English and Math for low achieving students
- > ESOL teacher to assist ELL students develop the necessary language skills and support content learning.
- >Implementation of the International Baccalaureate Diploma Program that permits students to receive an internationally recognized high school diploma.
- >A Teacher Cadet Program

- >Advanced Placement offerings in English Language, English Literature, Calculus AB and BC, U.S. History, European History, Computer Science, Biology, Chemistry
- >Expanded programs in arts that include award-winning programs in band, orchestra, choral music, art, and theater.
- >Virtual Enterprise is designed to serve as a simulated business built and run by students with the guidance of a certified instructor.
- > Project Lead the Way: Pathways to Engineering provides students with real-world learning and hands-on experience for students interested in engineering, biomechanics, aeronautics, and other applied math and science arenas.
- >Foreign language programs that offer four levels of foreign language in Spanish, French, and German.
- >Foreign Exchange Educational Opportunities for students such as through the GAPP (German American Partnership Program).
- >Expanded Vocational and Technical Course Offerings through the District's Vocational and Technology Centers.
- >Technology usage by students is stressed as Greer High School offers student access to the Internet and World Wide Web via more than **265** computer stations.

### ***Greer High School Staff***

The staff at Greer High School includes 51 regular education teachers, 8 special education teachers, .6 ESOL teacher, **4** special education teaching assistants, 1 curriculum specialist, 1 in-school suspension teacher, 1 Graduation Coach, .5 IB Coordinator,.5 Career Facilitator, 3.5 guidance counselors and 1 media specialists. The administrative team consists of 1 female and 3 males. The table below shows teaching experience of faculty members, broken down by department, as well as the number of years experience of the administrative team:

<b>Years Experience</b>	0-4	5-9	10-14	15-19	20 Yrs +
Department					
Vocational	1	0	0	1	2
Special Education	1	1	0	3	3
Science	2	1	1	3	1
Foreign Language	1	0	0	1	2

Mathematics	3	0	2	1	4
English	2	1	3	1	1
Physical Education	1	0	3	0	2
Social Studies	3	2	0	1	1
Fine Arts	1	1	0	1	1
Administration*	0	0	0	2	2
Support	1	1	0	1	0
*Guidance	0	1	1	0	2
*Media Specialists					1
*Curriculum Specialist					1
*IB Coordinator				1	
Totals	16	8	10	16	23

As demonstrated through this table, the majority experience of the faculty members can be placed into two major categories: 24 have 1-9 years experience, and 23 faculty members have 20+ years of experience. The remaining 26 faculty members fall in the middle group, with experience ranging between 10-19 years.

\*Please note that data collected for administration does not reflect administrators total number of years served in education, but total number of years experience in administration.

The average teacher's salary is based on teaching experience as well as the type of degree held. For 2010 school report card gave the average teacher salary as \$ 48,413. Greer High School students benefit from the fact that 13 out of the 73 faculty members hold advanced degrees: 12 teachers have a Bachelors degree, 10 have a Bachelors + 18, 26 have their Masters degree, and 24 have a Masters + 30 hours. Six teachers, one librarian, and one guidance counselor at Greer High hold National Board Certifications. 56 of the 73 classroom teachers have Technology Proficiency.

Additional personnel include the following: a secretary, a bookkeeper, an attendance clerk, one full-time and one part-time school nurse, a School Resource Officer, a media clerk, a guidance clerk, four teacher aides in the special education department, a head custodian, 11 custodians and 12 food services workers in the Cafeteria. Several bus drivers and utility workers also provide services to students.

Other support personnel available to assist in meeting the needs of Greer High School students include the district psychologist, a speech and language specialist, Special Education Coordinator, Job Coach Coordinator, and network computer engineer.

Greer High School has traditionally enjoyed a very consistent faculty, with turnover rates generally remaining at a very low level. Once teachers come to Greer to teach, they generally stay for an extended period of time and/or for the length of their career. The average years of teaching experience for the faculty is 16 years with the average number of years teaching at Greer High is 9 years. The administration has an average of 25.5 years experience in education with an average of 20.3 years at Greer High. Approximately 35% of the faculty has been at Greer High their entire career and 26% spending half or more than half at Greer High. We associate our consistently high level of teacher attendance rate with this stability. Greer High students benefit from a consistently high teacher attendance rate of 96.9% in 2009-2010, 96.2% in 2009-2010, 96.3% in 2007-2008, 96.5% in 2006 – 2007, and 96.1% in 2005 – 2006. Also associated with this stability is the high number of teachers returning from the previous year. In 2011-2012 only one new teacher came to Greer High. We have also included retirement projections for the present Greer High faculty members.

Projected Year of Retirement	2011-2015 (29+ years of experience 2010-2011)	2016-2021 (23-28 years of experience 2010-2011)	2022-2027 (16-22 years of experience 2010-2011)	2028-2033 (10 - 15 years of experience 2010-2011)	2034-2039 (3-9 years of experience 2010-2011)	2040-2045 (0-2 years of experience 2010-2011)
Number of Faculty Planning to Retire	13	4	18	12	20	4

As one can see through these projections, Greer High School could lose 13 faculty members within the next three years due to retirement and more than 30 faculty members over the next ten years.

**Our Leaders**

The GHS Leadership Team consists of Principal Marion Waters, Assistant Principal Terry Bennett, Assistant Principal Bruce Mathis, and Assistant Principal Tecora Prince.

Mr. Marion Waters, our school principal, is originally from Clinton, South Carolina, but has called Greer as his home for 36 years. He has served the majority of his 40 years as an educator here in Greer. He came to Greenville County as a Social Studies Teacher and Football Coach for Greer High School. After teaching in the classroom for 10 years at Greer High, he then moved into an administrative role as

an Assistant Principal at Greer High for 2 ½ years. Following his administrative experience at Greer High, he then served as principal for Greer Middle School. After serving as Greer Middle School Principal for 8 years, he became principal of Greer High School in 1994 and has now been the school's leader for seventeen years. As an experienced and strong leader, Mr. Waters believes that a leader must possess vision, commitment to task, a strong moral and ethical foundation, and the ability to lead by example.

## **Safety, Cleanliness, and Adequacy of School Facilities**

Both Greer High School and the district are committed to having a safe, positive, orderly, and clean environment for learning. All staff and administration are included in creating and maintaining this environment, as it is evident through teacher and administrator visibility in the halls and common areas.

Greer High School believes in maintaining a proactive approach, especially as it pertains to student and staff safety. Safety procedures are thorough and evident through the school's emergency preparedness plan; regular fire, tornado/inclement weather, and emergency drills are held. Planning for various potential emergencies is done in coordination with regional agencies, the district, and school plans. The plan stresses safety for the students first. At least one coordinated drill is held regionally in which the district participates.

Both the Greer High School administration and maintenance team frequently inspect the building for safety as it is aligned to OSHA standards. Specific safety concerns regarding buildings and grounds at the school site are handled by the maintenance department if they cannot be remedied by site custodians or utility workers assigned to site duties. Our professional staff of 12 custodians performs basic cleaning operations in every classroom every day. Over the past three years, Greer High School has been recognized as the cleanest high school in Greenville County. In this current year, the whole school building's heating and air conditionings have been replaced with a more efficient system.

Other aspects of the school/district safety program include:

- District safety scenarios and quizzes for all faculty and staff
- School safety committee
- Bus evacuation drills
- Fire safety inspections
- Campus supervision

## ***Classroom Discipline/Learning Climate***

Greer High School provides a disciplined, but stimulating, learning climate for students. The climate for learning at Greer High School is enhanced by involved parents. Parents are encouraged to become involved in school communities and councils, to help with homework, and to encourage and honor their child's successes. Student discipline is the responsibility of all Greer High School staff members.

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, Greer High School offers many opportunities for student participation and recognition.

Students are encouraged and expected to maintain appropriate behavior at all times because disruptions interfere with learning. Student handbooks and other information about school and classroom rules are distributed and discussed on a regular basis. This information is also available on our school website.

Subject matter and courses are reviewed on a regular basis. Academic Standards have been developed in alignment with State Academic Standards and local needs. Parents are encouraged and welcome to be active participants in the process.

### ***Counseling and Other Student Support Services***

Students at Greer High School receive a high level of support services from an outstanding staff. The Guidance Department is conveniently located in the front of the school and houses four guidance counselors: Ms. Diane Powell, Mrs. Valerie Gregory and Ms. Tarah Boulware, Ms. Carla Henry, and one guidance clerk, Mrs. Rimmer. The guidance area has two conference rooms, with one of the conference rooms dually operating as a college and career information center and planning room for students. The Counseling services support learning and are an integral part of the instructional program. Counselors regularly visit classrooms through English Classes to assist students with course sequencing, the Four Year Plan, understanding the GPA and Carnegie Units, College Application and Preparation procedures and Financial Aid and Scholarship opportunities, as well as providing tutorial services for basic study and testing skills. Greer High counselors assist students with the Individual Graduate Plans, and have been recognized by the district for the success with The Higher Education College Day Fair

Greer High School has a weekly advisory, where each teacher meets with a certain grade level. In this advisory, students are given report cards and information that the school needs sent out and home. It is also a time where each teacher advisor does a mini lesson with the students on topics such as study skills, organizational skills, and topics such as bullying, etc. This past year, it also served as a way to register student individually for the upcoming 2012-2013 year.

Greer High School students also benefit from strong business and community support, and parent involvement through the School Improvement Committee, Parent Teacher Student Association and various Booster Clubs. The PTSA and booster clubs offer students a variety of opportunities through such activities as an Academic Awards Celebration every May, athletic tutorial program, financial aid seminars, scholarship opportunities, Open House events, teacher mini-grants which provide funding for classroom instruction, Character Education Assemblies, Parent Newsletter, Student Awareness Events and Assemblies such as Red Ribbon Week activities, funding of After Prom Activities, Greer-Riverside Spirit Week.

Greer High Special Education students also benefit from this strong community support and involvement. Through the School District's Occupational Diploma Program, Greer High students enjoy cooperative employment opportunities with local businesses while attending high school. This program provides these students with the opportunity to form responsible work habits as well as technical and job skills that enable these students to successfully perform in the workplace after graduating high school.

Our Special Education students also benefit from our recognized Peer Tutoring Program by which the general matriculating student acts as a peer coach for these special needs students. In conjunction with the classroom teacher and teacher's aide, these students assist in teaching them life skills in the on-campus Home Laboratory, which range from washing clothes, to preparing and serving meals, to cleaning house, to counting money. In addition to this on-campus training, the Peer Tutors take these students off-campus to teach these students how to successfully function in our society. Peer Tutors take students to places such as the grocery store to assist them in purchasing necessary food items, to the bank, to local restaurants, etc.

### ***Extracurricular and Co-Curricular Opportunities***

Greer High School is a definite support base in offering various opportunities for students to experience and learn outside the classroom in areas of service, leadership, and extracurricular activities.

Some co-curricular activities that are made available to students to participate within the limits of the school day include Student Government Association, Governor's School for the Arts, Leadership Greer Chamber Program (Business and Shadowing Partnerships), Marching Band, Strings and Choral Program, Academic Team, Drama, Virtual Enterprise, Award Winning Yearbook and Newspaper staffs, and state-recognized Art program.

Greer High School houses extremely active after-school programs that service many of the students attending this school. Some of these organizations are Beta Club, Key Club, National Honor Society, National Art Honor Society, Leo Club, Mu Alpha Theta, Cheerleading, Color Guard, Green Light, French Club, FBLA, Step Team, and 31 Athletic Teams in 12 Sports. In 2009-2010, our Fine Arts Department assisted by the English Department presented "Little Women". The students in the Fine Arts Department participate in choral, band, and art events.

Through all these opportunities that are presented to the student body, it is evident that community members, parents, students, teachers and school leaders all possess a strong sense of tradition and shared purpose. The participation and involvement in all these activities offer students an excellent opportunity to experience growth that will result in a well-rounded high school experience and assist in producing students that are proficient problem solvers and life long learners.

## ***INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS***

To assist in collecting data to improve Student Achievement at Greer High School, the students, staff, and parents completed the NSSE questionnaires and the State Report Card Survey. To further assist in the development of instructional effectiveness, an internal survey was distributed amongst the Greer High Faculty. The results follow.

### **NSSE Student Questionnaire Results**

Greer High School students in 12<sup>th</sup> grade and their parents responded to the questionnaire designed to measure how they feel about their learning environment. Students were asked to respond to items using a five-point scale: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; and 5 = strongly agree. From the 233 students who responded to the questionnaire 72.4% were satisfied with the school environment, 74.5% were satisfied with social and physical environment and 89 % were satisfied with school-home relations. Of the 46 parents who responded to the questionnaire 78.3% were satisfied with the school environment, 65.9% were satisfied with social and physical environment and 65.9 % were satisfied with school-home relations.

Greer High School's teachers responded to the same questionnaire. Of the 75 surveys 94.7% of the teachers were satisfied with the school environment, 97.3% were satisfied with social and physical environment and 85.3 % were satisfied with school-home relations

Greer High School staff members participated in an intern questionnaire designed to measure their perceptions of the school environment. Members of the staff were asked to respond to items using a five-point scale: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; and 5 = strongly agree.

The results of the faculty survey indicate that overall the faculty is satisfied with Greer High. Areas of concern that should be addressed are:

- **Leadership**
  - 37% - disagree and/or strongly disagrees "My principal visits classrooms regularly."
  - 17.3% - disagree and/or strongly disagrees "My principal promotes effective communication."
- **Curriculum & Instruction**
  - 15% disagree and/or strongly disagree "New teachers in our school receive a quality mentoring program".
- **Planning**
  - 20.3% disagree and/or strongly disagree "Teachers at this school plan and work together in grade-level, vertical, or other team formats."
- **Assessment**
  - 28% disagree and/or strongly disagree "I give pre and post tests for most of my instructional units."

- **Learning Environment**
  - 15.8% disagree and/or strongly disagree “Our guidance department provides students with support services.”
  - 15% disagree and/or strongly disagree “My school has clear behavioral expectations for students.”
  - Discipline is applied fairly to all students in my school.
- **Communication**
  - 40.7% disagree and/or strongly disagree “Before making most decisions, my principal usually asks for suggestions from teachers.”

## Areas of satisfaction

### Leadership

- One hundred percent of the faculty strongly agree/agree
  - “My principal supports professional development of staff.”
  - “My principal promotes continuous student achievement and school improvement.”
  - “My principal promotes the use of research based instructional programs and practices.”
- **Curriculum & Instruction**
  - 97% strongly agree/agree “We provide a high quality educational program in our school.”
- **Planning**
  - One hundred percent of the faculty strongly agree/agree
    - “I am expected to develop high quality lesson plans.”
    - “I make sure that my lesson plans are aligned with state standards.”
    - “I make sure that my lesson plans will address my students' individual needs in my classes.:
- **Delivery**
  - One hundred percent of the faculty strongly agree/agree
    - “I give every one of my students many opportunities to learn content and concepts in my classes.”
    - “I use real-life examples in my lessons.”
    - The district's professional development program supports best teaching practices.
- **Assessment**
  - One hundred percent of the faculty strongly agree/agree “I check on each student's academic progress in my classes.”
- **Learning Environment**
  - One hundred percent of the faculty strongly agree/agree “I provide struggling students with additional support and encouragement.”

- 61.7% disagree/strongly disagree “Bullying is a problem at my school.”
- 67.1% disagree/strongly disagree “Student rules at my school are rigid and inflexible.”
- 67.1% disagree/strongly disagree “Student rules at my school are rigid and inflexible.”
- 53.8 % disagree/strongly disagree “Drug/alcohol abuse is a problem at my school.”

- **Professionalism**

- 99% strongly agree/agree
  - The district's professional development program supports best teaching practices.
  - My school's professional development plan is directly connected to our teacher and student needs assessments.

## **Desired Learner Results**

1. Students will demonstrate knowledge and respect for their own culture as well as for other cultures.
2. Students will demonstrate the knowledge and skills necessary for a physically fit life.
3. Students will demonstrate knowledge of the visual and performing arts.
4. Students will demonstrate the ability to set both general and career goals and to develop plans for achieving them.
5. Students will gather and interpret information to become proficient problem solvers and life-long learners.
6. Students will demonstrate respect, responsibility, and integrity to enable them to work independently and with others.
7. Students will demonstrate proficiency in listening, speaking, reading, writing, and applying mathematical and scientific skills.
8. Students will demonstrate the ability to use technology effectively.

### **Analysis of Strengths and Weaknesses for Learner Standards**

**Learner Standard 1: Students will demonstrate proficiency in listening, speaking, reading, writing, and applying mathematical and scientific skills.**

## **Strengths: (Use General Areas with specific evidence)**

### **1. SC Exit Exam (HSAP)**

Evidence:

- Net increase of 12.4% scoring Basic and above on math scores over four years
- An increase of 6.4% in scoring Basic and above in ELA the last four years.
- Disabled in math 20% increase in scoring Basic and above in the past three years
- 38.5% increase in Hispanics male who passed ELA from 2007-2008 to 2008-2009
- 11.1% increase in female HSAP math scoring Basic and above in the past four years

### **2. SAT**

Evidence:

- Math scores have increased over the past three years
- Verbal scores have increased over the past three years

### **3. AP**

Evidence:

- The number of students taking AP courses has decreased but the percentage of students receiving college credit has increased.

### **4. Yearbook/Newspaper staff**

Evidence:

- Students use writing skills proficiently in body copy
- Students use reading skills particularly in proofreading
- Students use computer skills in layouts

### **5. German American Partnerships (GAPP)**

Evidence:

- Students are informed about aspects of the German culture and daily life.
- Students improve communication skills.

### **6. International Baccalaureate**

Evidence:

- Diploma Program begin in 2004-2005
- Middle Years Program began in 2005 – 2006.
- In the past three years the number of students in the IB DP has decreased. The percentage of students passing the exams has increased from 44% to 49%.

## **7. Chorus**

Evidence:

- Students incorporate reading, math, listening and speaking (singing) skills
- Students perfect speaking skills in different languages by learning the correct pronunciation of some Latin, Italian, Spanish, French and English words.
- Students learn simple fractions through their use of time signatures.

**Weaknesses: (Use General Areas with specific evidence)**

### **1. Lack of funding**

Evidence:

- Loss of Industrial Technology Education

**Learner Standard 2: Students will demonstrate respect, responsibility and integrity to enable them to work independently and with others.**

**Strengths: (Use General Areas with specific evidence)**

### **1. Service Learning**

Evidence:

- Students are admitted to the course based on teacher recommendations.
- Students will engage in projects to serve the community of Greer

### **2. Cooperative Learning**

Evidence:

- Students work cooperatively to achieve a common goal

### **3. Drop Out Rate**

Evidence:

- Decreased from 25.9% in 2006-2007 to 4.1% in 2007-2008 to 2.6% in 2008-2009.

### **4. Volunteering**

Evidence:

- Students participate and help community organizations to sponsor ongoing activities such as:
  - Big Thursday
  - Greer Community Ministries
  - Greer Relief
  - Kids Planet

- Toys for Tots
- Relay for Life

## **5. Crime Rate**

Evidence:

- Decreased crime rate reported by Greer Police Department

## **6. Green Light Organization**

Evidence:

- Continues to make an impact on the student body.

## **7. Peer Tutoring Program**

Evidence:

- Students are chosen by teacher recommendation
- Students assist special needs students with daily functions and projects.

**Weaknesses: (Use General Areas with specific evidence)**

### **1. Need for more motivation and opportunities for all students to learn respect, responsibility and integrity**

Evidence:

- Attendance rate dropped from 2006-2007 to 2007-2008
- Retention rate increased by 1.1%
- Loss of teacher cadet program
- Student incentive programs have been lost to budget cuts

**Learner Standard 3: Students will gather and interpret information to become proficient problem solvers and life-long learners.**

**Strengths: (Use General Areas with specific evidence)**

### **1. Academics**

Evidence:

- Implementation of Financial Planning in Economics
- Increase in scholarship recipients
- Increase in life scholarships

- Increase in post-secondary education
- Increase in research skills associated with improved computer lab resources and library improvements
- Increased percentage of students passing AP exam
- Implementation of the International Baccalaureate Program
- Implementation of the Local Career Business Awareness course
- Implementation of the Freshman Academy eases transition into high school to prepare students with problem solving skills and motivation to learn
- High percentage of students involved in research projects
- Implementation of Physics in the Science department led to increase number of problem solving labs performed
- Addition of a Virtual Enterprise class.

## **2. Extracurricular**

Evidence:

- Students actively participate in numerous extracurricular activities that give students a well-rounded high school experience
- Participation in Student Government gives students opportunities to witness the governmental experience first-hand.
- Participation in the German American Partnership Program (GAPP) offers cultural awareness and understanding of German-American relations.
- Participation in service learning community activities and in peer tutoring allows students to deal with problem solving experiences in the real world.

**Weaknesses: (Use General Areas with specific evidence)**

### **1. Budget Cuts**

Evidence:

- Limited number of classes
- Fewer Elective courses and teachers needed to stimulate learning
- Absence of school to work classes
- Industrial Technology class cut

### **2. Lack of commitment to education**

Evidence:

- Increase in tardiness of some students

### **3. Lack of parental guidance and support**

Evidence:

- Low attendance at PTSA Open House
- Poor student study skills and participation in homework/study at home

**Learner Standard 4: Students will demonstrate the ability to set both general and career goals and to develop plans for achieving them.**

**Strengths: (Use General Areas with specific evidence)**

**1. Opportunity to develop goals and plans to achieve them**

Evidence:

- Life skill curriculum offered to Special Education students
- Use of four year plan; reviewed, updated and adjusted with guidance counselor assistance
- Career counseling
- Implementation of Green Light which sponsors a College Fair Night
- Implementation of Local Career Business Awareness Class, which is offered to student who wish to explore career opportunities
- Extracurricular activities promoting the setting and achieving of goals

**2. Supportive Community Resources**

Evidence:

- Career Speakers for both large and small groups
- Military recruiters administering the Armed Services Vocational Aptitude Battery (ASVAB)
- College and Career planning classroom presentations offered by Greenville Technical College

**3. Supportive Media Program**

Evidence:

- KUDER: Program available through the library that allows for career/college planning.
- Updated and increased number of computers
- Internet access
- South Carolina Occupational Information System (SCOIS)
- Videos and other resources

**4. Supportive school District Program**

Evidence:

- Summer internship programs and job opportunities
- Active Vocational Programs available through business classes and local career center

**Weaknesses: (Use General Areas with specific evidence)**

**1. Lack of Funding**

Evidence:

- Lack of student exposure to available resources
- Lack of updated materials

## **2. Lack of curriculum emphasis**

Evidence:

- Additional career counseling needed
- Additional information needed for SAT & ACT registration
- Lack of Mentoring Program
- Need continuous small group advisory sessions to promote awareness of expectations concerning careers and/ or post-secondary educational opportunities
- Increase in retention rate
- Increase in absenteeism

**Learner Standard 5: Students will demonstrate the ability to use technology effectively.**

**Strengths: (Use General Areas with specific evidence)**

### **1. Computer labs used in Computer Science and Business Departments**

Evidence:

- Computer labs in all computer and business classes
- Keyboarding proficiency exam
- Internet access in all labs
- Students are required to create spreadsheet, word processing and database files
- Students are required to create algorithms, code and debug structured programs

### **2. Use of modern technology stressed in Science, Mathematics and English classes**

Evidence:

- Teacher generated projects across curriculum using PowerPoint, Word and Excel
- Algebra 1 students use cognitive tutor software to enhance math skills
- Computer lab started in science laboratories
- Computer Based Lab Probes used for measuring data in Science
- Use of graphing calculators in math

### **3. Availability of technology in the Media Center**

Evidence:

- 35 computers on-line
- additional lap-top computers
- 30 LCD projectors
- CD/DVD players
- Digital Cameras
- BDS system
- Several stand alone TVs and VCRs

- Several online license for databases
- Culturegrams
- Encyclopedia Britannica
- General Science Full text
- Litfinder
- Annals of American History
- World Data Analyst
- DISCUS
- Hundreds of curricular videos
- Internet access
- Scanners

#### **4. Opportunity to practice skills**

Evidence:

- Five computer labs and 150 computers
- Internet access in all computer labs
- Numerous classes complete research in the media center
- All ninth graders are introduced to media center technology

**Weaknesses: (Use General Areas with specific evidence)**

#### **1. Lack of Funding**

Evidence:

- Inadequate media center budget
- Low funding from federal and state sources

#### **2. Use of Instructional technology by students and teachers can still be expanded**

Evidence:

- Some students lack log-on skills for SAT and ACT
- Most students are proficient on the computer; however, some still lack basic skills
- More LCD projectors or Promethean Boards are needed

**Learner Standard 6: Students will demonstrate knowledge and respect for their own culture as well as for other cultures.**

**Strengths: (Use General Areas with specific evidence)**

#### **1. Exposure to diverse cultural experiences**

Evidence:

- International Baccalaureate Program; ensures cultural awareness in every curricular subject
- German Exchange Program
- ESOL program implemented
- Exchange student program

## **2. Culturally diverse literature, foreign language and history curricula**

Evidence:

- Foreign language projects
- Culture units in each target language
- History projects of cultural flavor
- Literature Projects relevant to setting of works

## **3. Cultural Experiences in art, chorus, band and strings**

Evidence:

- Local, county and state art competitions
- Chorus travel and competition
- Band travel and competition
- Classroom exposure to variety of artist/art styles including Mexican muralist, oriental art forms, black artists and historical art forms

**Weaknesses: (Use General Areas with specific evidence)**

### **1. Lack of transitional courses for all students**

Evidence:

- No course offerings in foreign languages for those students who are weak in language skills

### **2. Overall lack of exposure to other culture**

Evidence:

- Lack of concern toward persons of other cultures
- Stereotypical comments made by students
- General population of students have limited exposure to cultural experience in their community
- Little interest in or appreciation of artifacts from other countries

**Learner Standard 7: Students will demonstrate knowledge of the visual and performing arts.**

**Strengths: (Use General Areas with specific evidence)**

### **1. Course Offerings sensitive to student needs**

Evidence:

- Sections of course offerings in Fine Arts
- Flexibility of staff to adapt curriculum

## **2. Performance intensive Choral Music Program**

Evidence:

- Annual Church performances
- Seasonal performances at nursing homes
- Joint programs with Furman and North Greenville College
- Participation in National Choral Festivals
- Students perform at most school functions

## **4. Successful Visual Arts Programs**

Evidence:

- Photography implemented in advanced classes
- Participate in PTA reflections
- Annual school art show for all arts students

## **5. Active Performing Arts Department**

- Students present a play in the fall and in the spring.

## **5. Active Band and Strings Programs**

Evidence:

- Participation in all- county and all-state band
- Local and regional marching band contests
- Participation of Strings students in Orchestra
- Local performance opportunities in Strings classes

## **6. Extracurricular support**

Evidence:

- Green Light Talent Show

**Weaknesses: (Use General Areas with specific evidence)**

### **1. Lack of funding**

Evidence:

- Not enough teachers for all students to participate in Arts program
- Lack of structured drama department
- AP Art discontinued

- Discontinued Dinner Theater

## **2. Scheduling problems**

Evidence:

- Widely varied ability and preparation levels
- Poor sequencing between levels

## **2. Discipline climate**

Evidence:

- Incomplete projects

**Learner Standard 8: Students will demonstrate the knowledge and skills necessary for a physically fit life.**

**Strengths: (Use General Areas with specific evidence)**

### **1. Student participation in year-round strength, flexibility and conditioning program, as well as extracurricular training**

Evidence:

- Graded performance after eight weeks in weightlifting
- Female weight class implemented
- Team and individual sports are provided with a large percentage of participation
- Student participation in 21 athletic programs
- Relay for Life
- Special needs population included in all areas of physical education

### **2. Student performance in regular physical education classes**

Evidence:

- Presidential Fitness Award
- Timed testing on levels of performance 3 times annually

### **3. Instruction for students on basic health maintenance**

Evidence:

- Health and Wellness Program

**Weaknesses: (Use General Areas with specific evidence)**

### **1. Lack of Student Participation**

Evidence:

- Failure to dress out

## **2. Program could still be expanded to involve more students and more class offerings**

Evidence:

- Decreased emphasis on health and education
- Overcrowded classes
- No aerobic classes

### **Summary of Strength Areas**

#### **1. The dedicated and caring faculty and staff at Greer High School is committed to the school's mission.**

Evidence:

- Teachers work well together
- Teachers are willing to help students in any way necessary
- Teachers are willing to spend time with students before and after school
- Teacher volunteers implemented Leo club, Mu Alpha Theta and Green Light
- Teachers provide special opportunities for tutoring (ex. BSAP remediation)
- Nine teachers currently certified to teach advanced placement; twelve trained for the IB Diploma Program; all teachers trained for the Middle Years Program in IB.
- Participation in workshops (ex. Teachers earning advanced degrees and AP certification)
- Significant percentage of faculty with ten or more years at Greer High
- Frequent communication with parents through conferences and quarterly reports
- Teachers seeking grants and monies to enhance learning
- Faculty and staff serving as advisors for classes, clubs and academic teams
- New courses being offered (ex. Service Learning, Local Business Career Opportunities)
- Students who exemplify good character traits are recognized each month
- Teachers exemplifying character traits as role model

#### **2. Instructional strategies and curriculum demonstrate the school's desired results for student learning**

Evidence

- A continuous study by teachers to learn new strategies for improving student learning
- Additional Advanced Placement offerings
- Peer Tutoring Class
- Offering at Fine Arts Center and Foothills Vocational Center
- Endeavors to make courses more relevant and meaningful
- A variety of teaching modalities used to accommodate different learning styles
- Both tech preparatory and college preparatory classes offered

- A variety of methods and techniques used in the classroom
- Media Center providing current technologies to students and staff
- Awards Recognition
- Progress Reports Issued frequently (teacher-made and standard school issue)
- Students assigned individual work as well as cooperatively learning
- Major projects assigned incorporate a variety of research and technology skills.

**3. The administration, faculty and staff have a relationship that indicates cooperation and a sharing of academic leadership of the school.**

Evidence:

- Administration and staff exhibit a strong commitment to the students
- Department chairpersons working to share academic leadership
- Planned in-services and workshops
- Administration's open-door policy

**4. A strong sense of tradition and shared purpose is apparent among, students, parents, staff and the Greer Community,**

Evidence:

- Annual awards recognition
- Miss LeFlambeau pageant
- Student pride/spirit week
- Strong involvement of local businesses
- School and community share name
- Faculty involvement in community
- Many students' parents and grandparents attended Greer High School
- Strong and active booster clubs (athletic, band, chorus, etc...)
- Combined cooperative efforts between the school and the community for special activities and projects
- After Prom party sponsored/supported by PTSA
- May day activities and involvement of students and faculty
- Opportunity for teachers to receive grants sponsored by PTSA

**5. Various opportunities are available for students to experience and learn outside the classroom in areas of service, leadership and extracurricular activities.**

Evidence:

- Student Government
- National Honor Society
- Beta Club
- Key Club
- National Forensics League

- Mu Alpha Theta
- Spanish Club
- French Club
- FBLA
- Virtual Enterprise
- Athletic Teams
- Yearbook staff
- Newspaper staff
- Field trips
- Boys' and Girls' State
- GAPP program for students in German classes
- Business partnerships
- Leo Club
- Green Light
- Supported employment and training for special education students

### **Summary of Areas Needing Improvement**

#### **1. More Emphasis should be placed on character education.**

Evidence:

- Lack of respect for themselves and others
- Apathetic attitude toward academics and attendance
- Inappropriate behavior
- Lack of personal Responsibility
- Absenteeism, teen pregnancy, and retention rates continue to rise

#### **2. Additional instructional techniques and strategies for active learning need to be implemented.**

Evidence:

- The need for more of the positive strategies currently in use
- Students need to assume more responsibility for their own education

#### **3. The students and teachers need more instructional technology.**

Evidence:

- Some computers are not up dated
- More LCD projectors are needed for instruction
- More Computers and CBLs could be used for the science labs

#### **4. A mentor advisor should be available for each student.**

Evidence:

- Number of failures and dropouts in the ninth grade remains high
- Lack of designated person to work with students needing advice or counseling
- Limited support from home environment

**5. Students need to be more cognizant of their academic and behavioral responsibilities.**

Evidence:

- Students not working to their potential
- Increased failure rate
- Increased number of absences
- Poor attitude toward performance on class work, homework and test (including standardized test)

## **Summary of Instructional Practices**

### **Content**

**Evident** Instruction is prescribed on the state, district, and local level

### **Strategies**

**Evident** There are clear instructional techniques which are appropriate for developmental levels. Substantial portions of instruction time lead toward the following:

- a. functional literacy
- b. cultural knowledge and understanding
- c. critical thinking
- d. problem solving
- e. aesthetic appreciation
- f. healthy living
- g. citizenship and democratic values

**Not Evident** More instructional time is needed in fostering cultural knowledge and understanding.

More flexibility is needed in serving the varying and changing needs and abilities of students.

### **Assessment**

**Evident** Various assessment techniques are used across the curriculum.

Cumulative data and teacher judgment are considered an integral part of student assessment.

## Support

**Evident** Counseling and media services support learning and are an integral part of the instructional program.

As departments, staff members are included in the evaluation and selection of materials, especially textbooks, to be used in the instructional process.

**Not Evident** There is a need for improved support functions throughout the school curriculum