



## Greer Middle

3032 East Gap Creek  
Greer, SC 29651

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	941 Students	
<b>Principal</b>	Scott Rhymer	864-355-5800
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Dr. Keith Ray	864-288-0476

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Average	At-Risk
2004	Average	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

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

## SOUTH CAROLINA PERFORMANCE GOAL

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

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

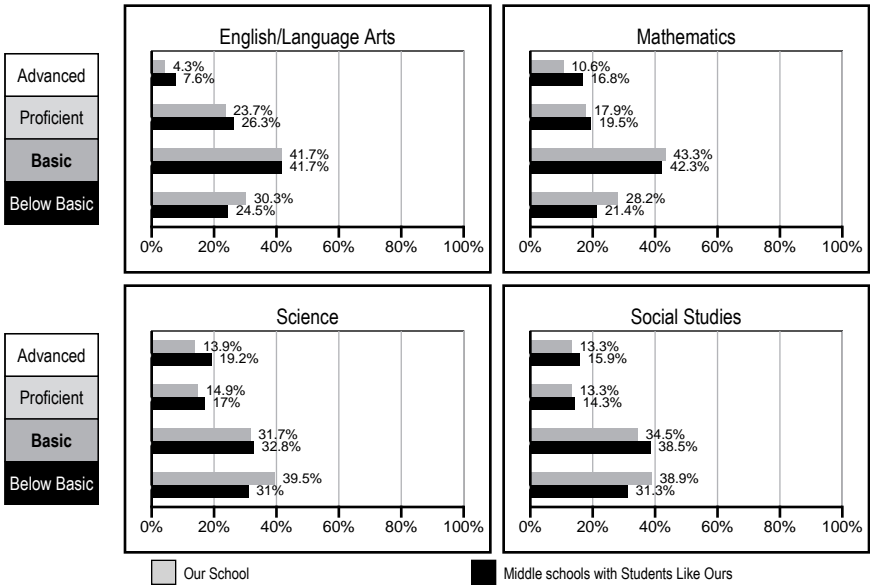
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	25	14	1

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

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

## End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	93.7	98.3
English 1	92.9	97.0
Physical Science	0	65.5
All Subjects	93.4	97.5

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=941)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	33.4%	Up from 25.8%	29.4%	19.4%
Retention rate	1.4%	Down from 3.0%	1.6%	1.8%
Attendance rate	94.9%	Up from 94.6%	95.7%	95.8%
Eligible for gifted and talented	21.3%	Down from 23.6%	18.8%	15.3%
With disabilities other than speech	15.2%	Up from 14.6%	13.2%	12.9%
Older than usual for grade	2.8%	Up from 2.5%	2.7%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Up from 0.5%	0.8%	0.7%
Annual dropout rate	0.0%	Down from 0.1%	0.0%	0.0%
<b>Teachers (n=59)</b>				
Teachers with advanced degrees	59.3%	Down from 60.7%	56.1%	55.0%
Continuing contract teachers	79.7%	Up from 68.9%	74.4%	70.6%
Teachers with emergency or provisional certificates	6.3%	Down from 6.7%	5.0%	5.4%
Teachers returning from previous year	88.7%	Up from 86.6%	86.8%	83.4%
Teacher attendance rate	94.6%	Down from 95.9%	95.1%	94.9%
Average teacher salary	\$45,344	Up 3.8%	\$45,259	\$44,706
Professional development days/teacher	20.0 days	Up from 17.6 days	13.2 days	11.8 days
<b>School</b>				
Principal's years at school	0.5	Down from 4.0	3.5	3.0
Student-teacher ratio in core subjects	23.8 to 1	Down from 26.3 to 1	21.6 to 1	20.1 to 1
Prime instructional time	88.6%	Down from 89.4%	88.9%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.3%	Down from 99.9%	98.9%	98.0%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil*	\$5,695	Up 0.9%	\$6,613	\$7,097
Percent of expenditures for instruction*	63.7%	Down from 66.8%	63.7%	64.4%
Percent of expenditures for teacher salaries*	60.1%	Up from 59.3%	60.1%	59.4%

\* 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

**Report of Principal and School Improvement Council**

Greer Middle School serves as the focal point of learning for students, teachers, and parents in the ever changing community in which we live. Our mission is to empower students to become independent, productive learners, who exemplify good character in an increasingly global society. During 2007-2008, over 200 students earned high school credit in English I, Algebra I, and Spanish I. Extracurricular activities for GMS students include seven sports teams, visual and performing arts opportunities, an academic team, and participation by 7th and 8th grade students in high school sports at Greer High.

All of our faculty members are highly qualified, and they continue to seek advanced degrees. Six staff members are national board certified. Greer Middle also employed the services of a MATH I coach this year to provide specific training in Math for our teachers. As an International Baccalaureate school, students and teacher sponsors participate in programs such as Model United Nations, GMS Ambassadors, and Legacy of Leadership, which is a program to identify potential leaders in 5th grade elementary schools that feed into Greer Middle. Our Career Development Facilitators held a Career Fair with twenty-four area businesses represented. Each business provided literature about potential job opportunities for all of our students.

The cooperative efforts of the staff, PTSA, and SIC encouraged more parental involvement in all our students' activities. PTSA sponsored events included Bring Your Parents or Grandparents to Lunch, Celebration of Excellence, Eighth Grade Day, Miss GMS Pageant, and after school dances. PTSA, SIC, and our faculty were engaged in the selection of a new principal for GMS for 2008-2009. Greer Christian Learning Center provides opportunity on a daily basis for release time activities, which are requested by parents and supported by our community.

Greer Middle School is a leader in the area of technology use by teachers and students. Every academic class will have a Promethean Board by the opening of the 2008-2009 school year. Our teachers have and are being trained in the latest methods of using these boards to develop meaningful and interactive lessons to engage our students in learning. These opportunities will better prepare our students for a global economy and the information job skills necessary in the 21st century.

Harold Batson, Interim Principal  
Linda Hannon, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	69	276	132
Percent satisfied with learning environment	82.1%	70.9%	72.2%
Percent satisfied with social and physical environment	76.8%	71.7%	66.2%
Percent satisfied with school-home relations	70.6%	86.4%	76.0%

\* Only students at the highest middle school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 17 out of 29 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

School Improvement Key

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

Teacher Quality and Student Attendance

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

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.7%	0.0%	No
Student attendance rate	94.9%	94.0%	Yes

\* Or greater than last year

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)</b>											
All Students	921	99.5	30.7	42.8	23.1	3.4	39.2	52.4	48.2	No	Yes
<b>Gender</b>											
Male	473	99.6	39.9	40.3	18	1.8	29.6	46.1	41.7	N/A	N/A
Female	448	99.3	21.3	45.4	28.4	5	49.2	59.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	592	99.7	22.6	43.5	29.3	4.6	48	62.3	60	Yes	Yes
African American	201	99	45.4	44.9	9.7	0	17.8	31.7	31.7	No	Yes
Asian/Pacific Islander	16	100	12.5	62.5	25	0	68.8	74.9	70.4	I/S	I/S
Hispanic	105	99.1	53.8	31.2	12.9	2.2	22.6	36.7	38.4	No	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	139	100	77.8	20.6	1.6	0	5.6	20.3	16	No	Yes
<b>Migrant Status</b>											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	79	100	54.3	37.1	7.1	1.4	20	36.1	36.9	No	Yes
<b>Socio-Economic Status</b>											
Subsided meals	438	99.3	40.7	45.2	12.9	1.3	25.3	34.3	34	No	Yes
<b>Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)</b>											
All Students	921	99.8	29	45.5	15.6	9.8	34.7	49.5	45.8	No	Yes
<b>Gender</b>											
Male	473	99.8	33.1	41	15.4	10.4	33.3	49.9	45.6	N/A	N/A
Female	448	99.8	24.8	50.2	15.8	9.2	36.1	49	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	592	99.8	20.9	46.6	19.5	12.9	42.6	59.4	59	Yes	Yes
African American	201	99.5	50.3	41.2	7	1.6	15.5	27.2	26.9	No	Yes
Asian/Pacific Islander	16	100	0	56.3	25	18.8	68.8	75.3	71.3	I/S	I/S
Hispanic	105	100	40.9	46.2	7.5	5.4	19.4	37.4	38.1	No	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	139	99.3	70.6	28.6	0.8	0	1.6	20.1	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	79	100	38.6	47.1	8.6	5.7	18.6	38.4	38.7	No	Yes
<b>Socio-Economic Status</b>											
Subsided meals	438	99.8	39.9	46	8.8	5.3	22.6	32.2	31.4	No	Yes

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

Abbreviations for Missing Data

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

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	617	99	38.7	32.1	15.1	14.1	29.2	39.3	35.7	94.9	96.5
<b>Gender</b>											
Male	326	98.8	41.3	29.7	14	15	29	41.6	37.4	94.8	96.4
Female	291	99.3	35.9	34.8	16.3	13	29.3	36.9	33.8	95.1	96.6
<b>Racial/Ethnic Group</b>											
White	393	99	29.8	34.1	18.3	17.7	36	49.7	49.2	94.9	96.4
African American	141	98.6	58.9	28.7	7	5.4	12.4	18.2	17	94.4	96.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	96.6	97.7
Hispanic	71	100	50	28.1	12.5	9.4	21.9	23.7	24.9	96	96.9
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	96.7	95.3
<b>Disability Status</b>											
Disabled	93	96.8	78.8	11.3	5	5	10	16.3	14	92.2	95.5
<b>Migrant Status</b>											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	93.1	96.4
<b>English Proficiency</b>											
Limited English Proficient	52	100	52.1	29.2	14.6	4.2	18.8	22.6	24.4	95.9	97.2
<b>Socio-Economic Status</b>											
Subsided meals	298	98.7	48.7	33.5	10.4	7.4	17.8	21.3	21.1	93.9	95.8
<b>Social Studies</b>											
All Students	616	97.2	37.2	35.5	13.7	13.7	27.3	38.1	34	94.9	96.5
<b>Gender</b>											
Male	313	97.1	37.7	30.6	13.9	17.8	31.7	41	36.6	94.8	96.4
Female	303	97.4	36.7	40.3	13.4	9.5	23	35	31.3	95.1	96.6
<b>Racial/Ethnic Group</b>											
White	401	97.3	31.6	37.5	14.9	16	30.9	46.1	44.5	94.9	96.4
African American	137	96.4	53.3	27.5	11.7	7.5	19.2	20.5	19.1	94.4	96.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	96.6	97.7
Hispanic	65	98.5	47.4	36.8	7	8.8	15.8	27.7	27.5	96	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	96.7	95.3
<b>Disability Status</b>											
Disabled	93	94.6	73.2	20.7	3.7	2.4	6.1	17.1	14.4	92.2	95.5
<b>Migrant Status</b>											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	93.1	96.4
<b>English Proficiency</b>											
Limited English Proficient	49	98	44.2	39.5	11.6	4.7	16.3	27.6	27.3	95.9	97.2
<b>Socio-Economic Status</b>											
Subsided meals	286	95.8	46.4	35.2	10.8	7.6	18.4	22.8	21	93.9	95.8

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

Abbreviations for Missing Data

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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	330	98.8	30	42.6	22.1	5.3	27.4
	7	342	98.3	34.6	42.8	20.8	1.9	22.6
	8	352	99.2	33.7	44.7	18	3.6	21.6
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	295	99.7	27.2	40.5	27.2	5	32.3
	7	315	99.1	31.7	43.7	23.2	1.4	24.6
	8	311	99.7	33.1	44.1	19	3.8	22.8
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	330	99.7	23.2	41.5	22.5	12.7	35.3
	7	342	99.4	28.3	48.1	14.3	9.3	23.6
	8	352	99.7	35.6	49.7	9.7	5	14.7
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	295	100	26.9	39.4	22.2	11.5	33.7
	7	315	99.4	27.5	45.8	14.6	12.2	26.8
	8	311	100	32.6	51.2	10.3	5.8	16.2
<b>Science</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	164	100	36.4	36.4	15.2	11.9	27.2
	7	342	98.3	38.1	34	17	11	28
	8	176	98.3	38.9	31.7	13.2	16.2	29.3
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	146	100	47.8	23.9	17.4	10.9	28.3
	7	315	98.1	36.8	36.4	12.7	14.1	26.8
	8	156	100	34	31.3	17.7	17	34.7
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	166	98.2	21.6	42.5	17	19	35.9
	7	342	97.7	44.9	33.2	10.1	11.7	21.8
	8	177	98.9	44.1	45.3	8.2	2.4	10.6
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	147	98	21	37	17.4	24.6	42
	7	314	95.9	46.6	27.9	11.3	14.1	25.4
	8	155	99.4	34.3	49	14.7	2.1	16.8

Abbreviations for Missing Data

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