



GREENVILLE MIDDLE ACADEMY

339 Lowndes Avenue
Greenville, South Carolina

Grades	6-8 Middle School	
Enrollment	766 Students	
Principal	Robert L. Palmer, Ed.D.	864-355-5600
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Good	Average
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	At-Risk

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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

96.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	18	9	0	0

* Ratings are calculated with data available by 03/09/2011.

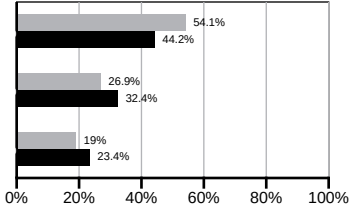
Palmetto Assessment of State Standards (PASS)

Exemplary

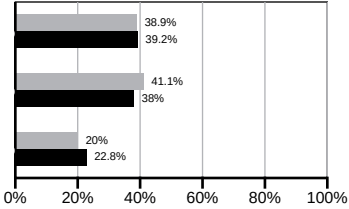
Met

Not Met

English/Language Arts



Mathematics

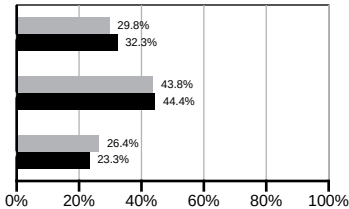


Exemplary

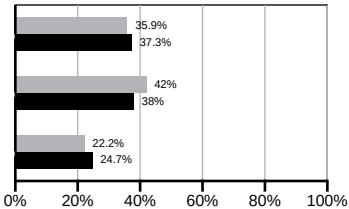
Met

Not Met

Science



Social Studies

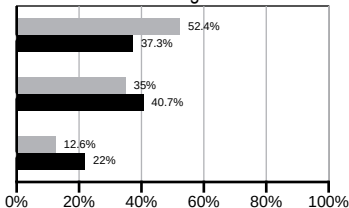


Exemplary

Met

Not Met

Writing



Our school



Middle schools with Students Like Ours

* 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

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

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	100.0%	99.4%
English 1	100.0%	98.3%
Physical Science	N/A	57.9%
US History and the Constitution	N/A	100.0%
All Subjects	100.0%	98.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=766)				
Students enrolled in high school credit courses (grades 7 & 8)	37.9%	Down from 46.0%	34.1%	24.2%
Retention rate	0.3%	Down from 1.1%	0.5%	0.7%
Attendance rate	96.7%	Down from 96.9%	96.4%	95.9%
Eligible for gifted and talented	28.5%	Up from 23.0%	22.6%	16.4%
With disabilities other than speech	12.0%	Up from 11.0%	10.8%	12.0%
Older than usual for grade	1.2%	Up from 1.1%	1.1%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.4%	0.5%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	76.0%	Up from 71.7%	58.5%	58.5%
Continuing contract teachers	86.0%	Up from 80.4%	82.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	2.8%	4.0%
Teachers returning from previous year	91.9%	Up from 88.3%	87.4%	84.6%
Teacher attendance rate	96.9%	Up from 92.6%	95.5%	95.4%
Average teacher salary*	\$48,169	Down 0.6%	\$48,169	\$46,561
Professional development days/teacher	7.8 days	Down from 8.6 days	9.0 days	10.2 days
School				
Principal's years at school	10.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	22.8 to 1	Down from 23.3 to 1	21.7 to 1	21.1 to 1
Prime instructional time	93.5%	Up from 89.1%	90.9%	90.4%
Opportunities in the arts	Good	Down from Excellent	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.2%	Down from 99.8%	97.1%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$7,132	Down 10.6%	\$7,150	\$7,802
Percent of expenditures for instruction**	64.0%	Up from 63.6%	65.7%	63.8%
Percent of expenditures for teacher salaries**	60.4%	Up from 59.4%	63.6%	60.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Greenville Middle School Academy of Traditional and Global Studies focuses on reading, writing, and vocabulary development across the curriculum and supports a strong liberal arts interdisciplinary curriculum. We emphasize vocabulary development as part of literature analysis and by close study of Latin and Greek stems. The library Media Center, which contains over 25,000 items for student checkout and research, supports Greenville Middle students as readers and researchers.

Greenville Middle School's mission is to cooperate with home and community to provide diverse, academically challenging, education experiences to prepare emerging adolescents to become self-directed, confident, life-long learners in a changing technological world and productive participants in a democratic society. Greenville Middle Academy monitors progress toward our mission. We examine norm-referenced and criterion referenced tests, catalog school, students, and teacher awards and achievements, conduct pre/post analyses of student, parent, and teacher surveys, collect samples of student and teacher work, and conduct regular classroom observations. Our findings and recommendations for continued growth can be found in the Greenville Middle School Portfolio. Parents and community members are invited to stop by the school and look through the Portfolio, on display in the Media Center and also on-line, for specific information on topics from test results to parent and student surveys.

Greenville Middle and its students receive district, state, and national recognition. Our school has been designated a "Palmetto's Finest" school and received the National Career and Guidance Award. Students have distinguished themselves in state and district contests. Greenville Middle boasts state and national winners in Junior Beta Club, PTA Reflections, Mathematics, Science, Strings, Band, and Writing.

The success of Greenville Middle's academic program is reflected in recent test scores as well. MAP and PASS scores show continued progress toward our school goal of moving students to higher levels. Our students continue to score above both the district and state averages on the PASS test. This year we made AYP by meeting 20 or 29 State and Federal objectives on PASS testing. Because the dynamics of our population changes yearly, Greenville Middle monitors school and student performance as well as opinion surveys yearly to maintain a mission that reflects the strengths and needs of our students. Greenville Middle continues to offer Greenville County students a positive environment for learning and growing.

Robert Palmer, Principal
Katie Spearman, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	55	237	108
Percent satisfied with learning environment	96.3%	91.1%	93.5%
Percent satisfied with social and physical environment	98.2%	89.5%	86.9%
Percent satisfied with school-home relations	96.4%	89.4%	90.7%

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

No Child Left Behind

School Adequate Yearly Progress YES

This school met 29 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. 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 and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	784	100	19.9	27.3	52.9	88.4	84.7	83.5	Yes	Yes
Gender										
Male	401	100	24.3	25.9	49.7	84.8	81.3	80.1	N/A	N/A
Female	383	100	15.2	28.7	56.2	92.1	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	449	100	8.6	23.5	67.9	96.3	90	89.6	Yes	Yes
African American	237	100	35.7	33.8	30.5	76.7	73.4	74.6	Yes	Yes
Asian/Pacific Islander	13	100	7.7	15.4	76.9	92.3	94.3	92.7	I/S	I/S
Hispanic	80	100	42.5	34.2	23.3	75.3	78.4	79.6	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	89.7	85.1	I/S	I/S
Disability Status										
Disabled	95	100	47.7	25.6	26.7	62.8	53.3	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	63	100	37.7	31.9	30.4	79.7	78.7	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	339	100	33.2	32.9	33.9	79.4	76.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	784	100	22.2	44.9	32.9	87.5	82	80.4	Yes	Yes
Gender										
Male	401	100	24.1	43.9	32.1	86.6	80.5	78.4	N/A	N/A
Female	383	100	20.2	46.1	33.7	88.5	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	449	100	10.9	46.3	42.8	94.7	87.7	87.8	Yes	Yes
African American	237	100	41	42.9	16.2	75.7	68.4	69.3	Yes	Yes
Asian/Pacific Islander	13	100	7.7	46.2	46.2	100	94.9	93.5	I/S	I/S
Hispanic	80	100	37	45.2	17.8	78.1	78.3	78.3	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	79.5	83.2	I/S	I/S
Disability Status										
Disabled	95	100	53.5	31.4	15.1	66.3	46.1	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	63	100	33.3	46.4	20.3	79.7	79.2	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	339	100	35.5	46.5	17.9	80.4	72.9	72.8	Yes	Yes

* 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

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	532	99.6	26.2	43.1	30.7	73.8	70.6	67.3
Gender								
Male	269	99.3	28	36.6	35.4	72	70.1	66.9
Female	263	100	24.4	49.6	26	75.6	71.1	67.7
Racial/Ethnic Group								
White	309	99.7	14.2	45.1	40.7	85.8	80.2	79.6
African American	159	99.4	45.7	37.7	16.7	54.3	50.4	49.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	52	100	47.9	43.8	8.3	52.1	60.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.3	69.5
Disability Status								
Disabled	65	96.9	62.5	14.3	23.2	37.5	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	43	100	40.4	44.7	14.9	59.6	60.6	58.6
Socio-Economic Status								
Subsidized meals	235	99.6	38.5	40.4	21.2	61.5	57.1	55.4

Social Studies								
All Students	534	98.5	22.5	42.5	35	77.5	73.2	70.9
Gender								
Male	261	98.5	24.1	39.2	36.7	75.9	72.8	70.1
Female	273	98.5	21	45.6	33.3	79	73.7	71.7
Racial/Ethnic Group								
White	307	98.7	13.4	43	43.6	86.6	79.8	79.2
African American	163	98.2	38	41.5	20.4	62	57.9	58.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	53	98.1	33.3	46.7	20	66.7	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
Disability Status								
Disabled	63	90.5	52	38	10	48	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	46	100	25	50	25	75	69	68
Socio-Economic Status								
Subsidized meals	228	97.4	32	45.7	22.3	68	61.6	60.8

Abbreviations for Missing Data

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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	783	96.6	12.5	35	52.5	87.5	74	72.1	96.7	96.2
Gender										
Male	398	95.2	16.2	40.3	43.4	83.8	67.2	65.2	96.5	96.2
Female	385	97.9	8.6	29.6	61.8	91.4	81.1	79.2	97	96.3
Racial/Ethnic Group										
White	447	98	5.2	28.9	65.9	94.8	81.6	80.8	96.8	96.1
African American	237	93.7	26.5	44.4	29.1	73.5	58.6	59.7	96.7	96.2
Asian/Pacific Islander	13	92.3	N/AV	N/AV	N/AV	100	88.8	87	98.4	97.5
Hispanic	81	97.5	18.3	46.5	35.2	81.7	63.1	64.6	96.1	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.7	73.4	N/A	94.8
Disability Status										
Disabled	96	72.9	63.3	28.3	8.3	36.7	29.5	27.7	96.5	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	63	100	15.9	44.9	39.1	84.1	62.9	63.7	97	97
Socio-Economic Status										
Subsidized meals	339	94.1	23.5	44.1	32.4	76.5	61.1	61.9	96	95.6

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	285	100	14	42.6	43.4	86
	7	210	100	21.2	35.9	42.9	78.8
	8	211	100	19.8	41.6	38.6	80.2
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	274	100	20.5	22.8	56.7	79.5
	7	284	100	17.6	30.9	51.5	82.4
	8	226	100	22	28	50	78
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	285	100	22.6	49.1	28.3	77.4
	7	210	100	19.2	54	26.8	80.8
	8	211	100	27.7	44.1	28.2	72.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	274	100	20.1	40.2	39.8	79.9
	7	284	100	19.8	48.1	32.1	80.2
	8	226	100	27.6	46.7	25.7	72.4
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	145	100	30.4	56.3	13.3	69.6
	7	209	100	20.7	55.6	23.7	79.3
	8	105	99.1	27	46	27	73
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	137	100	41.4	39.8	18.8	58.6
	7	283	99.3	19.3	49.4	31.3	80.7
	8	112	100	24.8	31.4	43.8	75.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	144	99.3	10.4	63.4	26.1	89.6
	7	209	100	27.9	33	39.1	72.1
	8	106	99.1	20	39	41	80
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	139	97.8	16	55.2	28.8	84
	7	281	100	25.5	39.8	34.7	74.5
	8	114	95.6	22.9	34.3	42.9	77.1
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	279	93.9	19.9	39.4	40.6	80.1
	7	211	96.7	14.9	36.1	49	85.1
	8	211	99.1	15.4	36.8	47.8	84.6
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	273	97.1	12.6	33.7	53.7	87.4
	7	284	94.7	11.2	34.5	54.2	88.8
	8	226	98.2	13.8	37.1	49	86.2

Abbreviations for Missing Data

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