

GREER MIDDLE

3032 East Gap Creek
Greer, SC 29651

Grades	6-8 Middle School	
Enrollment	887 Students	
Principal	Scott Rhymmer	864-355-5800
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Good
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Below 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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

Percent of students tested in 2010-11 whose 2009-10 test scores were located

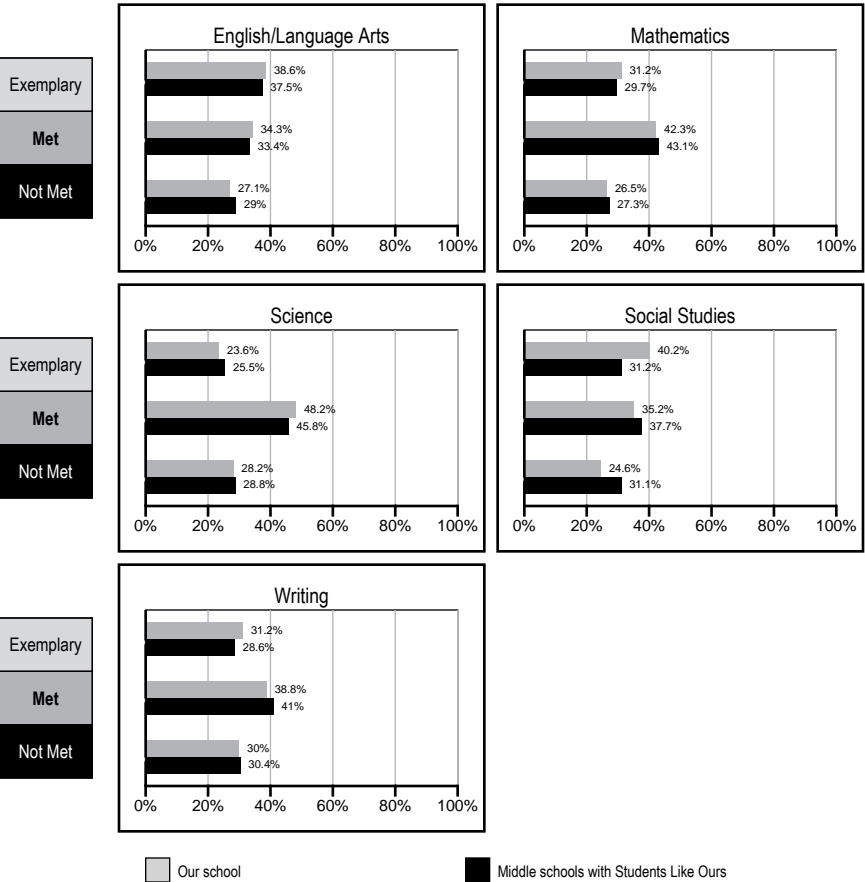
97.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	13	36	0	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* 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%	97.7%
English 1	100.0%	93.9%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	65.7%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	97.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=887)				
Students enrolled in high school credit courses (grades 7 & 8)	30.7%	Up from 29.6%	31.0%	24.5%
Retention rate	0.1%	Up from 0.0%	0.7%	0.7%
Attendance rate	96.1%	Up from 95.4%	96.0%	95.9%
Served by gifted and talented program	18.8%	Up from 18.6%	20.3%	17.8%
With disabilities other than speech	14.3%	Down from 15.1%	9.7%	9.2%
Older than usual for grade	0.7%	Down from 1.6%	1.4%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Down from 2.1%	0.4%	0.4%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=52)				
Teachers with advanced degrees	61.5%	Down from 64.8%	61.5%	60.0%
Continuing contract teachers	92.3%	Down from 94.4%	86.2%	82.6%
Teachers returning from previous year	91.1%	Down from 93.2%	87.5%	85.6%
Teacher attendance rate	94.1%	Down from 96.7%	95.3%	95.3%
Average teacher salary*	\$46,683	Down 1.6%	\$46,746	\$46,300
Professional development days/teacher	10.8 days	Down from 11.1 days	9.7 days	9.9 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	24.5 to 1	Up from 23.9 to 1	22.7 to 1	21.5 to 1
Prime instructional time	91.5%	Down from 93.3%	90.1%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Down from 100.0%	99.3%	98.1%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$5,983	Down 6.7%	\$7,346	\$7,634
Percent of expenditures for instruction**	63.7%	Up from 63.4%	64.4%	64.0%
Percent of expenditures for teacher salaries**	62.7%	Up from 61.3%	62.2%	61.2%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Greer Middle International Baccalaureate School's mission is to empower students to become independent, productive learners, who exemplify good character in an increasingly global society. During the 2010-2011 school year, over 180 students earned high school credit in English I, Algebra I, Geometry, and Spanish I.

Extracurricular activities for GMS students include seven sports teams, visual and performing arts opportunities, an academic team, and participation in high school sports at Greer High School. The GMS "Battle of the Brains" Academic Team finished in the Elite 8 of a competition between three upstate counties. Our students logged over 3,300 hours of community service in and around Greer during the school year.

Our students continue to increase their academic success inside the classroom. For the third straight year, our Measure of Academic Progress (MAP) scores increased in all three grade levels.

All of our faculty members are highly qualified, and they continue to seek advanced degrees. As an International Baccalaureate school, students and teacher sponsors participate in programs such as Model United Nations and the GMS Ambassadors program, which trains students to be leaders at GMS, in their community, and globally.

Our Career Development Facilitator arranged over 91 classroom speakers linking the classroom to careers from 64 businesses in the Greer area. Over 331 total volunteer hours for career-related classroom speakers took place during the year.

The cooperative efforts of the staff, PTSA, and SIC increased our parental involvement opportunities. Some of the parental involvement opportunities included: 6th Grade Orientation, 7th/8th Grade Orientation, Washington DC Parent Meeting, PTSA Open House, GMS Book Fair, Night at the Museum, Algebra I Night, Bring Dads To Lunch, Bring Moms To Lunch, Goodies For Grands, Bring Grandparents To Lunch, Miss GMS Pageant, Ambassador Reception Night, Ambassador End Of Year Luncheon, Poetry Slam, Fall/Spring concerts in Strings and Band, Celebration of Excellence, and Black and Gold Day.

Greer Christian Learning Center provides opportunities to a total of over 450 students on a daily basis for release time activities, which are requested by parents and supported by our community. Every academic class has an interactive Promethean Board in the classroom to increase student participation in learning.

The school culture and climate of Greer Middle School is regarded as safe and friendly with a high rate of student, parent, and staff satisfaction with the school environment. Greer Middle IB School follows a model of high expectations and continuous improvement as we strive to be on the cutting edge of student achievement.

Scott Rhymer, Principal

Vivian Jensen, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	58	249	181
Percent satisfied with learning environment	98.3%	80.2%	88.2%
Percent satisfied with social and physical environment	100.0%	82.3%	82.0%
Percent satisfied with school-home relations	89.7%	84.3%	81.5%

* 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

School Adequate Yearly Progress

NO

This school met 25 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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.4%	0.0%	No
Student attendance rate	96.1%	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 = 79.4% (Met or Exemplary)

All Students	879	99.9	27	34.1	38.9	80.8	84.1	82.4	Yes	Yes
Gender										
Male	425	99.8	28.1	38.3	33.6	79.9	80.8	78.7	N/A	N/A
Female	454	100	25.9	30.1	44	81.6	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	538	100	20.9	30.3	48.8	85.4	89.7	88.9	Yes	Yes
African American	183	99.5	42.3	36.3	21.4	70.8	72.2	72.9	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	148	100	32.1	43.8	24.1	75.2	79.2	79.3	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.8	83	I/S	I/S
Disability Status										
Disabled	138	100	70.3	23.4	6.3	39.1	48.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	109	100	36.7	41.3	22	71.6	79.3	78.3	No	Yes
Socio-Economic Status										
Subsidized meals	499	99.8	36.6	35.5	27.9	73.6	75.7	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	879	99.9	26.4	42.3	31.3	82.8	84.4	81.9	Yes	Yes
Gender										
Male	425	99.8	27.1	41.3	31.6	81.6	82.9	79.9	N/A	N/A
Female	454	100	25.6	43.3	31.1	84	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	538	100	20.5	42.2	37.3	85.7	89.4	88.9	Yes	Yes
African American	183	99.5	41.1	39.9	19	74.4	72	71.4	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	148	100	31.4	44.5	24.1	81	82.7	81.1	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	86.3	84.4	I/S	I/S
Disability Status										
Disabled	138	100	74.2	20.3	5.5	39.1	47.1	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	109	100	33	44	22.9	78	83.6	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	499	99.8	34.2	45	20.8	77.3	76.5	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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
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Science

All Students	596	99.2	28.1	48.2	23.7	71.9	71.6	68.6
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Gender

Male	289	98.6	29.3	46.6	24.1	70.7	71.4	68.3
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Female	307	99.7	26.9	49.7	23.4	73.1	71.9	68.9
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Racial/Ethnic Group

White	355	99.4	21.7	47.2	31.2	78.3	81	80.7
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African American	125	97.6	41.8	48.2	10	58.2	52.3	51.4
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Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	85.1	85.3
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Hispanic	108	100	34.7	51.5	13.9	65.3	61.4	61.6
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American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	76.8	70.8
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Disability Status

Disabled	97	97.9	65.9	25	9.1	34.1	34.8	35.7
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
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English Proficiency

Limited English Proficient	79	100	40.7	46.9	12.3	59.3	61.8	60.7
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Socio-Economic Status

Subsidized meals	344	98.8	36.8	47.3	15.9	63.2	58.4	57.3
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Social Studies

All Students	599	99.5	24.5	35.2	40.3	75.5	76.1	72.5
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Gender

Male	293	99.3	22.3	30.9	46.8	77.7	75.9	72
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Female	306	99.7	26.7	39.3	34	73.3	76.2	73.1
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Racial/Ethnic Group

White	364	99.5	19.5	33.5	46.9	80.5	82.8	81
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African American	130	99.2	32	39.3	28.7	68	61.5	60
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Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88.5	89
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Hispanic	97	100	33.3	36.7	30	66.7	69.6	69.6
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	75.5	73.5
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Disability Status

Disabled	96	100	63.3	23.3	13.3	36.7	41.9	40.5
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
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English Proficiency

Limited English Proficient	72	100	34.2	41.1	24.7	65.8	70.5	69.7
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Socio-Economic Status

Subsidized meals	335	99.1	31.5	38.6	29.9	68.5	65.2	62.9
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Abbreviations for Missing Data

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N/AV–Not Available

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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	274	98.9	29.2	39.3	31.5	70.8	76	73.2	96.1	96.4
Gender										
Male	138	99.3	30.3	43.9	25.8	69.7	70.2	67.2	96	96.3
Female	136	98.5	28	34.4	37.6	72	82.1	79.4	96.3	96.4
Racial/Ethnic Group										
White	178	98.9	21.9	38.5	39.6	78.1	83.1	81.5	95.9	96.2
African American	59	100	41.1	37.5	21.4	58.9	62.2	61.3	96.7	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.3	87	96.8	97.6
Hispanic	35	97.1	50	46.7	3.3	50	64.3	66.7	96.5	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	95.9	95.8
Disability Status										
Disabled	39	97.4	68.6	25.7	5.7	31.4	26.5	26	94.4	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	25	96	60.9	34.8	4.3	39.1	65.3	65.7	97.2	97.2
Socio-Economic Status										
Subsidized meals	140	97.9	40.5	38.9	20.6	59.5	63.7	63.2	95.6	95.9

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							
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	306	99.7	23.5	43.1	33.5	76.5
	7	286	99.7	28	34.5	37.5	72
	8	313	98.7	36.9	31.7	31.4	63.1
2011	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	282	100	25.3	33.3	41.4	74.7
	7	316	99.7	28.8	33.9	37.3	71.2
	8	281	100	26.6	35.1	38.2	73.4
Mathematics							
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	306	100	37	43.8	19.2	63
	7	286	99.7	36	40.9	23.1	64
	8	313	99.4	33.7	42.3	24.1	66.3
2011	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	282	100	23.1	43.6	33.3	76.9
	7	316	99.7	33.2	39.7	27.1	66.8
	8	281	100	22	44	34	78
Science							
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	151	97.4	33.3	57.2	9.4	66.7
	7	285	100	27.9	46.8	25.3	72.1
	8	155	98.7	31.7	37.2	31	68.3
2011	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	141	98.6	27.4	63	9.6	72.6
	7	316	99.4	27.1	46.8	26.1	72.9
	8	139	99.3	31	35.7	33.3	69

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
Social Studies							
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	155	99.4	17.6	45.8	36.6	82.4
	7	285	100	33	41.7	25.4	67
	8	155	97.4	39.4	29.6	31	60.6
2011	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	141	99.3	15.6	48.1	36.3	84.4
	7	316	99.4	30.2	29.8	40	69.8
	8	142	100	21.1	33.8	45.1	78.9
Writing							
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	307	99.4	23.1	49.5	27.4	76.9
	7	285	99.7	24.8	44.7	30.5	75.2
	8	310	98.1	29.7	40.6	29.7	70.3
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	274	98.9	29.2	39.3	31.5	70.8

Abbreviations for Missing Data

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