



Greer Middle

3032 East Gap Creek
Greer, SC 29651

Grades	6-8 Middle School	
Enrollment	896 Students	
Principal	Scott Rhymer	864-355-5800
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	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

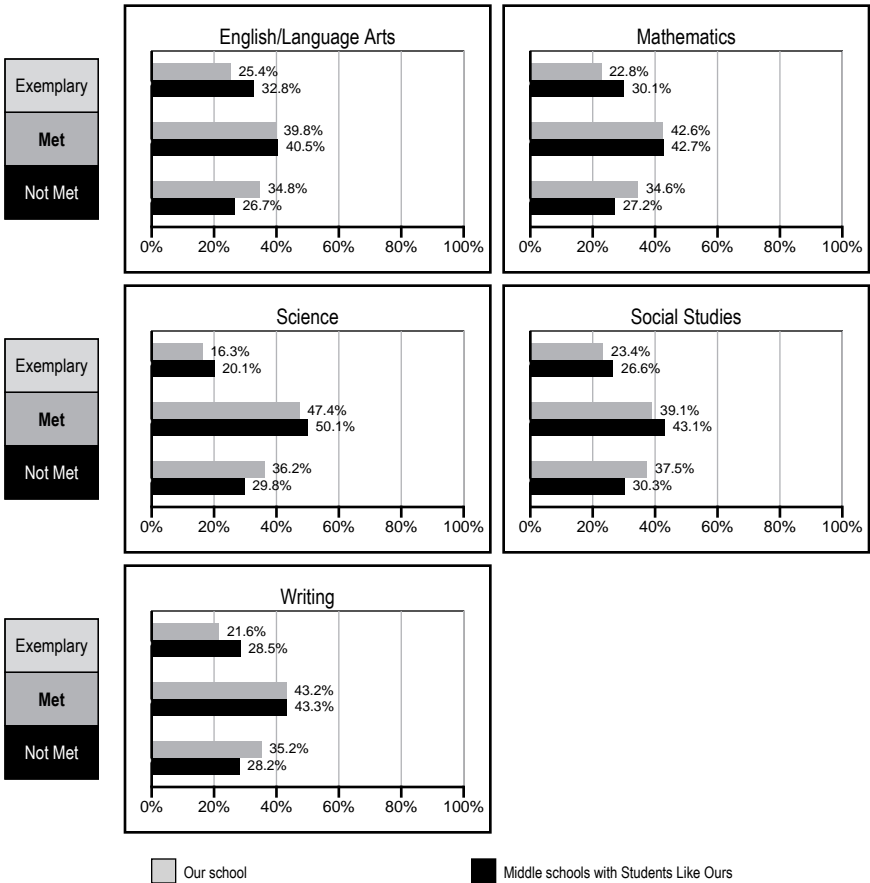
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	7	40	1	0

* Ratings are calculated with data available by 06/01/2010.

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%	97.0%
English 1	100.0%	94.3%
Physical Science	N/A	77.4%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=896)				
Students enrolled in high school credit courses (grades 7 & 8)	19.5%	Down from 33.4%	23.9%	21.6%
Retention rate	1.4%	No Change	1.1%	1.2%
Attendance rate	94.9%	No Change	96.0%	95.9%
Eligible for gifted and talented	16.7%	Down from 21.3%	17.8%	14.8%
With disabilities other than speech	16.5%	Up from 15.2%	13.7%	12.6%
Older than usual for grade	1.6%	Down from 2.8%	2.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.7%	0.8%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=56)				
Teachers with advanced degrees	66.1%	Up from 59.3%	57.6%	56.9%
Continuing contract teachers	91.1%	Up from 79.7%	77.4%	72.7%
Teachers with emergency or provisional certificates	3.6%	Down from 6.3%	4.2%	5.3%
Teachers returning from previous year	90.9%	Up from 88.7%	85.5%	82.9%
Teacher attendance rate	94.7%	Up from 94.6%	95.1%	95.2%
Average teacher salary*	\$47,350	Up 4.4%	\$47,389	\$46,599
Professional development days/teacher	5.9 days	Down from 20.0 days	10.7 days	10.8 days
School				
Principal's years at school	1.0	Up from 0.5	4.0	3.0
Student-teacher ratio in core subjects	22.9 to 1	Down from 23.8 to 1	21.7 to 1	20.1 to 1
Prime instructional time	89.5%	Up from 88.6%	89.8%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	90.0%	Down from 98.3%	98.6%	97.8%
Character development program	Good	Up from Average	Good	Good
Dollars spent per pupil**	\$6,685	Up 17.4%	\$7,353	\$7,645
Percent of expenditures for instruction**	60.3%	Down from 63.7%	63.4%	63.4%
Percent of expenditures for teacher salaries**	56.1%	Down from 60.1%	57.3%	57.0%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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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 small town 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 the 2008-2009 school year, over 120 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, an academic team, and participation by 7th and 8th grade students in high school sports at Greer High School.

All of our faculty members are highly qualified, and they continue to seek advanced degrees. Six staff members are National Board certified, and five others were pursuing National Board for the upcoming school year. Greer Middle also employed the services of an Instructional Coach and a Math Coach this year to provide specific training in all core content areas of instruction. As an International Baccalaureate school, students and teacher sponsors participate in programs such as Model United Nations. Students participated in leadership opportunities by applying for inclusion in our GMS Ambassadors program, which trains students to be leaders at GMS, in their community, and in their global world. 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 increased our parental involvement opportunities by 10%. Some of the parental involvement opportunities included: 6th Grade Orientation, 7th/8th Grade Orientation, Washington DC Parent Meeting, Model UN Night, PTSA Open House, GMS Book Fair, Algebra I Night, Bring Dads To Lunch, Bring Moms To Lunch, Goodies For Grans, Bring Grandparents To Lunch, Miss GMS Pageant, Ambassador Reception Night, Ambassador End Of Year Luncheon, Poetry Slam, Fall/Spring Chorus Concert, Fall/Spring Band Concert, Fall/Spring Strings Concert, Three In One Night, Celebration of Excellence, and Black and Gold Day.

Greer Christian Learning Center provides opportunities 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 has a Promethean Board for teachers to have interactive instruction with their students. GMS teachers have used Professional Development opportunities to learn the latest methods of interactive instruction to help engage our middle level students.

The school culture and climate of Greer Middle School is regarded as safe and friendly with opportunities for all stakeholders to give input towards the vision of the school. This collaborative vision will better prepare our students for a global economy and the information job skills necessary in the 21st century.

Scott Rhymer, Principal
Metris Cain, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	279	239
Percent satisfied with learning environment	100.0%	80.9%	76.3%
Percent satisfied with social and physical environment	98.2%	84.1%	78.0%
Percent satisfied with school-home relations	86.0%	86.3%	73.3%

* 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 26 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	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.4%	0.0%	No
Student attendance rate	94.9%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	884	99.8	36	40.5	23.5	76.1	84	82.8	Yes	Yes
Gender										
Male	460	99.6	41.5	38.5	20	71.8	80.8	79.3	N/A	N/A
Female	424	100	30.1	42.5	27.4	80.8	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	537	99.8	28.3	41.9	29.8	83.1	89.5	89.5	Yes	Yes
African American	210	99.5	47.9	41.8	10.3	66.5	72.7	73.7	Yes	Yes
Asian/Pacific Islander	13	100	16.7	75	8.3	91.7	93	92.3	I/S	I/S
Hispanic	115	100	54.4	29.1	16.5	59.2	74.8	76.5	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
Disability Status										
Disabled	142	98.6	75.6	22.9	1.5	42	52.5	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	97	100	52.8	34.8	12.4	59.6	74.5	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	468	99.8	47	37.8	15.2	66.6	74.4	75.5	Yes	Yes

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

All Students	884	99.9	36.4	43.9	19.8	73.7	80.9	78.9	Yes	Yes
Gender										
Male	460	99.8	39.6	40.5	19.9	70.5	79.6	77	N/A	N/A
Female	424	100	32.8	47.5	19.7	77.1	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	537	99.8	27.7	47.3	25	81.7	87	87.2	Yes	Yes
African American	210	100	55.4	37.4	7.2	56.4	66.3	66.7	No	Yes
Asian/Pacific Islander	13	100	8.3	58.3	33.3	91.7	94.3	93	I/S	I/S
Hispanic	115	100	46.6	38.8	14.6	64.1	75.3	76	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
Disability Status										
Disabled	142	99.3	83.3	15.2	1.5	29.5	48.1	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	97	100	41.6	47.2	11.2	67.4	76.2	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	468	100	47.8	40	12.2	64.6	70.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	594	99	35.5	47.9	16.5	64.5	71.3	67.5
Gender								
Male	308	99.4	38.1	43.3	18.6	61.9	70.8	67
Female	286	98.6	32.7	53	14.3	67.3	71.8	68
Racial/Ethnic Group								
White	359	99.2	29.6	51.9	18.6	70.4	79.5	79.5
African American	139	98.6	48	42.4	9.6	52	53	50.3
Asian/Pacific Islander	13	100	16.7	41.7	41.7	83.3	86.9	84.3
Hispanic	76	98.7	47.1	41.2	11.8	52.9	61.1	60.7
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	88.4	71.2
Disability Status								
Disabled	96	100	N/AV	N/AV	N/AV	23.6	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	64	98.4	47.5	40.7	11.9	52.5	60.4	59.6
Socio-Economic Status								
Subsided meals	311	98.4	46.8	40.1	13	53.2	57.5	55.1
Social Studies								
All Students	591	99.8	37.5	39.1	23.4	62.5	75.7	72.3
Gender								
Male	306	99.7	36.7	36	27.3	63.3	75.1	71.5
Female	285	100	38.4	42.4	19.2	61.6	76.3	73.2
Racial/Ethnic Group								
White	349	100	31.8	40	28.2	68.2	81.7	80.7
African American	140	99.3	50	39.1	10.9	50	61.5	60
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	88	88.5
Hispanic	83	100	43.2	39.2	17.6	56.8	69	68
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	78	72.2
Disability Status								
Disabled	84	98.8	68.8	28.6	2.6	31.2	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	72	100	41.8	40.3	17.9	58.2	69	67.9
Socio-Economic Status								
Subsided meals	326	99.7	45.7	38.7	15.6	54.3	63.9	62.1

Abbreviations for Missing Data

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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	887	98.9	34.6	43.6	21.8	65.4	72.9	70.2	94.9	96.5
Gender										
Male	458	98.3	41.7	42.9	15.4	58.3	66.4	63.2	94.6	96.4
Female	429	99.5	27	44.5	28.5	73	79.7	77.5	95.2	96.5
Racial/Ethnic Group										
White	545	98.5	26.7	46.6	26.7	73.3	80.5	79.1	94.8	96.3
African American	208	100	49.7	36.4	13.8	50.3	57.1	57.6	94.6	96.5
Asian/Pacific Islander	12	100	25	58.3	16.7	75	87.3	86.2	96.9	97.6
Hispanic	113	98.2	47.5	40.6	11.9	52.5	61.3	62.6	95.6	96.9
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	71.8	68.7	95.4	95.2
Disability Status										
Disabled	138	97.8	74.6	21.4	4	25.4	28.4	26.1	92.8	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	94	97.9	43.7	48.3	8	56.3	60.5	61.2	95.6	97.2
Socio-Economic Status										
Subsided meals	469	98.5	45.2	40.8	14	54.8	58.8	58.9	94	95.8

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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	278	100	34	38.5	27.5	66
	7	303	99.7	40.4	41.8	17.7	59.6
	8	303	99.7	33.7	40.9	25.4	66.3
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	278	100	40	38.5	21.5	60
	7	303	100	35.7	48.1	16.3	64.3
	8	303	99.7	33.7	44.7	21.6	66.3
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	141	97.9	36.9	49.2	13.8	63.1
	7	303	100	35.9	47.5	16.5	64.1
	8	150	98	33.6	47.6	18.9	66.4
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	137	100	22	50.8	27.3	78
	7	303	100	47.9	30.6	21.5	52.1
	8	151	99.3	31.3	45.1	23.6	68.8
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	98.9	35.8	44.5	19.6	64.2
	7	303	99	36.7	45.2	18	63.3
	8	305	98.7	31.4	41.3	27.3	68.6

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