



GREGG MIDDLE

500 Green Wave
Summerville, South

Grades	6-8 Middle School	
Enrollment	915 Students	
Principal	Lori R. Phillips	843-871-3150
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Frances Townsend	843-873-1341

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	Below Average
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

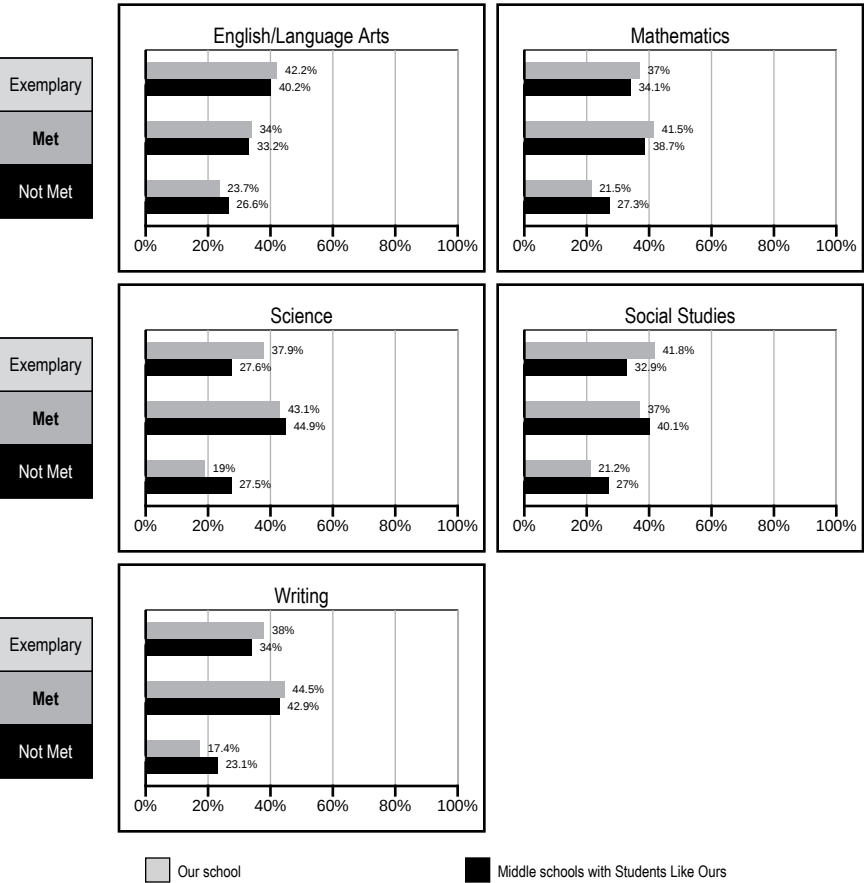
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	13	20	0	1

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

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	97.2%	98.6%
English 1	95.0%	96.9%
Physical Science	0.0%	19.5%
US History and the Constitution	N/A	N/A
All Subjects	92.0%	96.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=915)				
Students enrolled in high school credit courses (grades 7 & 8)	63.6%	Up from 32.5%	30.2%	24.2%
Retention rate	3.3%	Down from 5.8%	0.6%	0.7%
Attendance rate	95.3%	Down from 95.4%	96.0%	95.9%
Eligible for gifted and talented	14.4%	Up from 13.7%	20.9%	16.4%
With disabilities other than speech	10.8%	Down from 11.0%	11.1%	12.0%
Older than usual for grade	5.1%	Up from 3.5%	1.7%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	Down from 19.1%	1.0%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=61)				
Teachers with advanced degrees	54.1%	Up from 53.2%	59.0%	58.5%
Continuing contract teachers	78.7%	Up from 74.2%	82.1%	80.0%
Teachers with emergency or provisional certificates	1.8%	Down from 10.2%	3.9%	4.0%
Teachers returning from previous year	81.7%	Up from 79.2%	85.5%	84.6%
Teacher attendance rate	94.3%	Down from 94.5%	95.5%	95.4%
Average teacher salary*	\$45,616	Down 3.0%	\$46,562	\$46,561
Professional development days/teacher	8.2 days	Down from 16.8 days	9.9 days	10.2 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	23.1 to 1	Down from 23.6 to 1	21.9 to 1	21.1 to 1
Prime instructional time	88.6%	Down from 89.1%	90.3%	90.4%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 90.2%	97.2%	98.1%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil**	\$6,962	Up 4.4%	\$7,213	\$7,802
Percent of expenditures for instruction**	60.7%	Up from 60.0%	64.2%	63.8%
Percent of expenditures for teacher salaries**	59.0%	Up from 56.7%	60.7%	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

Gregg Middle School, located in a suburban area of Summerville, is one of six middle schools in Dorchester School District Two. We currently have 59 teachers, serving approximately 915 students in grades 6-8. We utilize a team concept, with each grade structured as a school within a school including its own administrator, guidance counselor, and special education personnel. To ensure that GMS students are exposed to culture and life skills, related arts courses are offered at each grade level. Gifted courses are also offered to enhance our standards-based instruction. Our mission is to provide a safe and structured learning environment with the support and collaboration of the students, faculty and staff, parents and community. The GMS family will promote high expectations for student achievement and character development in order to encourage successful leaders for our future society.

Gregg Middle School is very proud to have earned a Good absolute rating this past year on the SC Annual School Report Card. We also met 20 of 21 objectives for Adequate Yearly Progress (AYP). Our students have excelled in many academic, athletic, and artistic areas. Nearly half of the eighth grade students are currently enrolled in high school credit courses. Twelve students qualified as SC Junior Scholars, and four students were named Duke Tip Scholars. Three 7th grade students placed 1st, 2nd, and 3rd in the 2009 Fleet Reserve Association Essay Contest. A special needs student won 2nd place in the Extraordinary Arts Exhibit Awards. Four students were in the Region Four All-State Band. Additionally, Gregg Middle School was also awarded a three-year Distinguished Arts Program grant for dance and theater. Our students enjoyed participating in the district's middle school athletic programs, with our girls baseball team winning the district championship. In addition, our boys baseball, basketball, and wrestling teams earned runners-up in the district championships, as did our girls basketball team. We were also able to renovate our media center and purchase a new school sign thanks to a \$10,000 gift from our PTSA.

To overcome our challenges we have implemented an Inclusion Model and a mentoring program for targeted subgroups. We also offer students scoring "Not Met" on PASS a computer-based, supplemental semester-long course focusing on math. In addition, we continue to offer the Read 180 Program for struggling readers and encourage our students to read through Reading Counts. We are continuing a school-wide technology plan highlighting Smart Boards, Senteo Interactive Response Systems (clickers), Sharepoint, an intranet site for sharing lessons, and a digital-based morning show produced by the students. This past year, we focused on teacher collaboration, mid-quarter, and quarter benchmark testing, and development of a strong Professional Learning Community to ensure our students' learning.

At GMS, we are continuing to strive for excellence and to make a difference in the lives of our students.

Lori R. Phillips, Principal
Lizzie Amorello, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	259	192
Percent satisfied with learning environment	94.7%	73.6%	81.8%
Percent satisfied with social and physical environment	100.0%	77.8%	73.8%
Percent satisfied with school-home relations	82.5%	83.4%	68.4%

* 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 19 out of 21 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	0.6%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.3%	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	908	100	24.8	34.8	40.4	82.9	89.1	83.5	Yes	Yes
Gender										
Male	488	100	27.6	31.1	41.3	77.9	86.1	80.1	N/A	N/A
Female	420	100	21.6	38.9	39.4	88.5	92.1	87	N/A	N/A
Racial/Ethnic Group										
White	588	100	18	33.8	48.3	88.2	93	89.6	Yes	Yes
African American	280	100	40.2	37.5	22.3	70.7	81.6	74.6	Yes	Yes
Asian/Pacific Islander	13	100	N/A	N/A	N/A	100	94.5	92.7	I/S	I/S
Hispanic	22	100	33.3	28.6	38.1	81	84.1	79.6	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	95.8	85.1	I/S	I/S
Disability Status										
Disabled	104	100	68.8	22.9	8.3	39.6	57.3	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	82.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	396	100	34.3	37	28.7	74.9	83.1	76.9	Yes	Yes

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

All Students	908	100	22.9	42.6	34.5	85.6	87.2	80.4	Yes	Yes
Gender										
Male	488	100	23.6	38.2	38.2	83.7	85.5	78.4	N/A	N/A
Female	420	100	22.1	47.6	30.3	87.8	88.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	588	100	17.4	41.9	40.7	90.2	92	87.8	Yes	Yes
African American	280	100	36.3	43.4	20.3	74.6	77.5	69.3	Yes	Yes
Asian/Pacific Islander	13	100	N/A	N/A	N/A	100	94.5	93.5	I/S	I/S
Hispanic	22	100	19	38.1	42.9	90.5	86.1	78.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	93.1	83.2	I/S	I/S
Disability Status										
Disabled	104	100	66.7	30.2	3.1	45.8	55	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	86.8	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	396	100	29.8	44.5	25.7	78.7	80.3	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	615	99.7	18.2	43.6	38.2	81.8	74.7	67.3
Gender								
Male	345	99.7	21.2	38.3	40.5	78.8	74.2	66.9
Female	270	99.6	14.4	50.4	35.2	85.6	75.3	67.7
Racial/Ethnic Group								
White	397	99.8	13.9	41.2	44.9	86.1	84.1	79.6
African American	190	99.5	29.9	48.3	21.8	70.1	56.5	49.7
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	90.4	84.4
Hispanic	14	100	7.1	57.1	35.7	92.9	69	59.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	80.8	69.5
Disability Status								
Disabled	74	98.7	57.4	36.8	5.9	42.6	39.4	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	58.5	58.6
Socio-Economic Status								
Subsidized meals	259	99.6	25.7	47.3	27	74.3	61.8	55.4

Social Studies

All Students	615	99.4	21.3	37.1	41.6	78.7	78.8	70.9
Gender								
Male	320	99.1	21.4	29.7	49	78.6	77.8	70.1
Female	295	99.7	21.3	44.7	34	78.7	79.8	71.7
Racial/Ethnic Group								
White	389	99.2	16.8	33.5	49.7	83.2	84.6	79.2
African American	197	99.5	30.6	43.3	26.1	69.4	67.5	58.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	90.1	86.8
Hispanic	18	100	23.5	41.2	35.3	76.5	74.4	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	82.5	71.2
Disability Status								
Disabled	65	98.5	65.5	22.4	12.1	34.5	44.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	69.1	68
Socio-Economic Status								
Subsidized meals	277	99.6	28.6	40.8	30.6	71.4	69.2	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	900	99.4	17.4	44.5	38	82.6	82.9	72.1	95.3	96
Gender										
Male	489	99	23.1	45.5	31.4	76.9	77.4	65.2	95.1	96
Female	411	100	10.9	43.4	45.7	89.1	88.6	79.2	95.5	96.1
Racial/Ethnic Group										
White	582	99.7	12.5	43	44.5	87.5	88.2	80.8	95.4	95.8
African American	278	99.3	28.3	46.5	25.2	71.7	73.1	59.7	95	96.4
Asian/Pacific Islander	13	100	7.7	53.8	38.5	92.3	90.5	87	96.5	97
Hispanic	22	95.5	20	55	25	80	75.2	64.6	95.9	96.1
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	90.1	73.4	96	95.5
Disability Status										
Disabled	104	96.2	66.7	30.1	3.2	33.3	37.7	27.7	94.2	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	71.4	63.7	96	96.5
Socio-Economic Status										
Subsidized meals	390	99.5	24.1	48.7	27.2	75.9	74.1	61.9	94.8	95.5

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
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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	309	100	18.5	41.5	40.1	81.5
	7	287	99.7	22.5	44.6	32.8	77.5
	8	329	100	29.2	40.7	30.2	70.8
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	291	100	21.4	37.6	41	78.6
	7	324	100	27.1	32	40.8	72.9
	8	293	100	25.7	34.9	39.4	74.3

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	309	100	24.4	46.7	28.9	75.6
	7	287	99.7	20.3	48.3	31.4	79.7
	8	329	100	31.8	45.2	23	68.2
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	291	100	25.1	39.9	35.1	74.9
	7	324	100	23.2	35.6	41.2	76.8
	8	293	100	20.4	53.2	26.4	79.6

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	155	100	22.9	62.5	14.6	77.1
	7	287	99.7	19.6	50.2	30.3	80.4
	8	167	100	24.8	45.2	29.9	75.2
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	144	99.3	26.7	54.1	19.3	73.3
	7	323	99.7	14.5	45.1	40.5	85.5
	8	148	100	18.2	29.9	51.8	81.8

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	156	100	9.7	50.3	40	90.3
	7	286	99.7	22.6	31.1	46.3	77.4
	8	162	100	19.6	28.4	52	80.4
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	147	98	14.7	50.7	34.6	85.3
	7	323	99.7	28.3	31.3	40.5	71.7
	8	145	100	12.1	36.4	51.5	87.9
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	311	98.7	15.9	41	43.1	84.1
	7	296	99.7	21.2	42.4	36.3	78.8
	8	330	99.1	22.8	46.3	30.9	77.2
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	287	99.7	17.3	41.2	41.5	82.7
	7	320	98.8	17.4	42.3	40.3	82.6
	8	293	100	17.6	50.4	32	82.4

Abbreviations for Missing Data

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