

## OVERVIEW

### Greer Middle School 2008-2009 Update

Greer Middle School as of October 2008 consists of 900 students in grades six through eight and it strives to give all students successful learning experiences. Our facility celebrated its ninth birthday this year and now has 71 instructional staff members. Greer Middle School is located at 3032 East Gap Creek Road in Greer, South Carolina.

Greer Middle School's current enrollment configuration by grade level is as follows:



Grade 6 - 285  
Grade 7 - 305  
Grade 8 - 310



## Greenville County Schools

### Greenville County Schools District Profile—January 2008

#### *Geographic Location*

Greenville, South Carolina is situated in the Piedmont region in the foothills of the Blue Ridge Mountains. As reported by the 2005 census data, Greenville County has more than 407,300 residents, a 7.3 percent increase since the 2000 census. Greenville County, once known as the textile giant of the Upstate, has one of the most diversified economies in South Carolina. Greenville has experienced tremendous success in recruiting top tier corporations. Over the past several decades, Greenville has recruited Michelin, General Electric, Hitachi and BMW to the region.

According to 2000 census data, the homeownership rate in Greenville County was 68.2%. The median annual household income for Greenville in 2003 was \$41,984, while 47,205 persons were living below the poverty level. Total assessed property within the Greenville city limits equals over \$221 million.

There are 12 universities and colleges in the local area: Anderson University, Bob Jones University, Clemson University, Converse College, Furman University, Greenville Technical College, North Greenville College, Southern Wesleyan University, USC Upstate, Tri-County Technology College and Wofford College.

### *School District Information*

Greenville County Schools (GCS) is widely recognized as a leader in public education. Serving over 68,465 students, GCS is the largest public school system in South Carolina. According to the latest publication from the National Center of Education Statistics, GCS is the 51<sup>st</sup> largest school district in the nation. The area served by GCS covers over 800 square miles and includes almost all of Greenville County and portions of Laurens and Spartanburg Counties. District facilities include 5 child development centers, 47 elementary schools, 17 middle schools, 14 high schools, 4 career centers and 7 special focus centers. Among the elementary, middle and high schools, 12 International Baccalaureate programs and 12 magnet academics operate for unique educational opportunities. The magnet academics include foreign language, communication arts, pre-engineering international studies, science and technology, fine arts, and year-round education.

Greenville is the site of *The South Carolina Governor's School for the Arts* and the *Roper Mountain Science Center*. GCS has 15 Title I schools that receive funds from the federal government to help raise student achievement in schools with high poverty. Two grants allow funding for GCS teachers and local arts to receive training in integrating arts into the regular classroom curriculum. Beginning with Tanglewood Middle, seven Title I schools are now participating in the program.

GCS serves a culturally diverse population of students. The ethnic make-up of students in GCS is 60.1% White, 26.7 % African-American, 9.8% Hispanic, 2.2% Asian, 0.2% Native American, 0.2% Hawaiian/Pacific Islander and 0.8% of students are classified as "Other." Dedicated to meeting the educational needs of all students, GCS serves over 8,434 students (12.3%) with disabilities more severe than speech and an additional 2,360+ students with speech disabilities; a total of more than 10,790 students (15.7%). Additionally, over 13,000 students (19.3%) of GCS students qualify for the gifted and talented program. GCS also serves over 3,000 students who meet the state specifications of English as a Second or Other Language (ESOL).

GCS stresses the importance of daily attendance and good health for all students. GCS has an average student attendance rate of 97.7%, and a teacher attendance rate of 97.2%. The 2006-07 student dropout rate is 4.1%. There are 22,000 students who ride one of the 325+ buses in GCS. Breakfast is served daily to over 13,000 students.

### *Learning Environment*

The State Department of Education issues annual report cards rating each school and district with an *Absolute* and *Improvement* rating. In 2007, 68% of GCS schools and

career centers earned an Absolute Rating of *Excellent, Good, or Average* on the 2007 SC Report Cards. As part of *No Child Left Behind* (NCLB) legislation, states must also assess whether schools have met Adequate Yearly Progress (AYP) on an annual basis. Many GCS schools have been awarded special honors and titles for school program excellence. Twelve Greenville County schools are *National Blue Ribbon Schools of Excellence*, while 17 schools have been designated with SC's highest education honor, the *Palmetto's Finest Award*. Nine schools and four career centers earned Palmetto gold and silver awards recognizing high levels of academic achievement. Additionally, 38 GCS schools have been named *Red Carpet Schools* in response to their levels of customer service to parents and school communities. There are 29 GCS schools that have been named *National Schools of Excellence* by the PTA.

GCS provides students with a strong, qualified teaching staff. There are approximately 9,089 GCS employees; 5,019 of those are teachers. According to the 2007 GCS Report Card, 57.5% of the teachers hold Master's degrees or higher. The average years of teaching experience in GCS is 11.7 years. The average teacher salary in 2006-07 is \$42,200. Greenville County has 423 *National Board Certified* teachers and seven *Milliken Family Foundation National* educator awards.

Teachers and administrators strive to create a learning environment supported by parents and the surrounding community. GCS actively recruits volunteers to assist in enhancing every student's learning experience. In the 2006-07 school year, over 80,000 volunteers donated 1.6 million hours of their time to GCS. The Parent Teacher Association (PTA) in GCS has the largest number of units in any one district in SC. The *Report Card Survey* from the State Department of Education is administered in GCS annually to parents, teachers and students. In 2007 the majority of all three groups reported teachers have high expectations of students and demonstrate commitment toward student achievement.

GCS pays for schools and other education services through six primary fund accounts. Over \$429 million of those funds are designated General Funds and are used to support the day to day school operating expenses (e.g. teacher salaries, instructional supplies, utilities, etc.). The remainder of the budget, which changes every year, includes five fund accounts that provide money for things such as state and local taxes, scholarships and grants as well as building costs. The District has had more than 150 audits over the past three years and has been awarded the *Excellence in Financial Reporting* for 19 consecutive years. GCS has also earned the highest credit rating a school district can receive from two of the top financial rating services. Overseeing the budget and District operations are 12 elected School Board members who entrust the daily operations to Superintendent, Phinnize Fisher, Ed.D. Two Deputy Superintendents help coordinate and oversee all District functions in curriculum, personnel, finance, facilities, technology, and operations.

In an effort to provide "equitable" school facilities for all students and accommodate a growing student population, GCS has implemented an aggressive, innovatively funded school construction program. Advantages to this approximately \$1 billion construction program are all schools will be built or renovated within a six-year time frame, versus a

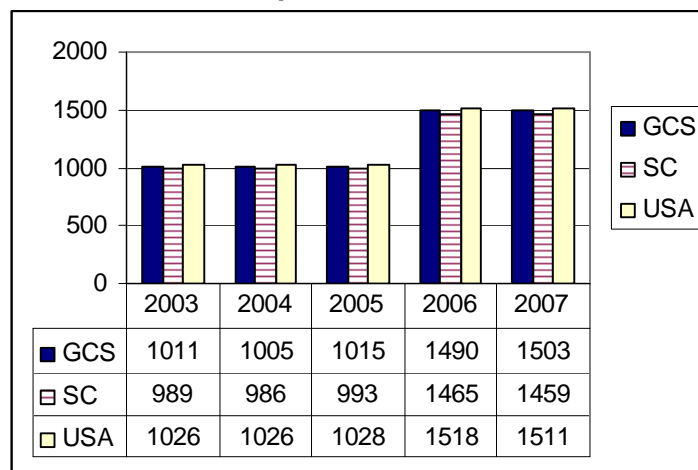
traditional construction plan which would require more than twenty years. Additional benefits to the program are that there are no plans for additional tax millage increases in Greenville County to compensate for building costs. Also, the program provides all students with the opportunity to attend schools that support advancing instructional technology. In addition to the new or renovated schools completed before the construction program began, 67 schools have been completed as part of the BEST program. Two new schools are under construction and will open in August 2008. The last school in the program will be bid this fall.

### *Student Achievement*

Committed to student achievement for all students, GCS serves as a leader in education in both the state and nation. Teachers and administrators are continually trained on effective ways to assess student achievement throughout the year. Standardized tests used in the District are Scholastic Aptitude Test (SAT), Academic College Test (ACT), High School Assessment Program (HSAP), Academic Placement (AP) Exams, End of Course Exams (EOCE), Palmetto Achievement Challenge Test (PACT), Iowa Test of Basic Skills (ITBS), and most recently Measures of Academic Progress (MAP). Overall, GCS student achievement has risen in 2007 in almost every test area.

Several secondary assessments are given to students on the high school level. In GCS, the average composite score on the SAT increased from 1490 in 2006 to 1503 in 2007. There were 2,365 GCS students tested, and 61% of 2006-07 seniors took the exam. The average critical reading score was 505, the average math score was 508, and the average writing score was 489. Figure 1 displays the SAT results from the past five years. GCS has remained higher than the average SC score and slightly behind the average national score.

**Figure 1. 5-Year SAT Composite Scores of GCS, SC and the Nation**



\* With the addition of Writing on the SAT in 2006, the Composite Score from 2006 and beyond is out of 2400.

The number of GCS students who take the ACT, another college entrance exam, continues to rise every year. The Composite score in GCS increased from 20.7 in 2006 to 21.3 in 2007. One-tenth of an ACT point is comparable to four points on the SAT.

**Figure 2. 2007 ACT Results in GCS**

Location	# of students	English	Math	Reading	Science	Composite
GCS	1,223	20.7	21.2	21.6	20.9	21.3
SC	16,716	19	19.8	19.8	19.5	19.6
Nation	1,300,599	20.7	21	21.5	21	21.2

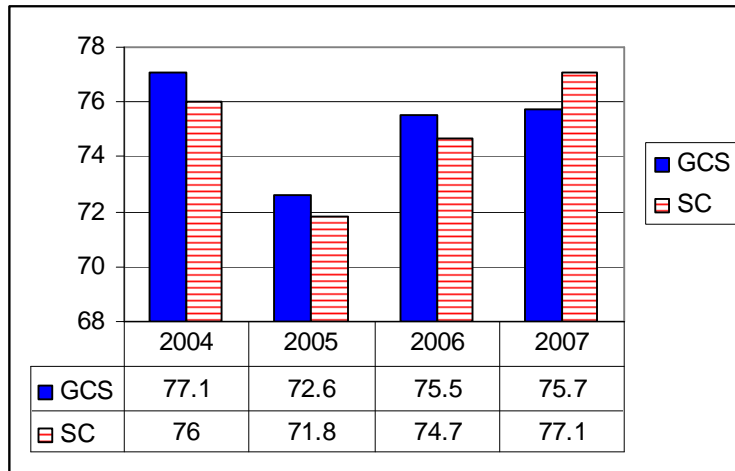
The number of students in 2007 who successfully completed AP courses demonstrated the commitment of GCS to high school curriculum and achievement. As displayed in *Figure 3*, the percent of students scoring 3-5 increased by 3.1% in GCS in 2007.

**Figure 3. Number of AP Exams and Percent Scoring 3-5 in GCS**

Year	Number Scoring 3-5	Percent Scoring 3-5
2007	2524	51.1%
2006	2192	48.0%
2005	2096	43.0%
2004	1815	48.1%
2003	1803	52.5%
2002	1581	54.9%
2001	1241	59.8%

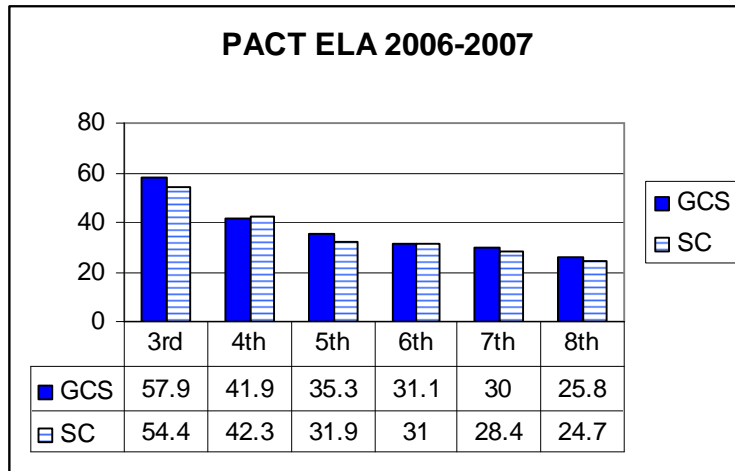
After a three-year implementation phase, in 2005-06, SC's EXIT Exam changed from the Basic Skills Assessment Program (BSAP) to the High School Assessment Program (HSAP) exam. The 75.7% of GCS students passed both sections of the HSAP on their first attempt is lower than SC's 77.1%. From 2006 to 2007, the percentage of students who passed the English Language Arts section of the High School Assessment Program on the first attempt increased by 2.2%. From 2006 to 2007, the percentage of students who passed the Mathematics section of the High School Assessment Program on the first attempt decreased by 1.1%.

**Figure 4. Percent Passing Both Sections of HSAP on 1<sup>st</sup> Attempt**



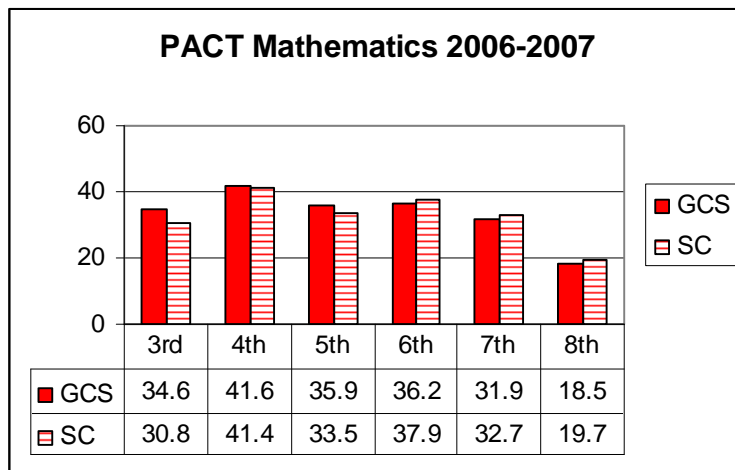
GCS annually tests all students in grades 3-8 on the state’s criterion referenced exam, the PACT. As evidence of meeting federal NCLB legislation, GCS annually tracks the percent of students scoring Proficient and Advanced on PACT exams, for English Language Arts (ELA), math, science and social studies. As shown in Figure 5, GCS has outperformed SC’s aggregate score of students scoring Proficient or Advanced on the ELA portion of the PACT.

**Figure 5. Percent Proficient and Advanced on PACT ELA**



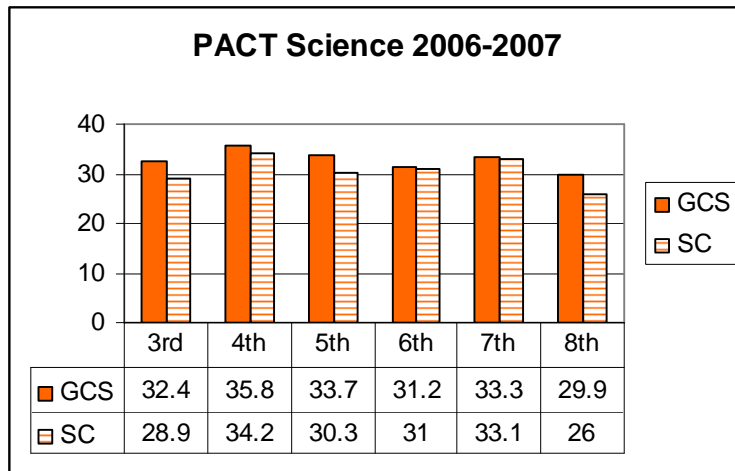
In GCS, the percent of students scoring proficient and advanced on the PACT ELA was as high or higher than the average percent in SC, with the exception of 4<sup>th</sup> grade. On PACT Math, GCS students scored higher than SC's averages, with the exception of 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades.

**Figure 6. Percent Proficient and Advanced on PACT Math**

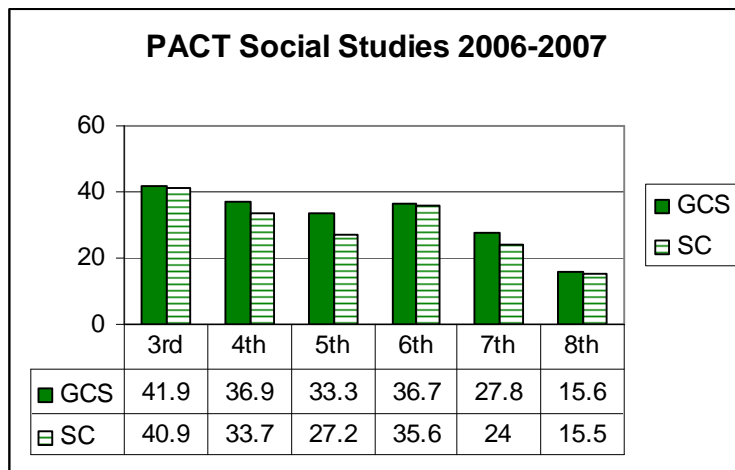


The next two graphs, Figures 7 and 8, display the percent of students scoring proficient and advanced in Science and Social Studies. GCS students performed higher than the average of SC students in all grade levels in both Science and Social Studies.

**Figure 7. Percent Proficient and Advanced on PACT Science**



**Figure 8. Percent Proficient and Advanced on PACT Social Studies**



In 2005-06, an additional resource for assessment in Greenville County is the Measures of Academic Progress (MAP) testing. This computerized system of testing is administered two to three times a year in every school in reading, language, mathematics, and one optional subject, science. MAP correlates with national and state curriculum and standards, and is nationally norm-referenced. The difficulty of each test adjusts to individual students' performance; meaning if a student answers a question correctly, the next question will be more difficult and vice-versa. After a student completes a test, the program reports the student's equal-interval RIT score. Unlike the PACT and other standardized tests, MAP reports provide a snapshot of student achievement at intervals throughout the school year.

## The Community of Greer

Greer, the second largest city in both Greenville and in Spartanburg counties, continues to grow by leaps and bounds. It is the fastest growing city in South Carolina with subdivisions literally springing up everywhere. The Greer Chamber of Commerce lists the following statistics about the city.

### *Average Temperature*

Annual Mean.....60°F  
Mean High.....70.7°F  
Mean Low.....49.2°F

Annual Precipitation .....51.27 inches

Earliest Freeze Day.....10/22  
Last Freeze Day.....4/05

### **POPULATION**

#### *City of Greer*

1990.....10,322  
2000.....16,843  
2003.....19,989  
2005 estimate .....over 20,000

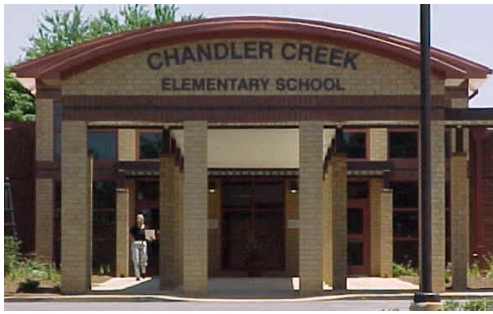
#### *Greer Area*

15-mile radius, 2003 ....504,168  
30-mile radius, 2003 ....929,324

#### *County*

	Greenville	Spartanburg
1980	287,913	201,861
1990	320,167	226,800
2000	379,616	253,791

As the population continues to grow in the community, so does the population in the schools that serve them. Crestview and Chandler Creek, two of our elementary feeder schools, continue to experience sustained population growth just as Greer Middle School does.



The Partnership for Tomorrow, a major program of the Greer Chamber offers the following insights to Greer and its growth:

“Greer is one of the dynamic areas of the nation and the world,” observed Doug Woodward, Director of Research at the Darla Moore School of Business at the University of South Carolina. Woodward’s economic impact study found that 4,000 new jobs and \$1.5 billion in capital investment have occurred in the Greer area since the formation of the Partnership For Tomorrow in 1998. He estimated that job growth has added \$198 million to the local economy, and the ripple effect boosted that to an estimate of \$304 million.”

“By the year 2008, the Greater Greer area will be recognized as the heart of the Greenville – Spartanburg region, contributing to the economic vitality and quality of life for which the upstate region is known.. Our community’s key demographic and economic indicators will equal or exceed the upstate regional average. Through strong partnership alliances with business, government, and education, the Partnership For Tomorrow will continue to foster economic and community development, revitalization of the city center and enhanced educational opportunities, providing overall economic success.”

“Whether your goal is to practice, enhance and advance your career, raise a family, get a quality education, or enjoy your retirement years, the Greater Greer community will provide a diverse, economically stable, cultural, educational and pro-business environment.”



## **History of Greer Middle School 2008-09 Update**

Greer Middle School is a beautiful facility which is only nine years old. Not only has our facility changed in the recent past as a direct result of the growing population in our area, but our administrative leadership has also changed and grown. Our school's administrative team now consists of one principal, two assistant principals, and one administrative assistant. This administrative team is supported by our full-time instructional coach and a full-time International Baccalaureate (IB) coordinator. During the 2004-05 school year, Greer Middle School finalized its IB authorization process and is now an official International Baccalaureate Middle Years Programme school. Our administrative leadership continues to support this process which has transformed Greer Middle School into an internationally recognized world class institution. Teachers have been to IB training sessions in Ottawa and Montreal, Canada; Myrtle Beach, South Carolina; Houston, Texas; and Charlotte, North Carolina to learn how to implement the IB curriculum into their classes.

### ***Greer Middle School Students 2008-2009 Update***

Greer Middle School Operates on a seven period day for the 2008-2009 school year. The number of hours of operation and the days students are in attendance remained the same as last year. Course offerings remained the same except the new Gateway to Technology class was added. This class is a part of a program called Project Lead the Way, which is designed to prepare an increasing and more diverse group of students to be successful in engineering and engineering technology programs.

Greer Middle School operates on a seven-period day with fifty seven minutes in each period. Hours of operation are 8:15 A.M. to 3:15 P.M. for students.. Students are in attendance 180 days. All students are required to take math, reading, language arts, science and social studies in assigned instructional teams. Accelerated studies and enrichment are offered through the language arts Gifted and Talented classes at each grade level. Students must qualify through standardized test scores, IQ scores, grades, and teacher recommendations. Honors Algebra and Geometry are offered for high school credit to students who qualify along with Spanish I and English I Honors. Character education is integrated into all classes. Spanish is offered as a related art to all students. Special education teachers serve students in self-contained, tutorial and/or inclusion classes.



Related arts and physical education teachers serve students in home arts, music, art, technology, keyboarding, foreign language, chorus, band and strings. The related arts program is designed to encourage students to explore various arts and incorporate them into their lives. The courses are offered on a rotating semester schedule. All students are required to take one semester each of physical education, foreign language, technology, and the arts. Each class has its own curriculum designed to introduce the student to the subject and to become more proficient each year. Each class is designed with interests and skills of the student in mind and follows district guidelines and state standards where applicable.



Students at Greer Middle School are recognized for excellence. In 2004 the Greer Middle School Academic Team made the final four in The Battle of the Brains academic contest sponsored by WSPA radio in Spartanburg South Carolina. Twenty-eight teams participated in this year's contest. In 2005 the team lost in the 1<sup>st</sup> round to McCracken Middle which has been in the final four every year. In 2006, 2007 and 2008 our Academic Team made the "Sweet



Sixteen” round but was unable to advance. Students participate yearly in the Scripps-Howard National Spelling Bee and in the National Geographic Society's Geography Bee. In 2006-2007, one of our students finished in the top ten in the state geography bee. Students progress to regional finals in both of these events yearly. Greer Middle students have corresponded with several well known authors over the course of the year in language arts classes. Students contribute to several writing contests during the year including: Parent Teacher Student Association, Lt. Governor's, Santee Cooper, and Maggie's Drawers.

Seventh and eighth grade students participate in middle school basketball, baseball and softball as well as an intramural program. In 2006 the girls basketball team advanced to the championship game of the county tournament and captured 2<sup>nd</sup> place. In 2004 volleyball, and soccer were added to the sports offerings. Band students participate in tournaments, clinics and solo and ensemble festivals. Strings students participate in the Middle School Orchestra Festival sponsored by the Greenville County Orchestra. They also participate in the county, regional, and state solo and ensemble music festivals. Some students participate in the after school Greenville County Honors Orchestra program. Art students have participated in the Riverplace Arts Festival, the Solicitor's Anti-Drug Calendar contest, and the Middle School Juried Art Exhibition.



Students are encouraged to become involved in community service projects through Beta Club.

Community Service is also a major part of the International Baccalaureate Middle Years Programme and students were required to keep a log of their community service hours for IB. Chris Elliott is the IB Coordinator for our Middle Years Programme.

In 2003-2004 Greer Middle School began implementation of the International Baccalaureate Middle Years Program. This prestigious academic program was launched with sixth graders in a whole school approach. Greer Middle School submitted its

application for full status in the summer of 2004 after completing teacher training and scheduling for the following year.

In 2004-2005 Greer Middle submitted its application for full status and received an authorization visit in March of 2005. We had a visit by two assessors from the International Baccalaureate Organization right before Spring Break. Our visitors were from Colorado and Texas and they met with teachers from both our school and Greer High School. In addition, they met with parents from our PTSA, SIC and other community members as well as District Superintendent Dr. Penny Fisher and our School Board member Pat Suddeth. The assessors were very impressed with our faculty and students. In the summer of 2005, we were notified that we had been given full authorization as an International Baccalaureate Middle Years Programme School.

In 2006-2007 student enrollment leveled off at 1015 as of March 2007 and our percentages of population remained about the same as last year. In 2005-2006 the student enrollment continued its steady increase and the Hispanic-American population increased the most.

For the 2005-2006 school year, enrollment has increased to over 1017 students. This is made up of 323 sixth graders, 373 seventh graders, and 321 eighth graders. There are 507 males and 510 females in the student body. The ethnic percentages are 66% Caucasian-American, 1% Asian-American, 22% African-American, and 11% Hispanic-American. Looking at the past four years, it is evident that while our African-American and Asian (or other) American populations have remained steady, our Caucasian-American students have steadily decreased in number, while our Hispanic-American students have steadily increased, going from 4.9% to 11%.

In the 2004-2005 school year the student enrollment at Greer Middle School was made up of 66% Caucasian-American, 22% African-American, 9% Hispanic-American, and 1% Asian-American.

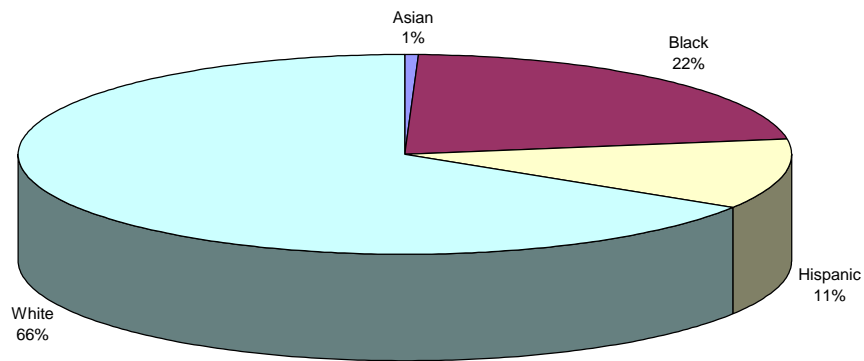
In the 2003-2004 school year the student enrollment at Greer Middle School did not significantly change as compared with the previous year. The statistics reflected the

following percentages 4.4 percent Hispanic-American, 73 percent Caucasian-American, 21.6 African-American and 1.0 percent “Other-American.

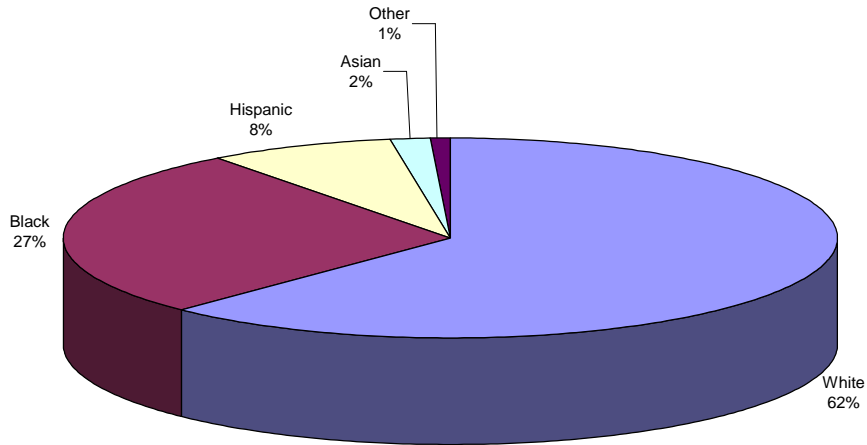
For the 2002-2003 school year, the student enrollment at Greer Middle School was made up of 4.9 percent Hispanic-American, 73 percent Caucasian-American, 21.2 percent African-American, and 0.9 percent “Other”-American.

Shown below are graphs displaying the ethnicity of students. These percentages reflect some localized differences in the community population as compared to the district as a whole.

**GMS Ethnicity 2005-06**



### Greenville County Schools Ethnicity 2005-06

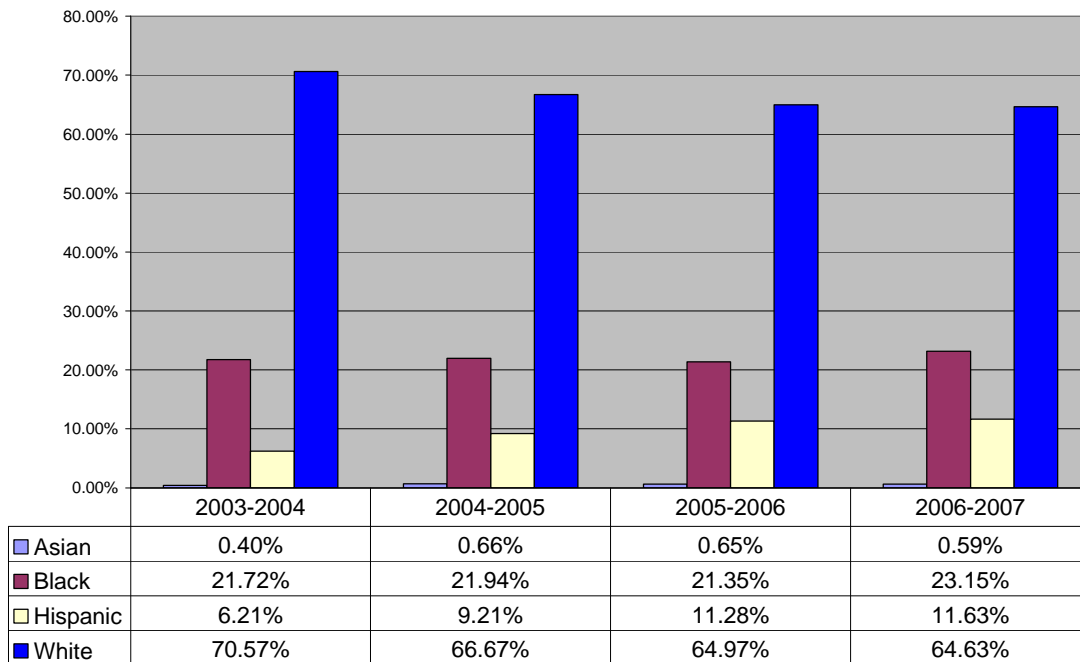


### Greer Middle School Population Over Time

Over the past five years, our population has changed as shown in the bar graph below. Our Hispanic-American population has increased about 2% each year; rising from 3.84% in 2002 to 11.28% in 2006. The African American population remains fairly stable around 21% but the number of African American students is increasing each year the percent does not change because the number of students is increasing proportionally with the population growth of Greer Middle School. The Asian population of our school has remained at less than one percent. Our largest population is of white ethnicity. The number of white students for the past three years has been constant, but there is a 2% decrease because the white population is not growing proportionally with the school's overall population. It seems to be decreasing at about the same rate as the Hispanic population is increasing; about 2% each year. Enrollment has increased from 988 students in 2003-2004 to our current population of 1063 students. That is a 7% increase in student growth in only two years. According to our data, the growth is coming from the African American and Hispanic populations. If the trends of the last four years continue, our total student population will continue to become more diverse. Our teachers will need to become more aware of the need to plan instruction for

more diverse classrooms of students. Learning Focus strategies will become more important to implement in all of our classes.

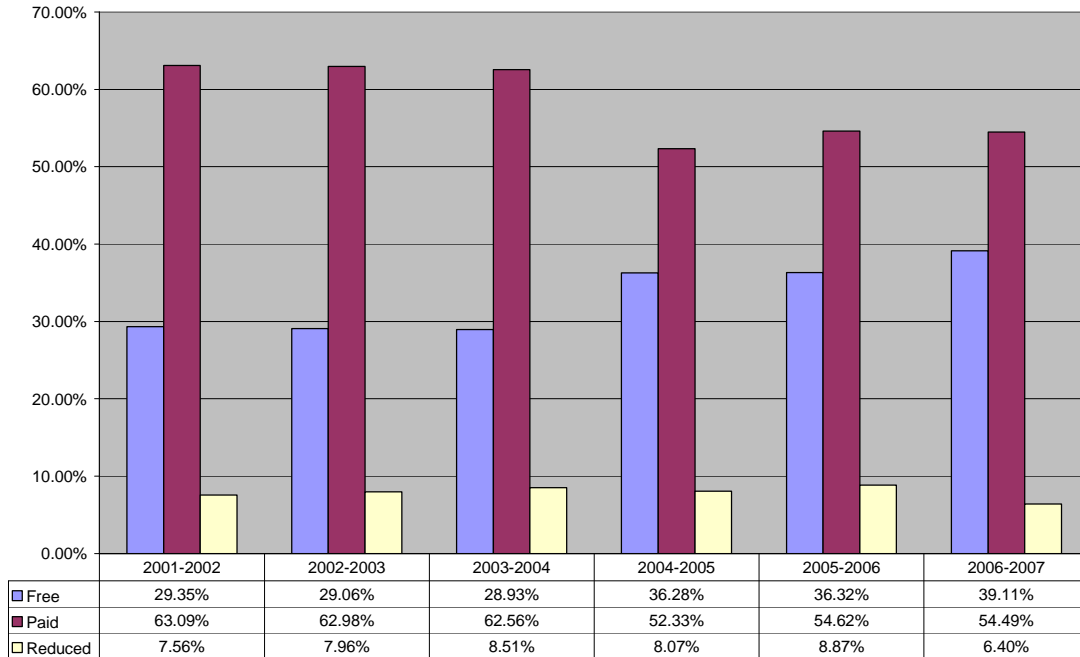
**Ethnicity Over Time**



For the 2005-2006 school year, paid lunch status remained the same at 55%. Free and reduced lunch did not change much each alternating one percent.

It may be important to note that in the 2003-2004 and 2004-2005 school years the lunch status changed for Greer Middle School reflecting some of the increased unemployment in the county and surrounding areas. The free lunch numbers increased from 29% in 2003-2004 to 37% in 2004-2005. Students paying full price for meals decreased from 63% to 55%. Our research indicates that the current poverty index for 2005-2006 is 51.76% and the poverty index for 2004-05 was 49.2%. The difference between the poverty index and the free and reduced lunch indicators deals with students who are eligible for Medicaid but do not apply for it or free and reduced lunch status.

Lunch Status Over Time

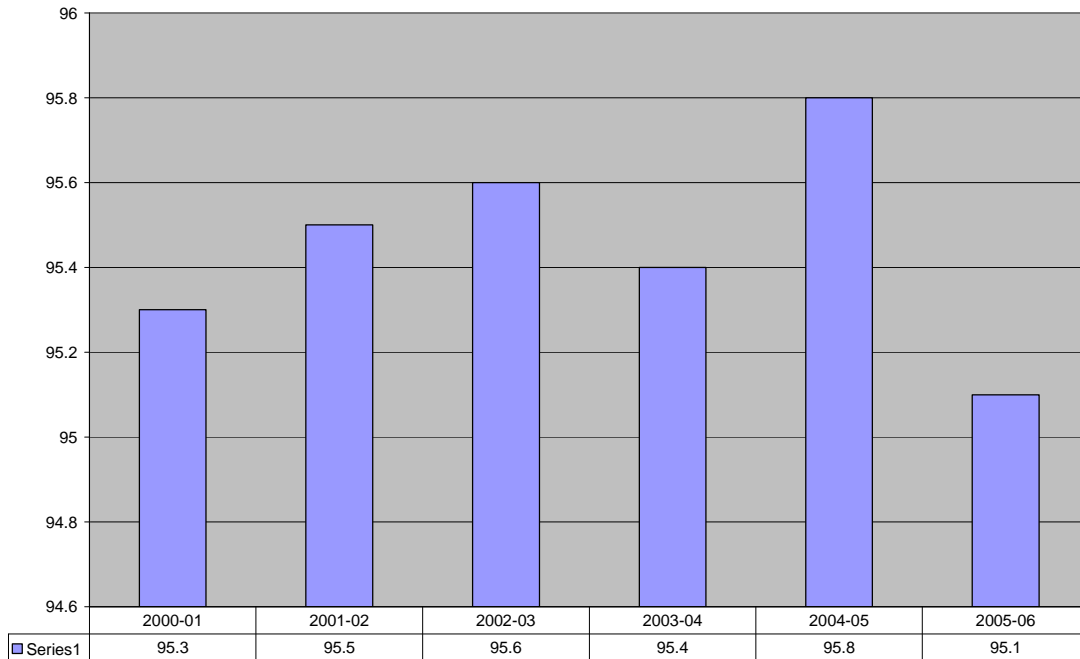


The student population is comprised of students with two home languages. These languages, in order of student enrollment, are English, and Spanish. Greer Middle School offers Spanish as a foreign language elective in the Related Arts Department. Students can receive high school credit for successfully completing Spanish I.

In the past, Greer Middle School has several funded programs which focus on helping “at risk” students and the special needs of all students. This assistance is provided by having both during and after-school programs with specialized instruction. Greer Middle School also has a gifted and talented program for identified students, an after school program sponsored by Communities in Schools, and an after school program for Academic Plan Students who are identified by Palmetto Achievement and Challenge Test scores.

## Attendance and Mobility

GMS Attendance Over Time



Student attendance rates at Greer Middle School have remained steady over the past four years. Greer Middle School has an average daily attendance of 95.52%. The mobility rate is currently at about 6% percent. Greer Middle has received 162 students from other schools while sending 103 onto other locations during the 2005-2006 school year.

### Greer Middle School Leaders



Mr. Scott Rhymer is Greer Middle School's current principal. He is a native of Greenville County, attended Eastside High School and currently resides in Greenville County with his wife and two daughters. He was hired in the summer of 2008 coming from Dorman Freshman Academy where he was an Assistant Principal for Curriculum and Instruction for two years. Prior to his time

at Dorman, Scott was an Instructional Dean at Pendleton High School in Anderson School District 4.

Our senior assistant principal is Mr. Matt Phillips. Mr. Phillips is in his ninth year at Greer Middle School and is a native of Blue Ridge, South Carolina. He received his Bachelors degree in Physical Education from the Citadel. He earned his Masters degree in Education Leadership and Supervision from Clemson University. Mr. Phillips taught four years in special education and one year in physical education. This year begins his fifth year as a school administrator. At Greer Middle School, Mr. Phillips' duties include books, discipline for the eighth grade, and teacher observations.



Ms. Tracy Cooper is our assistant principal for seventh grade this year. She has previously worked in administration at Northwood Middle School.

Our administrative assistant is Mr. Linard Kindall. Mr. Kindall is in his second year as an administrator. Mr. Kindall is in his second year at Greer Middle School. His duties at Greer Middle School include working with sixth grade students, and teachers, teacher and student incentives and teacher evaluation.



### **Greer Middle School Staff**

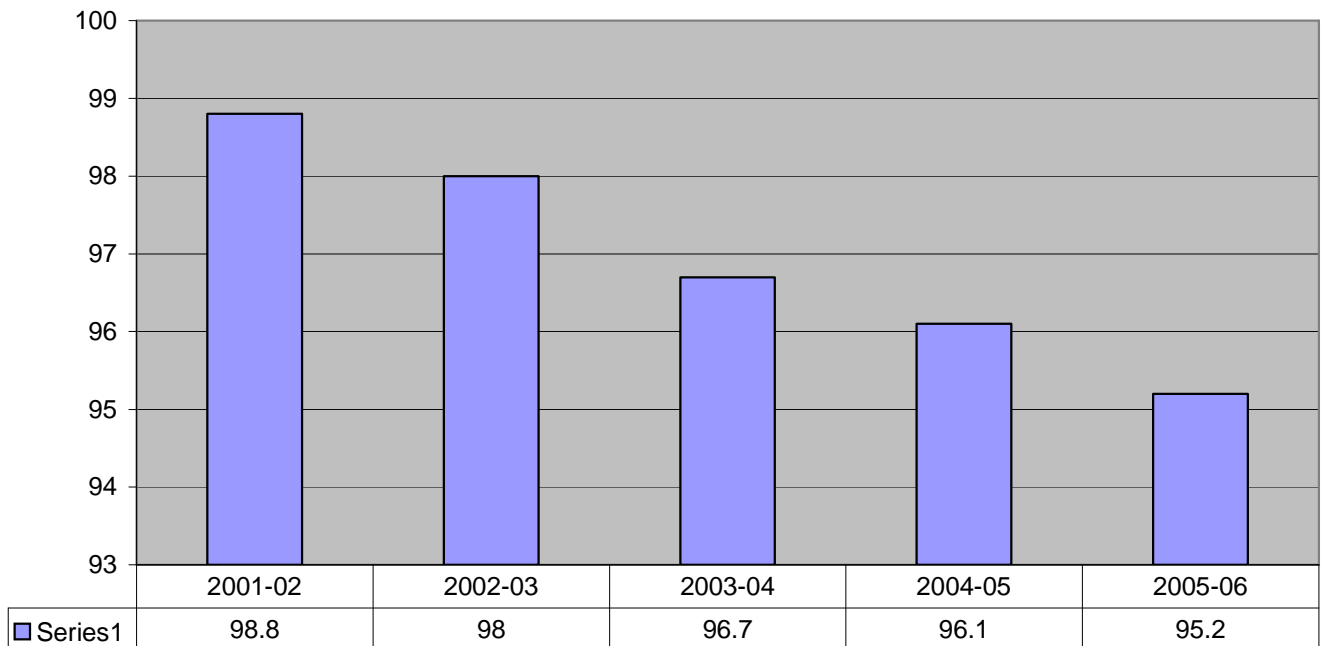
There are currently one hundred and five staff members at Greer Middle School. Of this number, seventy-one are certified personnel, twelve are support staff, eight are food service workers, nine are custodial staff and one is a registered nurse. Of the certified personnel, four are administrative staff, sixty one are faculty members, two are media specialists, one is an instructional coach, three are guidance counselors, and one is an IB coordinator. Forty-one percent of the teachers have Master's Degrees or above. On an average, our teachers have been employed at Greer Middle 8.4 years. We have eight teachers this year who are new to Greer Middle School and three of those are new to

teaching. Each grade level is well represented with a balance of experience and youth in education. The years of experience of the teachers are displayed below by grade level.

### Teacher Experience by Grade Level 2007-2008

Grade Level	1-3yrs	4-5yrs	6-8yrs	9-	11-	16-	21-	26+
				10yrs	15yrs	20yrs	25yrs	
6	4	0	1	0	2	1	1	3
7	5	0	0	1	2	2	1	1
8	3	1	1	4	1	0	0	2
Related Arts	4	1	1	1	2	2	1	1
Special Ed	1	0	2	1	0	3	0	1

### GMS Teacher Attendance Over Time



Teacher attendance has been excellent at Greer Middle School as the chart below demonstrates

Greer Middle School has an officer from the Greer Police Department who is our School Resource Officer. Officer Chuck Cunningham was the School Resource Officer at Greer Middle School for 2006-2007.



A counselor from Greer Mental Health provides programs for a select number of Greer Middle Students.

Other support personnel available to assist in meeting the needs of Greer Middle School



students include the district psychologist, a contract school nurse, a speech and language specialist, and network computer engineer. Our student/teacher ratio is calculated at 25.9 to 1 for the 2005-2006 school year with the reality being that there are classes that range from 24 to 35 for academic subjects and larger for related arts classes.

Administrators meet with team leaders and personnel on a regular basis to discuss issues of academic and disciplinary concern. They also conduct teacher observations within the classrooms on a regular basis. Each teacher is required: to publish a class syllabus on their teacher website, submit a copy of the syllabus to the assigned administrator at the beginning of each school year, to set three professional goals to be completed by the end of a three.-year cycle, and conduct eight peer observations. Teachers are also required to develop and maintain a teacher website using a district template. Administrators schedule end of the year conferences to discuss progress of the goals, concerns, and/or areas in need of improvement or focus.



The faculty and staff network with educators around the state and are active in professional organizations such as the State Middle School Association and the Greenville County Council for Social Studies.

Greer Middle School strives to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, Greer Middle School offers many opportunities for student participation and recognition. An awards banquet is held in May of each year to celebrate the success in learning of many of our students.



Students are encouraged and expected to maintain appropriate behavior at all times because disruptions interfere with learning. The student handbook and other information about school and classroom rules are distributed and discussed on a regular basis and are posted to the Greer Middle School website. Curriculum and courses are reviewed on a regular basis. Our Academic Standards have been developed to align with State Academic Standards and local needs. Parents are encouraged and welcomed to be active participants in the process of their student's education.

### **Greer Middle School Media Center**

In 2006-07 a Promethean Board was installed in the Media Center to enhance learning for students and faculty members. For 2004-2005 Greer Middle received funds from the school district to purchase 1750 new books for our media center. Dr Marilyn Heath and Ms. Wanda Kiah are our media specialists. Dr Heath is in her third year at Greer Middle School and Ms Kiah is in her second. Our school has a modern and up to date media center that contains over 10,317 items in its collection. The media center offers electronic resources via its computer network. Students and



teachers may access many of the programs either from the media center, the computer labs, or classrooms. There are over fifteen different software programs that can be utilized.

### **Safety, Cleanliness, and Adequacy of School Facilities**

Greer Middle School and the district are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan; each month regular fire and emergency drills are held to maintain a state of readiness. Planning for various potential emergencies is done in coordination with regional agencies such as the Greer Police Department, the Greenville County Sheriffs Department and the Greer Fire Department. District and school plans stress safety for the students first. At least one coordinated drill is held across the county in which all the schools in the district participate.



**Specific safety concerns regarding buildings and grounds at the school site are handled by the maintenance department if they cannot be remedied by site custodians or utility workers assigned to site duties. Our professional staff, led by the plant engineer Phil Crain, consists of eight custodians who perform basic cleaning operations in every classroom, the halls, and restrooms every day.**

According to the NSEE parent survey conducted in May 2002, parents rated our school maintenance this way:

	Agree	Disagree	Neutral
Our school is well maintained	89.1	3.0	5.3
Our school provides a clean and pleasant environment for learning.	89.4	6.0	3.0

Other aspects of the school/district safety program include:

- District safety committee
- Bus evacuation drills
- Fire safety inspections

- Campus supervision
- Bullying prevention program
- Peer Mediation program
- Crisis Response Team Training

### **Counseling and Other Student Support Services**

Students at Greer Middle School receive a high level of support services from an outstanding staff. Our Guidance department has three counselors to assist students. Ms. Clinkscale has been at Greer Middle School for 26 years and has worked in the guidance department for 18 years. Mrs. Cash has worked at Greer Middle School for 30 years. 11 years ago she joined the guidance department. Ms. Amy Kitts joined the Guidance department at the end of the 2005-2006 school year.



### **Perceptions**

Our staff studied graphs and data from the state school report card and our district database. We had committees study our achievement scores (PACT) by ethnicity, gender, and free and reduced lunch status. Our efforts were focused on identifying any gaps in achievement and on discovering the causes of those gaps. The data that we studied follows this section.

In ethnicity, we discovered significant gaps in achievement, especially in the proficient and advanced categories of PACT. These gaps were evident across time. The data researched covered a five-year span. These results are seen across grade levels and the gaps widen, as the achievement level gets higher. The results indicated to us that our classroom strategies are not working effectively with minority students in raising PACT scores.

In gender, the gaps were not as evident in the performance ranges of PACT.

When looking at differences in the PACT math scores for both males and females, we found slight differences between the levels. The male scores for 2004-2005 were slightly higher in Proficient than the females by 3%. Female and Male percentage scores were equal in the Below Basic and Advanced levels. Females were 2% higher in the Basic category than the Males.

The ELA section of PACT results in a greater range for the Below Basic section in the 2004-2005 data. In comparing the data, 20% of females scored in the Below Basic category, while 32% of males scored in the same category. The range in the Advanced level was not as wide where 8.9% of Females scored at that level while only 3.7% of males did the same. The Basic area was closer in male and female scores with a .6% difference in the female scores (lower) and male scores. Females again scored 7% higher than males in the proficient range.

The data indicated that females did better in the advanced and proficient sections of English/ language arts while there were a greater percentage of males scoring higher in math. The information showed about a three to four percent difference in most categories. This could be related to the fact that our school has more males than females.

In free and reduced lunch status, the data was gathered over a five-year span. The data compared PACT scores between free, reduced, and paid lunch status students. Looking at the results, there appears to be a gap in achievement in PACT scores by lunch status. The number of students scoring proficient and above on PACT for those students in the free lunch category is very small. When compared to the number of students on free lunch status the gap widens even further. These comparisons seem to be evident across grade levels and time. With our population, the cause of the low scores by free lunch students could be a lack of differentiation in the classroom.

