

ST GEORGE MIDDLE

600 Minus Street
St. George, SC 29477

Grades	6-8 Middle School	
Enrollment	342 Students	
Principal	Jeffery Scott Thompson	843-563-3171
Superintendent	Mr. Jerry G. Montjoy	843-563-4535
Board Chair	Mrs. Cheryl Mushrush	(843) 563-4640

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

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

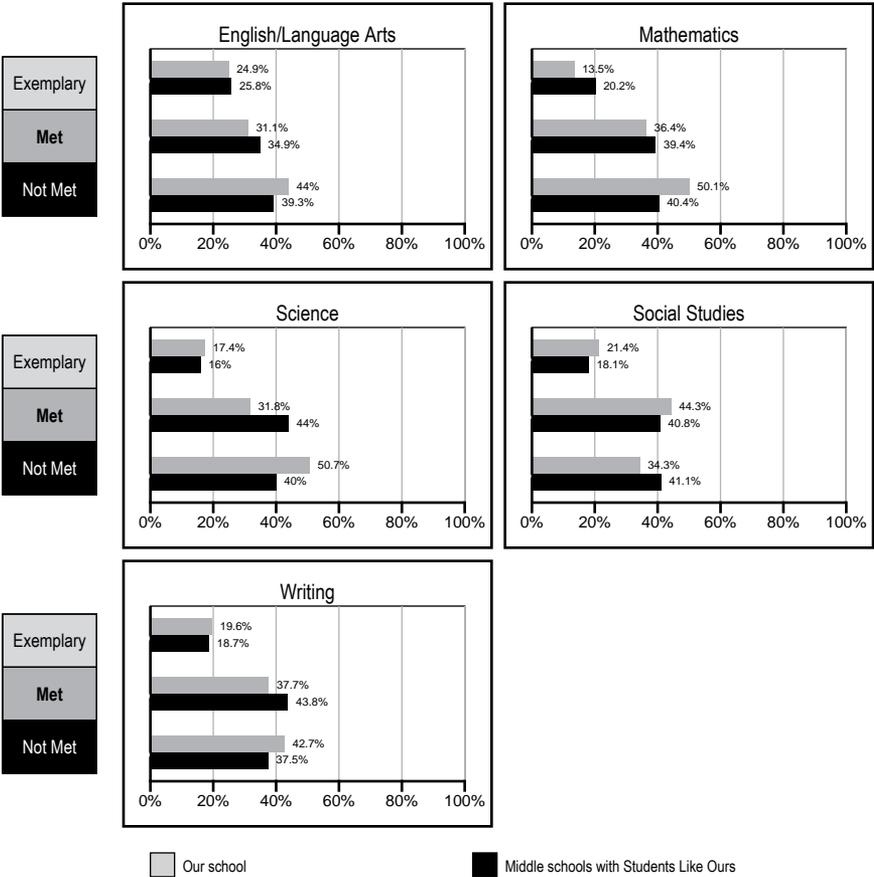
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	29	16	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	88.5%	94.1%
English 1	100.0%	96.8%
Physical Science	N/A	73.7%
US History and the Constitution	N/A	N/A
All Subjects	94.2%	94.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=342)				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	18.9%	24.2%
Retention rate	0.0%	Down from 0.3%	0.8%	0.7%
Attendance rate	94.4%	Down from 95.1%	95.4%	95.9%
Eligible for gifted and talented	6.7%	Down from 15.9%	12.7%	16.4%
With disabilities other than speech	10.1%	Down from 10.5%	14.4%	12.0%
Older than usual for grade	3.5%	Up from 2.8%	3.5%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	N/R	N/R	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	52.0%	Down from 53.3%	57.4%	58.5%
Continuing contract teachers	56.0%	Up from 50.0%	75.0%	80.0%
Teachers with emergency or provisional certificates	25.0%	Down from 26.9%	5.0%	4.0%
Teachers returning from previous year	83.0%	Up from 78.9%	82.3%	84.6%
Teacher attendance rate	93.8%	Down from 95.9%	95.0%	95.4%
Average teacher salary*	\$47,289	Up 1.4%	\$45,613	\$46,561
Professional development days/teacher	N/R	N/R	10.9 days	10.2 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	20.0 to 1	21.1 to 1
Prime instructional time	86.1%	Down from 89.9%	89.7%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	N/R	N/R	96.6%	98.1%
Character development program	N/R	N/R	Good	Good
Dollars spent per pupil**	\$11,118	Up 3.5%	\$8,618	\$7,802
Percent of expenditures for instruction**	52.7%	Up from 52.5%	62.2%	63.8%
Percent of expenditures for teacher salaries**	49.3%	Up from 48.1%	58.2%	60.0%

* 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

Improving academics and student achievement continues to be the focus of Saint George Middle School. We are working toward improvement through an instructional vision based on four concepts. Rigor, collaboration, being standards-based and being data-driven are these concepts. Teachers met with administrators to learn about rigor and were given a rigor continuum scale to rate the level of rigor in their lessons. Weekly collaborative meetings were held with each grade level team. In these meetings, lessons and student assessments were presented and analyzed. Teachers have been asked to refer to the standards throughout their lessons and assessments must reflect the standard/indicator being taught. Finally teachers have been asked to show how data has influenced their instructional decision-making.

Saint George Middle School was also a Making Middle Grades Work site this year. MMGW is a restructuring program aimed at increasing student achievement. The faculty and staff at Saint George Middle were asked to implement ten key practices needed to increase achievement. In December, we had a Technical Assistant Visit (TAV). The TAV involved local and state educators coming to Saint George Middle to study the progress of the ten practices at the school. TAV team members interviewed district personnel, parents, students, and teachers in order to get feedback concerning the state of the key practices.

Providing quality after-school activities is also crucial to improving academics and student achievement. The 21st Century Community Learning Center is the after-school program at Saint George Middle School. The main goal of this program is to provide a safe, nurturing environment for our students outside of traditional school hours. This program has four components based on academics, character education, extracurricular activities, and parental involvement.

The faculty and staff at Saint George Middle School continue to strive for improvement through collaborative planning, rigorous lessons, standards-based instruction, and data-driven decision-making.

Jeffery Scott Thompson, Principal
Clint Lucas, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	114	31
Percent satisfied with learning environment	92.6%	77.9%	93.1%
Percent satisfied with social and physical environment	88.9%	73.7%	96.8%
Percent satisfied with school-home relations	66.7%	81.6%	96.8%

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

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School Adequate Yearly Progress

NO

This school met 16 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

R

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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	4.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.4%	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	328	98.8	47.3	30.2	22.5	65.7	78	83.5	Yes	Yes
Gender										
Male	174	98.9	50.9	28.1	21	63.5	74.5	80.1	N/A	N/A
Female	154	98.7	43.2	32.4	24.3	68.2	81.7	87	N/A	N/A
Racial/Ethnic Group										
White	105	100	30	26	44	79	86.3	89.6	Yes	Yes
African American	210	98.1	56.9	32.7	10.4	57.9	73.3	74.6	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	100	79.6	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	57.9	85.1	I/S	I/S
Disability Status										
Disabled	40	100	87.5	10	2.5	22.5	44.3	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	2	I/S	I/S	I/S	I/S	I/S	92.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	247	99.2	53.1	30.5	16.3	61.5	75.8	76.9	Yes	Yes

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

All Students	328	98.8	51.4	36.2	12.4	61	74	80.4	Yes	Yes
Gender										
Male	174	98.9	52.7	34.1	13.2	58.1	70.5	78.4	N/A	N/A
Female	154	98.7	50	38.5	11.5	64.2	77.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	105	100	32	45	23	79	84	87.8	Yes	Yes
African American	210	98.1	61.9	31.7	6.4	51	68	69.3	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	90.5	78.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	68.4	83.2	I/S	I/S
Disability Status										
Disabled	40	100	N/A	N/A	N/A	22.5	39.3	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	2	I/S	I/S	I/S	I/S	I/S	92.9	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	247	99.2	56.5	33.5	10	56.9	71.7	72.8	No	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	209	98.1	51	31.9	17.2	49	58.5	67.3
Gender								
Male	109	98.2	48.1	31.1	20.8	51.9	57.6	66.9
Female	100	98	54.1	32.7	13.3	45.9	59.5	67.7
Racial/Ethnic Group								
White	69	98.6	24.2	42.4	33.3	75.8	77.5	79.6
African American	133	97.7	66.4	26	7.6	33.6	47.2	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	91.7	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	50	69.5
Disability Status								
Disabled	27	100	70.4	22.2	7.4	29.6	30.5	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	1	I/S	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status								
Subsidized meals	161	98.8	57	30.4	12.7	43	55.3	55.4
Social Studies								
All Students	211	97.2	34.2	44.6	21.3	65.8	71.4	70.9
Gender								
Male	113	97.4	32.4	44.4	23.1	67.6	71.7	70.1
Female	98	96.9	36.2	44.7	19.1	63.8	71	71.7
Racial/Ethnic Group								
White	71	98.6	22.7	43.9	33.3	77.3	81	79.2
African American	131	96.2	39.4	46.5	14.2	60.6	66.6	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	41.7	71.2
Disability Status								
Disabled	24	100	70.8	25	4.2	29.2	43.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status								
Subsidized meals	154	97.4	38.5	43.9	17.6	61.5	68	60.8

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	331	99.1	42.3	37.9	19.7	57.7	67.9	72.1	94.4	94.6
Gender										
Male	175	99.4	50.3	32.5	17.2	49.7	60.5	65.2	94.5	94.6
Female	156	98.7	33.3	44	22.7	66.7	75.9	79.2	94.4	94.7
Racial/Ethnic Group										
White	107	99.1	23.3	42.7	34	76.7	77.2	80.8	93.2	93.2
African American	211	99.1	53.7	35.5	10.8	46.3	61.8	59.7	95.1	95.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	87	96.5	97
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	90.5	93.6	96.2
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	64.7	73.4	94.4	93.7
Disability Status										
Disabled	40	97.5	82.1	15.4	2.6	17.9	24.3	27.7	94.3	92.9
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	2	I/S	I/S	I/S	I/S	I/S	92.9	63.7	97.7	97.9
Socio-Economic Status										
Subsidized meals	251	98.8	48.5	36.9	14.5	51.5	64.4	61.9	94.4	94.4

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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	99	100	29.8	51.1	19.1	70.2
	7	126	97.6	38.5	34.2	27.4	61.5
	8	125	100	55.4	26.4	18.2	44.6
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	114	100	40	31.8	28.2	60
	7	90	100	48.3	32.2	19.5	51.7
	8	124	96.8	53.4	27.1	19.5	46.6
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	99	100	38.3	54.3	7.4	61.7
	7	126	97.6	42.7	43.6	13.7	57.3
	8	125	100	69.4	24	6.6	30.6
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	114	100	47.3	33.6	19.1	52.7
	7	90	100	51.7	39.1	9.2	48.3
	8	124	96.8	55.1	36.4	8.5	44.9
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	48	100	40.4	53.2	6.4	59.6
	7	126	97.6	39	46.6	14.4	61
	8	63	100	58.3	36.7	5	41.7
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	56	98.2	72.2	20.4	7.4	27.8
	7	90	100	35.6	42.5	21.8	64.4
	8	63	95.2	54	27	19	46

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	51	100	25.5	63.8	10.6	74.5
	7	126	97.6	39	37.3	23.7	61
	8	62	100	36.1	44.3	19.7	63.9
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	58	96.6	25.9	59.3	14.8	74.1
	7	90	100	34.5	43.7	21.8	65.5
	8	63	93.7	41	32.8	26.2	59
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	98	100	35.8	43.2	21.1	64.2
	7	127	99.2	43.7	38.7	17.6	56.3
	8	125	97.6	55.6	30.8	13.7	44.4
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	114	98.3	32.1	43.1	24.8	67.9
	7	97	99	39.6	46.2	14.3	60.4
	8	120	100	53.8	26.9	19.3	46.2

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