



## GRAY COURT-OWINGS MIDDLE

9210 Hwy. 14  
Gray Court, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	231 Students	
<b>Principal</b>	Marilyn Ramsey	864-876-2171
<b>Superintendent</b>	Dr. Billy R. Strickland	864-984-3568
<b>Board Chair</b>	Rev. Charlie Short	864-681-3664

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Average	Average
2007	Average	At-Risk
2006	Average	Average

## 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

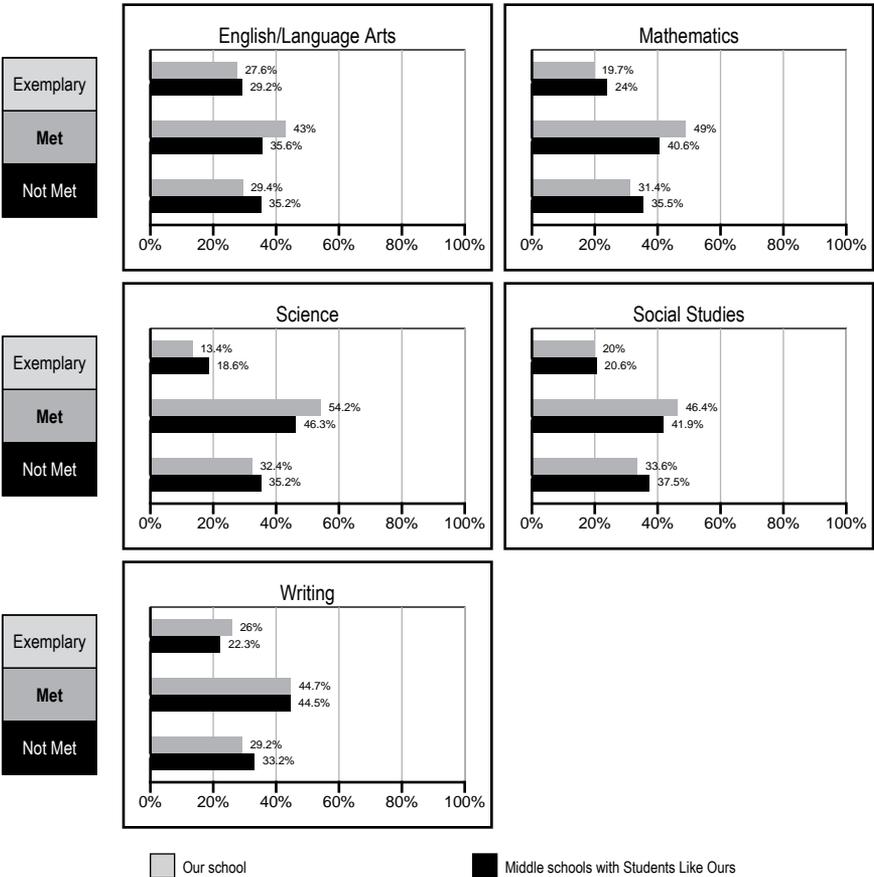
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	3	37	8	0

\* 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	100.0%	95.4%
English 1	N/A	96.4%
Physical Science	N/A	79.0%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	95.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=231)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	48.7%	Up from 4.1%	27.3%	24.2%
Retention rate	0.4%	Down from 0.5%	0.5%	0.7%
Attendance rate	95.4%	Down from 96.4%	95.6%	95.9%
Eligible for gifted and talented	9.8%	Up from 7.4%	14.7%	16.4%
With disabilities other than speech	15.0%	Down from 17.1%	12.9%	12.0%
Older than usual for grade	4.8%	Down from 6.2%	2.7%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=13)</b>				
Teachers with advanced degrees	46.2%	Up from 43.8%	55.6%	58.5%
Continuing contract teachers	92.3%	Up from 75.0%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	4.0%	4.0%
Teachers returning from previous year	67.8%	Down from 71.8%	83.1%	84.6%
Teacher attendance rate	97.4%	Down from 97.7%	95.4%	95.4%
Average teacher salary*	\$44,119	Up 1.5%	\$45,360	\$46,561
Professional development days/teacher	12.0 days	Down from 14.6 days	10.7 days	10.2 days
<b>School</b>				
Principal's years at school	12.0	Up from 11.0	3.5	4.0
Student-teacher ratio in core subjects	22.4 to 1	Up from 17.2 to 1	20.9 to 1	21.1 to 1
Prime instructional time	92.6%	Down from 93.9%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Up from 90.7%	97.8%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$9,720	Up 22.4%	\$7,915	\$7,802
Percent of expenditures for instruction**	46.7%	Down from 48.7%	64.2%	63.8%
Percent of expenditures for teacher salaries**	45.6%	Down from 47.6%	60.0%	60.0%

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

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

**Report of Principal and School Improvement Council**

Gray Court-Owings Middle School has had a successful year. We have maintained high expectations for student achievement and academic performance. Our school community has worked diligently and rigorously.

Numerous opportunities were provided to accelerate student learning. Our Power Reading teacher worked with students individually and in small groups to reinforce strategies for decoding, word meaning, and vocabulary building. We offered algebra and keyboarding, allowing eighth graders to earn high school credit. Our instructional focus for the year was Thinking Maps and Latin/Greek stems.

In order to accomplish our mission (to create a community of learners who are responsible and productive citizens), we have implemented several character building activities. Service learning projects included Relay for Life, Christmas for Children, and Help for Haiti. Students themselves formed a Green Team to focus on recycling and a Safety Patrol to assist with the maintenance of a safe environment. Monthly "clubs" allowed students time to discover areas of interest (i.e. guitar club, board games, flag football).

Our faculty has participated in many professional development sessions. Every Wednesday our teachers meet and study while our students enjoy Wellness Wednesday fitness activities. Teachers have also taken mini-courses and graduate classes. One of our science teachers, Mrs. Hobson, was selected to attend the Roper Mountain Science Center Institute this summer.

Our School Improvement Council and our business partner, Vulcan Materials, have worked very closely with us to encourage students to come to school every day and to do their best work.

With the continued efforts of our staff, students, and community, Gray Court-Owings Middle School will strive for excellence!

Marilyn Ramsey, Principal  
 Rebecca Smallwood, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	Teachers	Students*	Parents*
Number of surveys returned	17	72	52
Percent satisfied with learning environment	100.0%	84.7%	75.0%
Percent satisfied with social and physical environment	100.0%	84.7%	76.5%
Percent satisfied with school-home relations	94.1%	94.4%	72.0%

\* 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

YES

This school met 17 out of 17 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	3.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.4%	0.0%	No
Student attendance rate	95.4%	94.0%*	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	227	100	29.4	43	27.6	82.7	83.5	83.5	Yes	Yes
<b>Gender</b>										
Male	113	100	35.6	38.5	26	77.9	80.1	80.1	N/A	N/A
Female	114	100	23.6	47.3	29.1	87.3	87.2	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	150	100	23	43.9	33.1	87.1	88.5	89.6	Yes	Yes
African American	54	100	42.3	44.2	13.5	73.1	74.8	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	18	100	38.9	33.3	27.8	77.8	77.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	35	100	81.8	15.2	3	33.3	62.7	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	30.8	46.2	23.1	76.9	77	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	147	100	37.9	40	22.1	78.6	80.3	76.9	Yes	Yes

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

All Students	227	100	34.1	50	15.9	78.5	80.2	80.4	Yes	Yes
<b>Gender</b>										
Male	113	100	33.7	50	16.3	76.9	78.4	78.4	N/A	N/A
Female	114	100	34.5	50	15.5	80	82.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	150	100	28.1	53.2	18.7	83.5	85.8	87.8	Yes	Yes
African American	54	100	48.1	44.2	7.7	73.1	71.1	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	18	100	38.9	44.4	16.7	61.1	70.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	35	100	87.9	6.1	6.1	24.2	52.2	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	30.8	61.5	7.7	69.2	71.1	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	147	100	39.3	46.4	14.3	76.4	76.1	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	151	100	32.4	54.2	13.4	67.6	63.9	67.3
<b>Gender</b>								
Male	69	100	34.4	51.6	14.1	65.6	63.4	66.9
Female	82	100	30.8	56.4	12.8	69.2	64.5	67.7
<b>Racial/Ethnic Group</b>								
White	104	100	24.2	60	15.8	75.8	74.8	79.6
African American	34	100	55.9	41.2	2.9	44.1	43.5	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	12	100	25	50	25	75	50.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
<b>Disability Status</b>								
Disabled	24	100	N/A	N/A	N/A	8.7	43.1	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	51.9	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	102	100	40.2	48.5	11.3	59.8	57.1	55.4
<b>Social Studies</b>								
All Students	148	100	33.6	46.4	20	66.4	65.8	70.9
<b>Gender</b>								
Male	77	100	30	51.4	18.6	70	65.7	70.1
Female	71	100	37.1	41.4	21.4	62.9	66	71.7
<b>Racial/Ethnic Group</b>								
White	96	100	28.9	48.9	22.2	71.1	72.7	79.2
African American	37	100	42.9	40	17.1	57.1	53.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	11	100	54.5	27.3	18.2	45.5	56.9	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	25	100	N/A	N/A	N/A	17.4	42.9	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	58.1	68
<b>Socio-Economic Status</b>								
Subsidized meals	96	100	41.1	37.8	21.1	58.9	60.8	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
<b>Writing</b>										
All Students	233	99.6	28.9	45	26.1	71.1	71.7	72.1	95.5	95.5
<b>Gender</b>										
Male	115	100	38.3	41.1	20.6	61.7	64.7	65.2	95.9	95.3
Female	118	99.2	19.8	48.6	31.5	80.2	79.3	79.2	95.1	95.6
<b>Racial/Ethnic Group</b>										
White	154	99.4	21.3	48.9	29.8	78.7	78.2	80.8	95.2	95.2
African American	54	100	46.2	40.4	13.5	53.8	60.8	59.7	96.1	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	86.7	94.7
Hispanic	18	100	44.4	16.7	38.9	55.6	61.4	64.6	96.5	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	87.8
<b>Disability Status</b>										
Disabled	36	100	N/AV	N/AV	N/AV	20.6	35.8	27.7	92.8	94.8
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	91.5
<b>English Proficiency</b>										
Limited English Proficient	12	100	38.5	23.1	38.5	61.5	61	63.7	98.8	97.3
<b>Socio-Economic Status</b>										
Subsidized meals	150	99.3	34.3	43.4	22.4	65.7	66.2	61.9	95.2	95.1

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
<b>English/Language Arts</b>							
<b>2009</b>	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	68	100	28.1	49.1	22.8	71.9
	7	79	100	25.3	48	26.7	74.7
	8	65	100	15.8	36.8	47.4	84.2
<b>2010</b>	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	73	100	25.7	45.7	28.6	74.3
	7	72	100	30.9	41.2	27.9	69.1
	8	82	100	31.6	42.1	26.3	68.4
<b>Mathematics</b>							
<b>2009</b>	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	68	100	26.3	50.9	22.8	73.7
	7	79	100	26.7	49.3	24	73.3
	8	65	100	14	56.1	29.8	86
<b>2010</b>	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	73	100	41.4	44.3	14.3	58.6
	7	72	100	35.3	50	14.7	64.7
	8	82	100	26.3	55.3	18.4	73.7
<b>Science</b>							
<b>2009</b>	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	34	100	27.6	62.1	10.3	72.4
	7	79	100	24	66.7	9.3	76
	8	34	100	16.1	54.8	29	83.9
<b>2010</b>	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	37	100	41.7	50	8.3	58.3
	7	72	100	29.4	58.8	11.8	70.6
	8	42	100	28.9	50	21.1	71.1

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
<b>Social Studies</b>							
<b>2009</b>	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	34	100	21.4	57.1	21.4	78.6
	7	79	100	44	44	12	56
	8	31	100	34.6	46.2	19.2	65.4
<b>2010</b>	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	36	100	14.7	64.7	20.6	85.3
	7	72	100	47.1	35.3	17.6	52.9
	8	40	100	26.3	50	23.7	73.7
<b>Writing</b>							
<b>2009</b>	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	62	100	21.1	42.1	36.8	78.9
	7	81	100	19.5	45.5	35.1	80.5
	8	62	98.4	8.8	56.1	35.1	91.2
<b>2010</b>	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	75	100	36.1	37.5	26.4	63.9
	7	74	98.7	24.6	53.6	21.7	75.4
	8	84	100	26	44.2	29.9	74

Abbreviations for Missing Data

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