



SC Annual School Report Card Summary

Georgetown Middle School
GEORGETOWN COUNTY
Grades: 6-8 Enrollment: 852
Principal: Rosemary Gray
Superintendent: Dr. H. Randall Dozier
Board Chair: Mr. Jim Dumm

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Average	Average	TBD	TBD	C	N/A
2013	Average	Average	N/A	N/A	C	N/A
2012	Average	Average	N/A	N/A	C	N/A

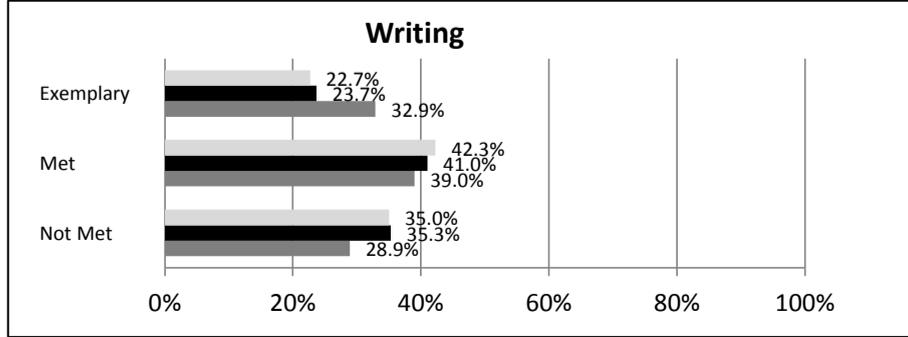
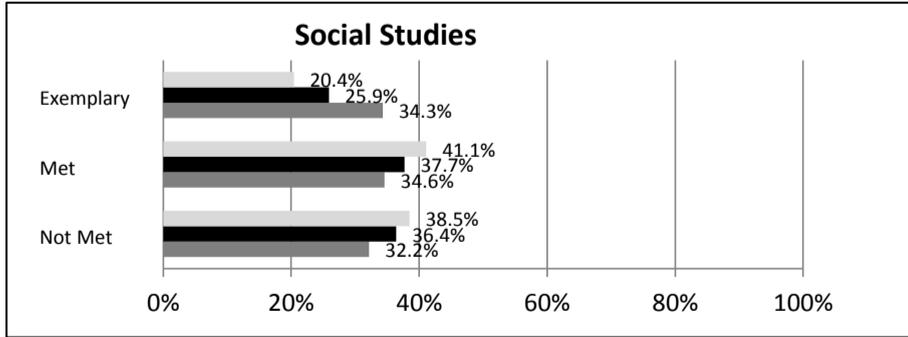
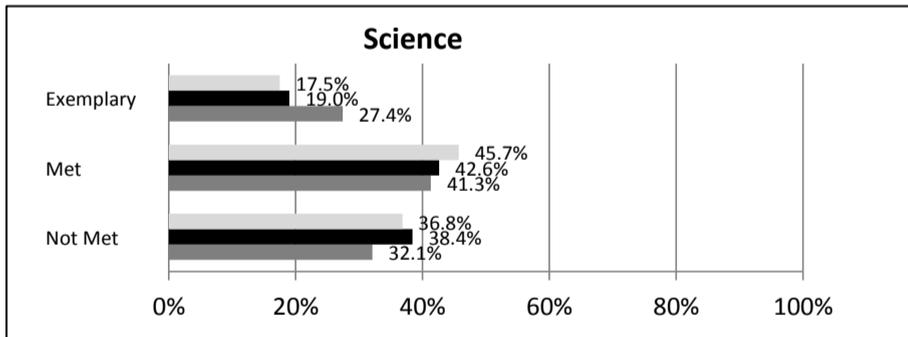
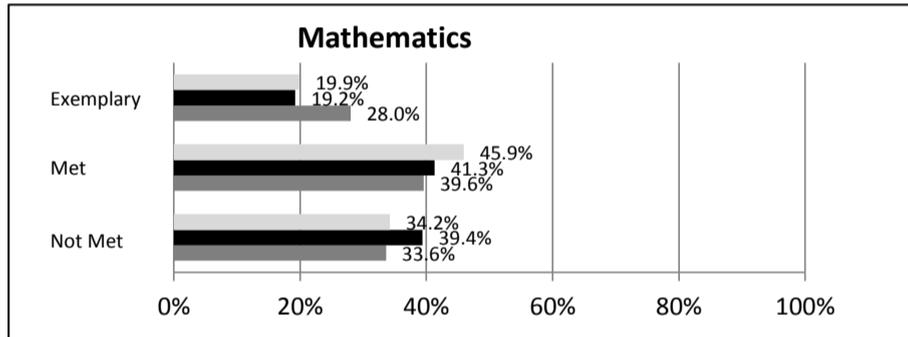
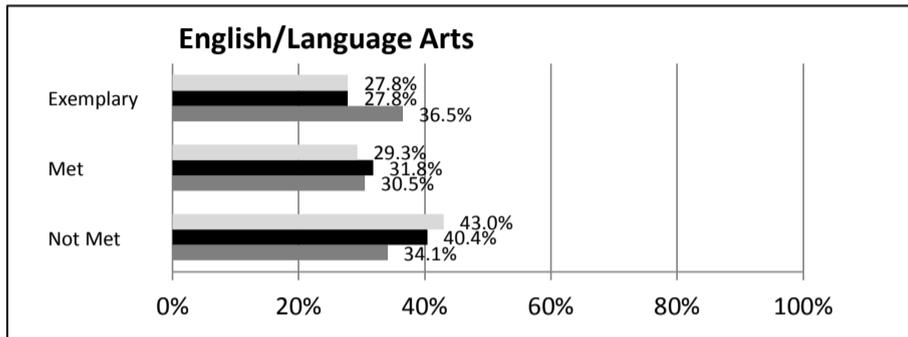
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	1	48	10	0

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.

SC PASS PERFORMANCE

Our School Middle Schools with Students Like Ours Middle Schools Statewide



NAEP*

*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



END OF COURSE TESTS - 2014

% of Students scoring 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	97.5%
English 1	96.3%	95.7%
Biology 1	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	98.1%	97.3%

SC 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.

Abbreviations Key

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample TBD-To Be Determined

**Georgetown Middle School
GEORGETOWN COUNTY**

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle Schools
Students (n = 852)				
Students Enrolled in high school credit courses (grades 7 & 8)	42.2%	Up from 33.2%	20.1%	26.0%
Retention rate	1.0%	No change	0.8%	0.6%
Attendance rate	95.4%	Up from 94.8%	96.0%	96.2%
Served by gifted and talented program	16.1%	Down from 16.7%	14.3%	19.4%
With disabilities	14.5%	Up from 14.2%	14.6%	12.8%
Older than usual for grade	7.4%	Up from 6.8%	5.4%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 0.8%	0.6%	0.4%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n = 54)				
Teachers with advanced degrees	55.6%	Down from 58.9%	59.1%	61.3%
Continuing contract teachers	79.6%	Up from 71.4%	73.5%	75.9%
Teachers returning from previous year	88.1%	Down from 88.4%	84.0%	85.4%
Teacher attendance rate	94.3%	Down from 94.4%	95.0%	95.2%
Average teacher salary*	\$48,184	Up 1.8%	\$46,976	\$47,081
Classes not taught by highly qualified teachers	17.4%	Up from 2.0%	5.9%	5.8%
Professional development days/teacher	36.5 days	Up from 11.1 days	11.5 days	10.6 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	3.0
Student-teacher ratio in core subjects	22.3 to 1	Down from 23.7 to 1	20.4 to 1	21.5 to 1
Prime instructional time	83.0%	Down from 86.7%	89.7%	90.1%
Opportunities in the arts	Excellent	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.3%	99.0%	99.0%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil**	\$6,970	Up 8.0%	\$7,757	\$7,616
Percent of expenditures for instruction**	61.8%	Down from 63.0%	61.9%	62.0%
Percent of expenditures for teacher salaries**	61.5%	Up from 61.0%	60.4%	61.3%
ESEA composite index score	70.3	Down from 73.2	70.3	77.9

* Length of contract = 185+ days.

**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	32	197	37
Percent satisfied with learning environment	96.9%	74.6%	81.1%
Percent satisfied with social and physical environment	96.9%	77.0%	73.0%
Percent satisfied with school-home relations	87.1%	87.8%	61.1%

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

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At Georgetown Middle School, we believe that all members of the community must be life-long learners in order for the community to remain healthy and to continue to grow. We believe that all children can learn, and they will rise to the level that teachers and parents expect them to. Our teachers have high expectations for all of their students, regardless of their current achievement levels or any learning challenges they may face. GMS teachers strive to develop independent, critical thinkers who display positive character traits of good citizenship.

We want all of our students to be inspired with a desire to learn as they go through their middle school years. We want their experiences here at Georgetown Middle School to be rich and to provide them with the tools they will need to be successful in high school. One of our main focuses is literacy across the curriculum. Our students are reading and writing more than they ever have. Research shows that the more students read and write, the higher the improvement in all academic areas. Another focus we have is common planning and assessments. Our teachers plan and assess by grade level / subject area. They are able to discuss best teaching practices and to develop assessments that are rigorous so that students are challenged in their thinking.

One of the correlates of an effective school is a safe and orderly environment. Without a safe and orderly environment, quality instruction and learning cannot occur. One of our administration's main goals is to ensure that parents, students, and teachers feel confident in the fact that their school is safe. We are committed to keeping our school free from violence and bullying. We are happy to report that two years ago, we implemented the PBIS (Positive Behavior Interventions and Support) process in our school, which involves a commitment to teaching and reinforcing responsible, respectful, courteous, and kind behavior to our students. We have seen positive impacts on student behavior and on our overall school environment because of our efforts as a PBIS school.

Our objective is for all students to become excited about learning as a result of having attended Georgetown Middle School. We want our students to be equipped with the essential tools to establish and maintain healthy and responsible relationships, enhance their self-confidence, and develop positive attitudes toward learning, toward the adults in their lives, and toward life in general.

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