



Gray Court-Owings Middle

9210 Hwy. 14

Gray Court, South Carolina

Grades	6-8 Middle School	
Enrollment	209 Students	
Principal	Marilyn Ramsey	864-876-2171
Superintendent	Edgar C. Taylor	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Average
2007	Average	At-Risk
2006	Average	Average
2005	Average	Below Average
2004	Good	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

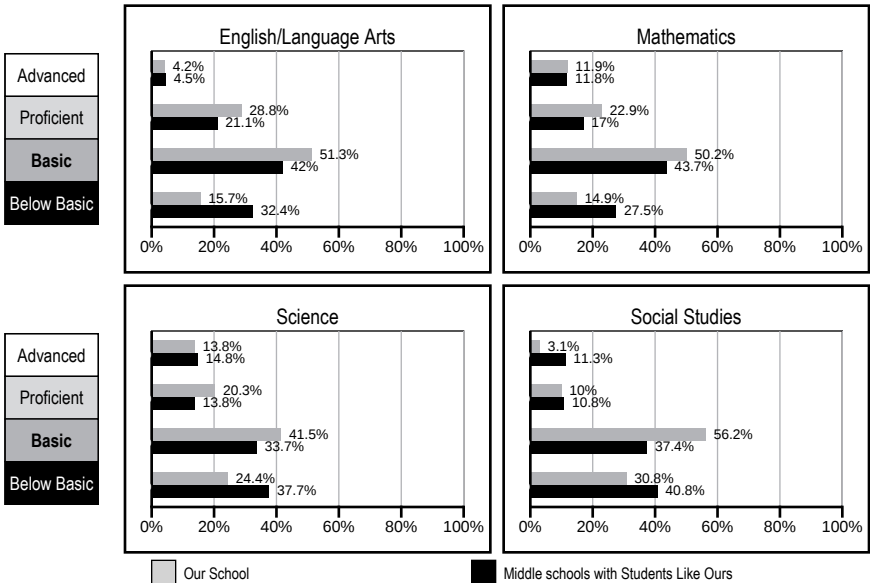
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	8	28	5

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	97.0
English 1	0	94.7
Physical Science	0	66.7
All Subjects	100.0	95.5

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=209)				
Students enrolled in high school credit courses (grades 7 & 8)	7.2%	Up from 5.2%	16.1%	19.4%
Retention rate	0.5%	Down from 1.2%	1.7%	1.8%
Attendance rate	96.6%	Up from 96.5%	95.6%	95.8%
Eligible for gifted and talented	7.0%	Up from 6.3%	13.3%	15.3%
With disabilities other than speech	16.2%	Up from 10.4%	14.3%	12.9%
Older than usual for grade	6.2%	Up from 3.2%	3.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=15)				
Teachers with advanced degrees	40.0%	Up from 26.9%	52.6%	55.0%
Continuing contract teachers	86.7%	Up from 65.4%	73.3%	70.6%
Teachers with emergency or provisional certificates	0.0%	Down from 4.3%	5.1%	5.4%
Teachers returning from previous year	66.9%	Down from 81.6%	83.2%	83.4%
Teacher attendance rate	96.9%	Up from 94.3%	94.8%	94.9%
Average teacher salary	\$42,798	Up 4.3%	\$44,234	\$44,706
Professional development days/teacher	13.1 days	Down from 17.2 days	11.4 days	11.8 days
School				
Principal's years at school	10.0	Up from 9.0	3.0	3.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 22.7 to 1	19.4 to 1	20.1 to 1
Prime instructional time	92.2%	Up from 90.2%	88.9%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Down from 100.0%	97.8%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$6,450	Up 7.1%	\$6,918	\$7,097
Percent of expenditures for instruction*	58.2%	Down from 59.1%	65.0%	64.4%
Percent of expenditures for teacher salaries*	54.7%	Down from 55.1%	61.5%	59.4%

* 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

At Gray Court-Owings Middle School, we have just completed our first year as a middle school. One might say that we "down-sized" and changed our name, but our mission has remained the same: to create a community of learners who are responsible and productive citizens.

We have focused on academic achievement by providing quality instruction in all content areas, by incorporating Thinking Maps into the curriculum, and by providing remediation and enrichment through the use of technology. We have worked to help our students reach their potential and to continuously strive to reach new goals.

Our teachers participated in numerous staff development opportunities. Under the direction of our literacy coach, all teachers were trained to be "literacy leaders." We implemented school-wide reading and selected Chicken Boy as our first novel to launch the initiative. Also, teachers learned about the benefits of single gender education through professional reading, classroom observations, and workshops. These led to conducting parent surveys, leading a parent night, and experimenting with single gender breakfast and a small class of all boys.

To encourage physical activity for our students, we kicked off a program called Wellness Wednesdays. Students chose to participate in intramurals or walking workouts. This program also allowed teachers to have some additional content-specific planning time. What a fun time for everyone!

Incentives were provided to encourage student attendance. Our Super Bowl competition and March Madness created lots of excitement about the importance of school attendance. Students enjoyed jumping on inflatables, playing volleyball against the teachers, and having Renaissance celebrations as a result of their accomplishments.

Our School Improvement Council (SIC) has provided valuable input and insight. Through Open House, Parent Night, science fair, band/choral performances, and athletic events, parents and the community have had opportunities to become an integral part of our school family. Vulcan Materials, our business partner, continued to support our school throughout the year. We appreciate the way that the parents, teachers, students, and the community have worked together.

We will continue to strive for excellence. Working together everyone achieves more!

Marilyn Ramsey, Principal
Jenny Abercrombie, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	63	55
Percent satisfied with learning environment	94.1%	87.3%	79.2%
Percent satisfied with social and physical environment	94.1%	83.9%	80.0%
Percent satisfied with school-home relations	76.5%	95.2%	74.5%

* 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 15 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	
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. Sanction: Implement the restructuring plan.
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	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.9%	0.0%	No
Student attendance rate	96.6%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	217	100	15.7	51.3	28.8	4.2	53.9	46	48.2	Yes	Yes
Gender											
Male	103	100	23.3	58.9	17.8	0	40	38.2	41.7	N/A	N/A
Female	114	100	8.9	44.6	38.6	7.9	66.3	54.5	55	N/A	N/A
Racial/Ethnic Group											
White	148	100	13.6	50	31.1	5.3	55.3	52.6	60	Yes	Yes
African American	50	100	18.6	62.8	18.6	0	44.2	33.6	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	18	100	26.7	33.3	33.3	6.7	66.7	37.5	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	33	100	52	40	8	0	12	13.3	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	16	100	30.8	30.8	30.8	7.7	69.2	35.3	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	144	100	21.5	51.2	24.8	2.5	45.5	38.4	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	217	100	14.7	50.3	23	12	50.3	41.6	45.8	Yes	Yes
Gender											
Male	103	100	21.1	44.4	24.4	10	45.6	42.1	45.6	N/A	N/A
Female	114	100	8.9	55.4	21.8	13.9	54.5	40.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	148	100	12.9	52.3	20.5	14.4	55.3	48.1	59	Yes	Yes
African American	50	100	18.6	51.2	23.3	7	32.6	26.8	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	18	100	20	26.7	46.7	6.7	53.3	44.8	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	33	100	56	44	0	0	0	14.6	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	16	100	23.1	23.1	46.2	7.7	53.8	46	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	144	100	20.7	53.7	16.5	9.1	38.8	34.2	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	140	100	23.8	41.8	20.5	13.9	34.4	23.6	35.7	96.6	96
Gender											
Male	59	100	25	38.5	19.2	17.3	36.5	24.6	37.4	96.5	96
Female	81	100	22.9	44.3	21.4	11.4	32.9	22.5	33.8	96.7	96
Racial/Ethnic Group											
White	100	100	21.1	38.9	23.3	16.7	40	30.9	49.2	96.2	95.8
African American	31	100	30.8	53.8	7.7	7.7	15.4	10.6	17	97.4	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	96.9
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	11.2	24.9	98	97
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.6
Disability Status											
Disabled	18	100	64.3	35.7	0	0	0	9.7	14	94.6	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	93.1
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	12.8	24.4	97.8	97.1
Socio-Economic Status											
Subsidized meals	91	100	29.3	44	20	6.7	26.7	17.4	21.1	96.1	95.6

Social Studies

All Students	142	100	30.2	56.6	10.1	3.1	13.2	21.4	34	96.6	96
Gender											
Male	73	100	27.3	57.6	9.1	6.1	15.2	25.6	36.6	96.5	96
Female	69	100	33.3	55.6	11.1	0	11.1	16.8	31.3	96.7	96
Racial/Ethnic Group											
White	93	100	27.9	57	10.5	4.7	15.1	25.9	44.5	96.2	95.8
African American	34	100	43.3	56.7	0	0	0	11.9	19.1	97.4	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	96.9
Hispanic	14	100	16.7	50	33.3	0	33.3	17.6	27.5	98	97
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.6
Disability Status											
Disabled	23	100	63.2	36.8	0	0	0	13	14.4	94.6	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	93.1
English Proficiency											
Limited English Proficient	12	100	20	40	40	0	40	18	27.3	97.8	97.1
Socio-Economic Status											
Subsidized meals	92	100	40.7	50.6	7.4	1.2	8.6	16.4	21	96.1	95.6

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	65	100	16.7	41.7	40	1.7	41.7
	4	56	100	11.8	52.9	29.4	5.9	35.3
	5	68	100	21.5	50.8	24.6	3.1	27.7
	6	68	100	11.5	54.1	31.1	3.3	34.4
	7	71	100	21	48.4	29	1.6	30.6
2008	8	86	100	29.5	51.3	16.7	2.6	19.2
	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	84	100	19.1	47.1	27.9	5.9	33.8
2008	7	65	100	13.3	55	30	1.7	31.7
	8	68	100	14.3	52.4	28.6	4.8	33.3
Mathematics								
2007	3	65	100	26.7	53.3	15	5	20
	4	56	100	21.6	39.2	31.4	7.8	39.2
	5	68	100	16.9	44.6	24.6	13.8	38.5
	6	68	100	6.6	45.9	37.7	9.8	47.5
	7	71	100	14.5	41.9	24.2	19.4	43.5
2008	8	86	100	21.8	55.1	16.7	6.4	23.1
	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	84	100	16.2	44.1	19.1	20.6	39.7
2008	7	65	100	11.7	56.7	21.7	10	31.7
	8	68	100	15.9	50.8	28.6	4.8	33.3
Science								
2007	3	31	100	39.3	39.3	21.4	0	21.4
	4	56	100	31.4	41.2	19.6	7.8	27.5
	5	34	100	46.9	25	15.6	12.5	28.1
	6	35	100	21.9	56.3	9.4	12.5	21.9
	7	71	100	21	54.8	14.5	9.7	24.2
2008	8	43	100	31.6	42.1	23.7	2.6	26.3
	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	42	100	33.3	27.3	21.2	18.2	39.4
2008	7	65	100	16.7	53.3	20	10	30
	8	33	100	27.6	34.5	20.7	17.2	37.9
Social Studies								
2007	3	34	100	18.8	46.9	18.8	15.6	34.4
	4	56	100	23.5	49	19.6	7.8	27.5
	5	34	100	45.5	54.5	0	0	0
	6	33	100	17.2	55.2	20.7	6.9	27.6
	7	71	100	45.2	38.7	8.1	8.1	16.1
2008	8	43	100	32.5	55	10	2.5	12.5
	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	42	100	20	60	17.1	2.9	20
2008	7	65	100	36.7	53.3	5	5	10
	8	35	100	29.4	58.8	11.8	0	11.8

Abbreviations for Missing Data

N/A--Not Applicable

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