

ST GEORGE MIDDLE

600 Minus Street
St. George, SC 29477

Grades	6-8 Middle School	
Enrollment	320 Students	
Principal	Mr. Jeffery Scott	843-563-3171
Superintendent	Mr. Jerry G. Montjoy	(843) 563-4535
Board Chair	Dr. Kenneth Jenkins	(843) 563-3228

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Average
2010	Below Average	Average
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

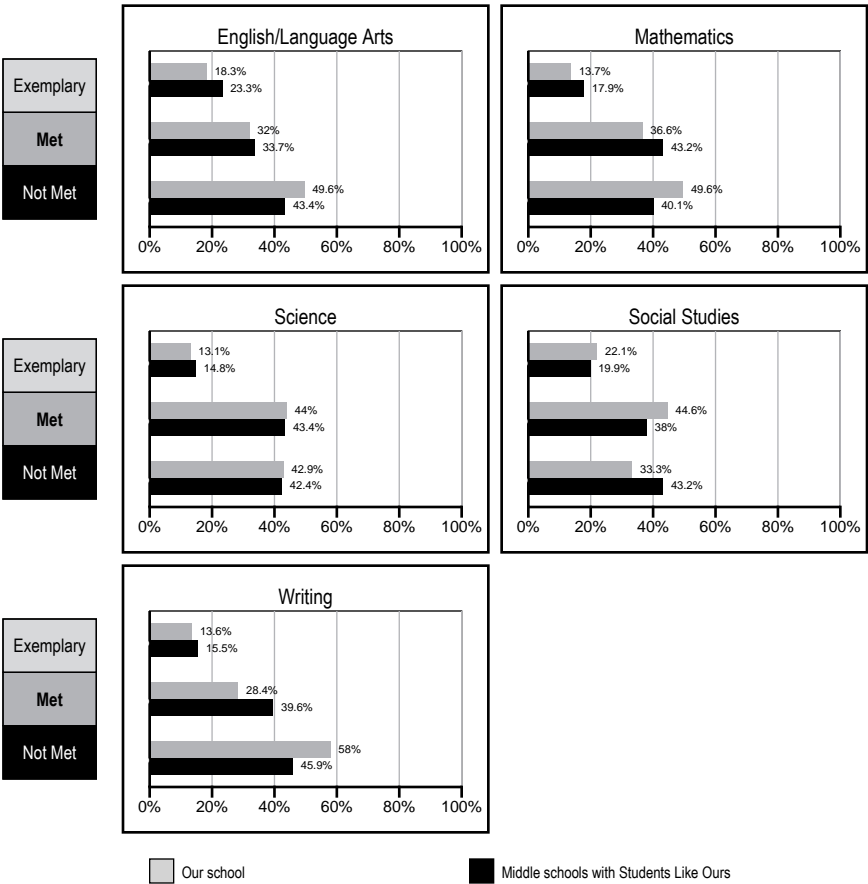
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	29	17	4

* Ratings are calculated with data available by 11/09/2011.

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%	93.8%
English 1	100.0%	87.8%
Biology 1/Applied Biology 2	N/A	31.0%
Physical Science	N/A	46.2%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	91.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=320)				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	14.1%	24.5%
Retention rate	0.3%	Up from 0.0%	0.6%	0.7%
Attendance rate	99.9%	Up from 94.4%	95.6%	95.9%
Served by gifted and talented program	9.1%	Up from 6.7%	12.2%	17.8%
With disabilities other than speech	15.9%	Up from 10.1%	10.6%	9.2%
Older than usual for grade	2.0%	Down from 3.5%	2.4%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	N/R	N/R	0.5%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	43.5%	Down from 52.0%	59.0%	60.0%
Continuing contract teachers	52.2%	Down from 56.0%	78.9%	82.6%
Teachers returning from previous year	84.7%	Up from 83.0%	82.9%	85.6%
Teacher attendance rate	94.1%	Up from 93.8%	95.1%	95.3%
Average teacher salary*	\$44,636	Down 5.6%	\$44,708	\$46,300
Professional development days/teacher	13.5 days	N/R	11.1 days	9.9 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	20.4 to 1	21.5 to 1
Prime instructional time	91.8%	Up from 86.1%	90.3%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	N/R	N/R	97.2%	98.1%
Character development program	Below Average	N/R	Good	Good
Dollars spent per pupil**	\$10,778	Down 3.1%	\$8,359	\$7,634
Percent of expenditures for instruction**	52.9%	Up from 52.7%	64.1%	64.0%
Percent of expenditures for teacher salaries**	48.3%	Down from 49.3%	59.6%	61.2%

* 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 instruction and student learning continues to be the focus of Saint George Middle School. We are working for increased achievement through an instructional vision based on five concepts. Rigor, collaboration, standards-based instruction, data-driven decision making and student engagement are these concepts. Teachers and administrators have studied rigor and have begun uncovering what our data holds. Assessments have been rated in terms of rigor and data walls have been created. At the end of the year, our teachers created data notebooks. Weekly collaborative meetings were held within grade levels as well as departments. The grade level meetings primarily centered on student behavior, achievement and other issues. The department meetings centered on instruction and assessment. Teachers presented their lessons and promising practices as well as recommendations were discussed during the department meetings.

We at Saint George Middle School are completing our second year as a Making Middle Grades Work (MMGW) site. We were fortunate to have a MMGW consultant with us this year. The consultant helped us continue the implementation of the ten key practices of the MMGW program. The consultant also helped teachers reflect on their assessments as well as helped with creating teacher data notebooks.

Providing quality after-school activities is also a key to improving academics and student achievement. The 21st Century Community 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 instruction, student engagement and standards based lessons as well as 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	24	75	35
Percent satisfied with learning environment	70.8%	62.7%	87.5%
Percent satisfied with social and physical environment	87.5%	68.1%	91.2%
Percent satisfied with school-home relations	41.7%	85.9%	81.8%

* 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 11 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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.6%	0.0%	No
Student attendance rate	99.9%	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 = 79.4% (Met or Exemplary)

All Students	294	99.7	49.5	32.2	18.4	60.8	76.6	82.4	No	Yes
Gender										
Male	161	99.4	54.2	27.7	18.1	57.4	73.2	78.7	N/A	N/A
Female	133	100	43.8	37.5	18.8	64.8	80.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	110	99.1	31.7	37.5	30.8	75	85.4	88.9	No	Yes
African American	172	100	60.9	29	10.1	52.1	71.1	72.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	84.6	79.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	61.1	83	I/S	I/S
Disability Status										
Disabled	49	100	N/AV	N/AV	N/AV	8.3	37.5	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	81.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	232	99.6	55.8	32.1	12.1	55.8	74.5	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	294	99.7	49.5	36.7	13.8	63.6	77.5	81.9	No	Yes
Gender										
Male	161	99.4	50.3	32.9	16.8	60.6	75.1	79.9	N/A	N/A
Female	133	100	48.4	41.4	10.2	67.2	80.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	110	99.1	36.5	37.5	26	76	85.8	88.9	No	Yes
African American	172	100	58.6	35.5	5.9	55	71.5	71.4	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	84.6	81.1	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	83.3	84.4	I/S	I/S
Disability Status										
Disabled	49	100	N/AV	N/AV	N/AV	22.9	46.1	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	81.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	232	99.6	53.6	37.5	8.9	59.4	75.3	74.9	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	198	99	42.6	44.2	13.2	57.4	67	68.6
Gender								
Male	109	98.2	44.2	38.5	17.3	55.8	62.9	68.3
Female	89	100	40.7	51.2	8.1	59.3	71.5	68.9
Racial/Ethnic Group								
White	72	98.6	25	48.5	26.5	75	80.2	80.7
African American	118	99.2	53.9	41.7	4.3	46.1	57.8	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	73.7	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	75	70.8
Disability Status								
Disabled	35	100	79.4	17.6	2.9	20.6	39.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	76.9	60.7
Socio-Economic Status								
Subsidized meals	159	98.7	47.1	41.8	11.1	52.9	64.1	57.3
Social Studies								
All Students	199	98.5	33	44.8	22.2	67	72.9	72.5
Gender								
Male	106	98.1	34.6	35.6	29.8	65.4	72.6	72
Female	93	98.9	31.1	55.6	13.3	68.9	73.3	73.1
Racial/Ethnic Group								
White	75	97.3	16.7	45.8	37.5	83.3	82.9	81
African American	116	100	44.3	45.2	10.4	55.7	65.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	88.2	69.6
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	68.8	73.5
Disability Status								
Disabled	33	100	N/AV	N/AV	N/AV	24.2	44	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	81.8	69.7
Socio-Economic Status								
Subsidized meals	152	98.7	38.5	43.9	17.6	61.5	69.4	62.9

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	93	97.9	57.5	28.7	13.8	42.5	65	73.2	99.9	96.4
Gender										
Male	52	96.2	61.2	30.6	8.2	38.8	52.6	67.2	99.9	96.5
Female	41	100	54.1	27	18.9	45.9	76.6	79.4	99.9	96.3
Racial/Ethnic Group										
White	37	100	48.6	22.9	28.6	51.4	76.5	81.5	99.9	95.6
African American	52	96.2	63.3	34.7	2	36.7	58.5	61.3	99.9	97
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	99.9	97.6
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	66.7	99.9	97.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	99.9	93.9
Disability Status										
Disabled	15	93.3	N/AV	N/AV	N/AV	14.3	22.7	26	99.7	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	99.9	98.1
Socio-Economic Status										
Subsidized meals	75	97.3	60.9	29	10.1	39.1	62.4	63.2	99.9	96.3

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
English/Language Arts							
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
2011	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	100	100	44.2	33.7	22.1	55.8
	7	103	99	48.5	34.7	16.8	51.5
	8	91	100	56.3	27.6	16.1	43.7
Mathematics							
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
2011	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	100	100	45.3	37.9	16.8	54.7
	7	103	99	50.5	34.7	14.9	49.5
	8	91	100	52.9	37.9	9.2	47.1
Science							
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
2011	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	50	98	50	45.7	4.3	50
	7	103	99	38.6	48.5	12.9	61.4
	8	45	100	44.2	32.6	23.3	55.8

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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							
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
2011	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	50	98	16.3	65.3	18.4	83.7
	7	103	99	42.6	33.7	23.8	57.4
	8	46	97.8	29.5	47.7	22.7	70.5
Writing							
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
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	93	97.9	57.5	28.7	13.8	42.5

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