



GEORGETOWN MIDDLE

2400 Anthuan Maybank
Georgetown, South

Grades	6-8 Middle School	
Enrollment	784 Students	
Principal	Rosemary D. Gray	843-527-4495
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

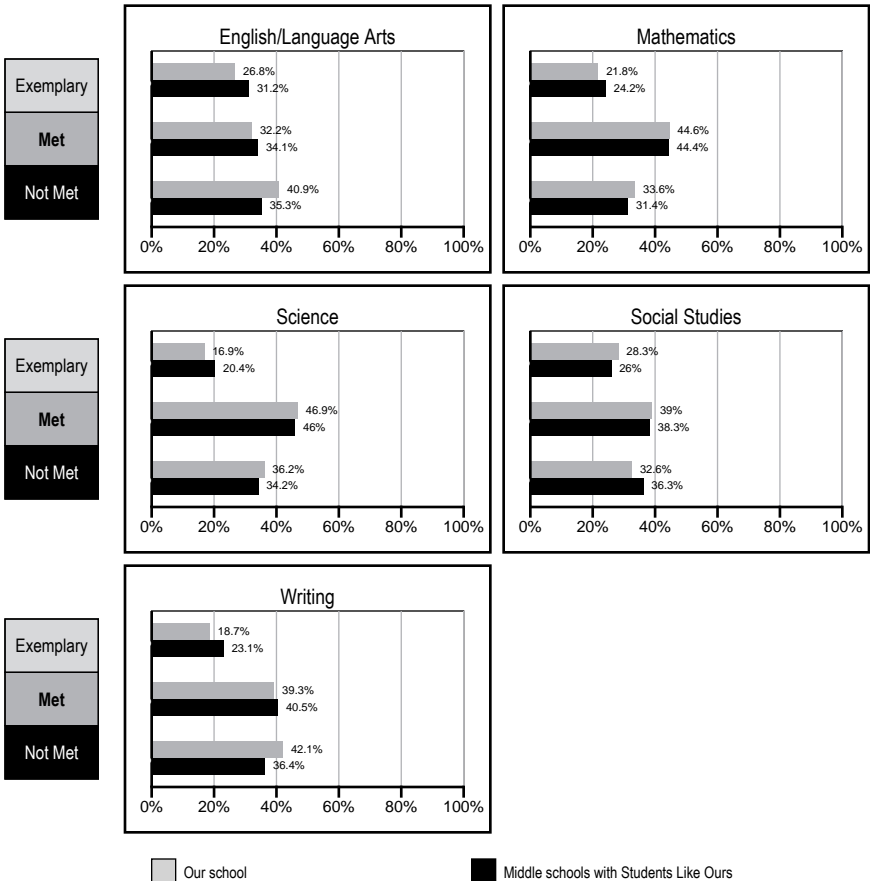
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	4	43	5	0

* 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%	97.0%
English 1	96.5%	93.5%
Biology 1/Applied Biology 2	N/A	91.6%
Physical Science	N/A	75.0%
US History and the Constitution	N/A	N/A
All Subjects	98.1%	96.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=784)				
Students enrolled in high school credit courses (grades 7 & 8)	18.5%	Up from 17.6%	29.6%	24.5%
Retention rate	1.3%	Up from 0.4%	0.8%	0.7%
Attendance rate	96.8%	Up from 95.1%	95.7%	95.9%
Served by gifted and talented program	18.7%	Down from 21.2%	17.0%	17.8%
With disabilities other than speech	10.8%	Down from 13.1%	9.5%	9.2%
Older than usual for grade	2.4%	No Change	1.7%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.0%	0.6%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	58.0%	Up from 53.1%	56.0%	60.0%
Continuing contract teachers	68.0%	Down from 77.6%	86.2%	82.6%
Teachers returning from previous year	83.4%	Up from 81.2%	83.8%	85.6%
Teacher attendance rate	94.7%	Up from 94.1%	94.8%	95.3%
Average teacher salary*	\$46,080	Down 5.3%	\$45,412	\$46,300
Professional development days/teacher	8.5 days	Down from 10.7 days	9.8 days	9.9 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	15.7 to 1	Down from 20.1 to 1	21.1 to 1	21.5 to 1
Prime instructional time	89.3%	Up from 86.2%	89.6%	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%	96.7%	98.1%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil**	\$6,829	Down 2.7%	\$7,486	\$7,634
Percent of expenditures for instruction**	62.4%	Down from 66.4%	62.0%	64.0%
Percent of expenditures for teacher salaries**	60.8%	Down from 64.2%	59.4%	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

Our objective is for all students to have a positive experience and to become excited about learning as a result of having attended Georgetown Middle School. We want our students to be equipped with 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.

It is our belief that all members of the community must be lifelong learners in order for the community to remain healthy and continue growing. All children can learn. They will rise to the level that teachers and parents expect them to; therefore, children are our number one priority. Students are encouraged to reach their highest potential. We have high expectations for all of our students, regardless of their current achievement levels or any learning challenges they may have. We strive to develop independent, critical thinkers who possess a love of learning and display positive character traits of good citizenship.

Our goal is to be able to report that 100% of our students are prepared for academic success. By the time our students complete their eighth-grade year, we aim for them to be academically and socially ready to move on to the high school level, where they can continue to develop as academic achievers and responsible and productive citizens.

Implementing the Professional Learning Team process, the GMS faculty has seen much professional growth over this last school year. Working together, planning and assessing student progress, implementing Writing Across the Curriculum and Balanced Literacy, and making better use of analyzing test data, our teachers have become stronger educators. Our students have benefited from quality professional development that our teachers have received.

We will continue to focus on non-fiction writing in all academic areas, to provide more time for reading, to continue to provide student incentives for high academic achievement, and to provide additional staff development on test data analysis and best teaching practices. We will continue in our mission to provide our students with opportunities to be successful and responsible in an ever-changing society.

Rosemary Gray, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	199	72
Percent satisfied with learning environment	77.1%	71.9%	77.8%
Percent satisfied with social and physical environment	88.6%	80.3%	71.8%
Percent satisfied with school-home relations	71.4%	88.4%	72.5%

* 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

NO

This school met 17 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

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	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	23.2%	0.0%	No
Student attendance rate	96.8%	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	787	99.8	40.2	31.9	27.9	70.8	80.1	82.4	No	Yes
Gender										
Male	409	99.8	45.5	27.9	26.6	66.7	76.6	78.7	N/A	N/A
Female	378	99.7	34.5	36.2	29.2	75.2	84	86.2	N/A	N/A
Racial/Ethnic Group										
White	353	99.7	30	28.5	41.5	80.7	88.8	88.9	Yes	Yes
African American	389	99.7	49.9	35.1	15	62.1	70.4	72.9	No	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	82.1	93	I/S	I/S
Hispanic	36	100	40	34.3	25.7	62.9	79.7	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	124	99.2	79.6	8.8	11.5	29.2	35.3	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	31	100	44.1	38.2	17.6	61.8	77	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	541	99.6	47.8	34.6	17.7	63.7	73.8	75.4	No	Yes

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

All Students	787	99.6	32.9	44.6	22.6	79.7	82.3	81.9	Yes	Yes
Gender										
Male	409	99.8	35.4	42.4	22.2	77	79.6	79.9	N/A	N/A
Female	378	99.5	30.2	46.9	22.9	82.7	85.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	353	99.7	25.8	42.7	31.5	85.5	90.3	88.9	Yes	Yes
African American	389	99.5	41	44.3	14.8	73.5	73.2	71.4	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	92.9	94.6	I/S	I/S
Hispanic	36	100	22.9	60	17.1	85.7	83.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	124	98.4	73.2	17	9.8	42.9	37.7	47.3	Yes	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	31	100	23.5	61.8	14.7	85.3	81.5	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	541	99.5	37.4	46.7	16	77.4	76.9	74.9	Yes	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
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Science

All Students	516	99.4	35.4	46.4	18.1	64.6	63.4	68.6
Gender								
Male	277	99.3	32.5	45.7	21.9	67.5	64.1	68.3
Female	239	99.6	38.9	47.3	13.7	61.1	62.7	68.9
Racial/Ethnic Group								
White	237	100	24.6	48.7	26.8	75.4	78.3	80.7
African American	249	98.8	45.8	45.3	8.9	54.2	46.4	51.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.7	85.3
Hispanic	25	100	41.7	37.5	20.8	58.3	61.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	91	98.9	72.3	16.9	10.8	27.7	25.4	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	21	100	45.5	36.4	18.2	54.5	58.7	60.7
Socio-Economic Status								
Subsidized meals	359	99.2	41.7	46.4	12	58.3	53.6	57.3

Social Studies

All Students	517	99.2	31.8	39.3	28.9	68.2	70.3	72.5
Gender								
Male	266	98.9	33.1	35.1	31.9	66.9	69.1	72
Female	251	99.6	30.4	43.8	25.8	69.6	71.7	73.1
Racial/Ethnic Group								
White	228	99.6	22.6	37.8	39.6	77.4	81.5	81
African American	261	98.9	41	40.6	18.4	59	57.6	60
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	90.9	89
Hispanic	20	100	25	45	30	75	73.7	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	82	97.6	67.1	20.5	12.3	32.9	32.4	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	18	100	28.6	38.1	33.3	71.4	70.9	69.7
Socio-Economic Status								
Subsidized meals	360	98.9	39.1	39.7	21.2	60.9	61.9	62.9

Abbreviations for Missing Data

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

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	224	99.1	42.1	39.3	18.7	57.9	68.5	73.2	96.8	97.2
Gender										
Male	107	99.1	47.1	33.3	19.6	52.9	61	67.2	96.6	97.2
Female	117	99.2	37.5	44.6	17.9	62.5	76.3	79.4	96.9	97.2
Racial/Ethnic Group										
White	95	100	31.5	39.1	29.3	68.5	80.6	81.5	96.2	96.9
African American	118	98.3	51.4	39.6	9	48.6	54.9	61.3	97.1	97.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	99.8	98.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	61.1	66.7	97.9	97.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	97
Disability Status										
Disabled	31	93.6	N/AV	N/AV	N/AV	24.1	13.9	26	95.4	96.6
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	7	I/S	I/S	I/S	I/S	I/S	57.1	65.7	98	97.9
Socio-Economic Status										
Subsidized meals	147	98.6	47.5	39.7	12.8	52.5	59.1	63.2	96.5	97

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	248	99.6	29.3	40.6	30.1	70.7
	7	237	100	32.2	35.2	32.6	67.8
	8	287	99.7	41.7	34.2	24.1	58.3
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	313	100	42.7	29.5	27.8	57.3
	7	247	99.2	38.7	33.6	27.7	61.3
	8	227	100	38.4	33.3	28.2	61.6
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	248	99.6	31.4	49	19.7	68.6
	7	237	100	36.5	39.1	24.5	63.5
	8	287	99.7	40.3	47.8	11.9	59.7
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	313	100	38.6	43.1	18.3	61.4
	7	247	98.8	35.9	37.6	26.5	64.1
	8	227	100	21.8	54.2	24.1	78.2
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	122	99.2	42.5	49.2	8.3	57.5
	7	237	100	29.2	43.3	27.5	70.8
	8	144	98.6	40.7	42.9	16.4	59.3
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	157	100	43	49.7	7.4	57
	7	247	98.8	28.5	49.8	21.7	71.5
	8	112	100	40.2	34.6	25.2	59.8

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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	126	100	28.6	57.1	14.3	71.4
	7	237	100	48.1	30.9	21	51.9
	8	142	99.3	39.3	34.8	25.9	60.7
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	156	100	35.6	41.8	22.6	64.4
	7	246	98.4	36.5	36.9	26.6	63.5
	8	115	100	16.5	41.3	42.2	83.5
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	250	97.2	37	43.8	19.1	63
	7	238	98.7	33.8	45.9	20.3	66.2
	8	290	96.9	36.9	44.2	19	63.1
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	224	99.1	42.1	39.3	18.7	57.9

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