



GRAY COURT-OWINGS MIDDLE

9210 Hwy. 14
Gray Court, South Carolina

Grades	6-8 Middle School	
Enrollment	237 Students	
Principal	Marilyn Ramsey	864-876-2171
Superintendent	Billy R. Strickland	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

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	Average	Average
2007	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

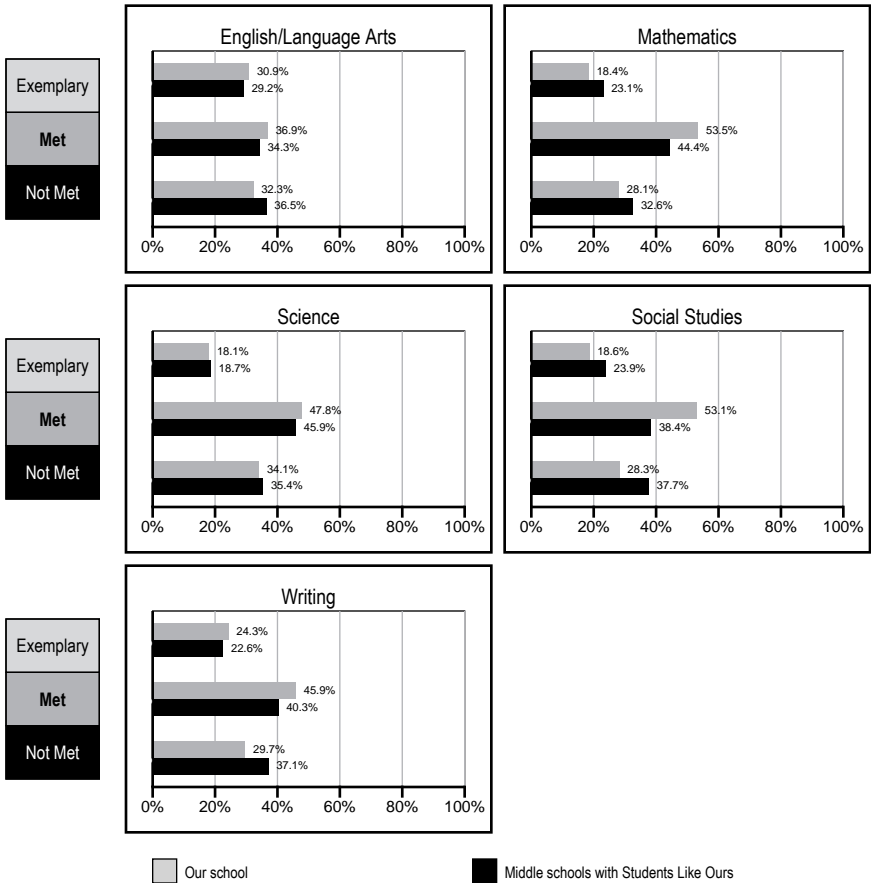
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	43	6	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	94.7%	96.9%
English 1	100.0%	93.1%
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	97.4%	96.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=237)				
Students enrolled in high school credit courses (grades 7 & 8)	54.3%	Up from 48.7%	27.9%	24.5%
Retention rate	1.2%	Up from 0.4%	0.7%	0.7%
Attendance rate	95.9%	Up from 95.4%	95.7%	95.9%
Served by gifted and talented program	22.8%	Up from 9.8%	16.4%	17.8%
With disabilities other than speech	8.9%	Down from 15.0%	10.1%	9.2%
Older than usual for grade	6.6%	Up from 4.8%	1.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.7%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=15)				
Teachers with advanced degrees	46.7%	Up from 46.2%	56.4%	60.0%
Continuing contract teachers	100.0%	Up from 92.3%	86.9%	82.6%
Teachers returning from previous year	82.6%	Up from 67.8%	83.6%	85.6%
Teacher attendance rate	96.5%	Down from 97.4%	95.3%	95.3%
Average teacher salary*	\$43,872	Down 0.6%	\$45,209	\$46,300
Professional development days/teacher	9.9 days	Down from 12.0 days	9.8 days	9.9 days
School				
Principal's years at school	13.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	24.0 to 1	Up from 22.4 to 1	21.1 to 1	21.5 to 1
Prime instructional time	91.9%	Down from 92.6%	90.1%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.5%	96.3%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$8,388	Down 13.7%	\$7,486	\$7,634
Percent of expenditures for instruction**	49.0%	Up from 46.7%	62.0%	64.0%
Percent of expenditures for teacher salaries**	48.2%	Up from 45.6%	59.2%	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

At Gray Court-Owings Middle School our vision, "excellence and equity in educational practices for each learner," has been our driving force. During Academy Time each day, students were grouped for specialized attention to specific skills. Our Power Reading teacher worked with struggling readers individually and in small groups. Many eighth graders were eligible to receive high school credit for Honors English, Algebra, and Keyboarding. Enrichment was provided for gifted and talented students through the use of Teen Biz and Connected Mathematics. We made concentrated efforts to address the needs of each learner.

Character education was also stressed at Gray Court-Owings Middle. Citizenship was promoted, and good citizens were recognized by having their names placed on Dr. Owens's Wall of Fame. Opportunities were provided for students to participate in service learning projects (i.e., Relay for Life, United Way). The Green Crew encouraged students to reduce, recycle, and reuse; they collected paper, plastic bottles, and aluminum cans for recycling. Safety issues were identified and addressed by our Rapid Response Team. Library "Volunteers" worked numerous hours in the library, shelving books and assisting the media specialist. Hopefully, these experiences will help students be lifelong learners.

Parents were invited to participate in the education of their children. Volunteer training was provided to parents who could give of their time. Open House, parent conference day, School Improvement Council, and extracurricular events gave parents opportunities to actively participate. "Be There" was the theme of parental involvement.

With the continued support of our business partner, Vulcan Materials, and other community leaders, we have worked to provide a quality education for our students. We will strive for excellence daily!

Amy Adams, SIC Chairperson
 Marilyn Ramsey, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	67	39
Percent satisfied with learning environment	100.0%	74.6%	81.6%
Percent satisfied with social and physical environment	100.0%	83.6%	75.7%
Percent satisfied with school-home relations	92.3%	82.1%	74.4%

* 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 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. 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	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.4%	0.0%	No
Student attendance rate	95.9%	94.0%**	Yes

* Or greater than last year

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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 = 79.4% (Met or Exemplary)

All Students	245	100	32.1	36.7	31.2	80.3	79.7	82.4	Yes	Yes
Gender										
Male	122	100	37.6	36.7	25.7	77.1	76.1	78.7	N/A	N/A
Female	123	100	26.6	36.7	36.7	83.5	83.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	158	100	27.5	35.5	37	84.1	84.9	88.9	Yes	Yes
African American	66	100	36.5	41.3	22.2	77.8	71.8	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	20	100	50	31.3	18.8	62.5	70.9	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	37	100	74.3	20	5.7	45.7	51.3	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	70	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	164	100	38.5	34.5	27	75.7	75.6	75.4	No	Yes

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

All Students	245	100	28	53.2	18.8	77.5	78.6	81.9	Yes	Yes
Gender										
Male	122	100	29.4	52.3	18.3	76.1	76.8	79.9	N/A	N/A
Female	123	100	26.6	54.1	19.3	78.9	80.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	158	100	26.1	52.9	21	79.7	83.6	88.9	Yes	Yes
African American	66	100	27	57.1	15.9	79.4	70.7	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	20	100	43.8	43.8	12.5	56.3	70.9	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	37	100	77.1	20	2.9	31.4	48.9	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	71.9	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	164	100	31.1	56.1	12.8	74.3	74.3	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	156	100	33.8	47.5	18.7	66.2	62.4	68.6
Gender								
Male	84	100	37.3	40	22.7	62.7	63	68.3
Female	72	100	29.7	56.3	14.1	70.3	61.9	68.9
Racial/Ethnic Group								
White	100	100	27.6	48.3	24.1	72.4	73.1	80.7
African American	40	100	38.5	51.3	10.3	61.5	46.3	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	15	100	58.3	33.3	8.3	41.7	47.7	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	24	100	78.3	17.4	4.3	21.7	34.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	47.7	60.7
Socio-Economic Status								
Subsidized meals	105	100	41.1	45.3	13.7	58.9	55.6	57.3
Social Studies								
All Students	165	100	28.8	52.7	18.5	71.2	67.7	72.5
Gender								
Male	81	100	29.6	49.3	21.1	70.4	68.3	72
Female	84	100	28	56	16	72	66.9	73.1
Racial/Ethnic Group								
White	102	100	25.3	54	20.7	74.7	75.2	81
African American	48	100	31.1	57.8	11.1	68.9	57.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	14	100	38.5	30.8	30.8	61.5	50.8	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	25	100	87	8.7	4.3	13	41.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	50	69.7
Socio-Economic Status								
Subsidized meals	104	100	37.9	46.3	15.8	62.1	61.3	62.9

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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	78	100	29.7	45.9	24.3	70.3	70.2	73.2	95.9	95.8
Gender										
Male	35	100	41.9	45.2	12.9	58.1	61.8	67.2	96.4	95.8
Female	43	100	20.9	46.5	32.6	79.1	79	79.4	95.4	95.9
Racial/Ethnic Group										
White	52	100	24	48	28	76	75	81.5	95.6	95.5
African American	18	100	33.3	50	16.7	66.7	61.8	61.3	97	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	94.8	96.7
Hispanic	8	I/S	I/S	I/S	I/S	I/S	61.1	66.7	95	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.5
Disability Status										
Disabled	13	100	N/AV	N/AV	N/AV	23.1	28.7	26	93.5	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	99.3
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	64.4	65.7	96.7	97.4
Socio-Economic Status										
Subsidized meals	55	100	37.7	43.4	18.9	62.3	64.5	63.2	95.6	95.5

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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	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
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	86	100	26.9	41	32.1	73.1
	7	76	100	30.3	33.3	36.4	69.7
	8	83	100	39.2	35.1	25.7	60.8
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	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
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	86	100	24.4	64.1	11.5	75.6
	7	76	100	30.3	39.4	30.3	69.7
	8	83	100	29.7	54.1	16.2	70.3
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	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
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	41	100	40.5	45.9	13.5	59.5
	7	76	100	28.8	56.1	15.2	71.2
	8	39	100	36.1	33.3	30.6	63.9

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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	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
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	45	100	14.6	73.2	12.2	85.4
	7	76	100	36.4	40.9	22.7	63.6
	8	44	100	30.8	51.3	17.9	69.2
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	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
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	78	100	29.7	45.9	24.3	70.3

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