



SC Annual School Report Card Summary

GEORGETOWN MIDDLE
Georgetown
Grades: 6-8 Enrollment: 784
Principal: Rosemary D. 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		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	Average	Average	TBD	TBD	Not Met	N/A
2010	Average	Average	N/A	N/A	Not Met	N/A
2009	Average	Average	N/A	N/A	Not Met	N/A

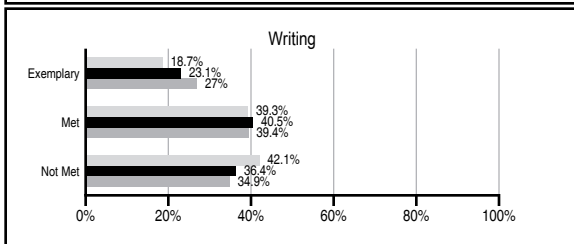
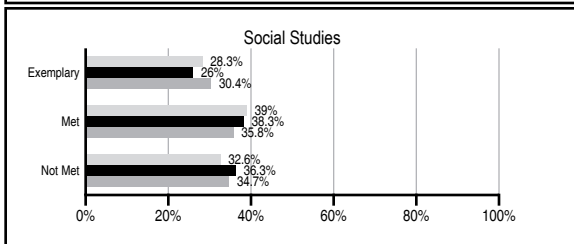
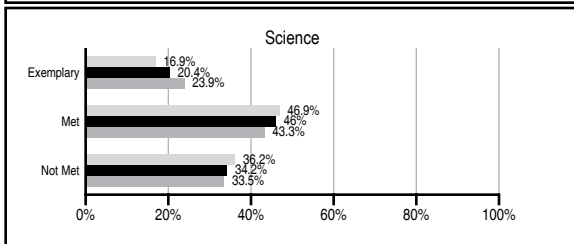
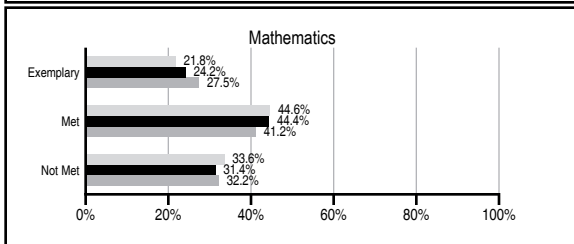
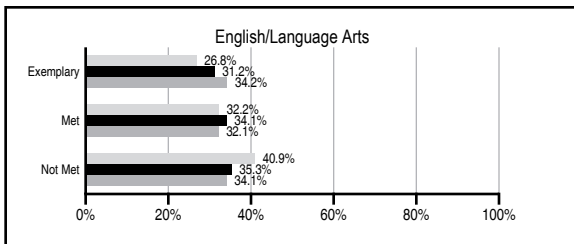
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
2	4	43	5	0

*Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.

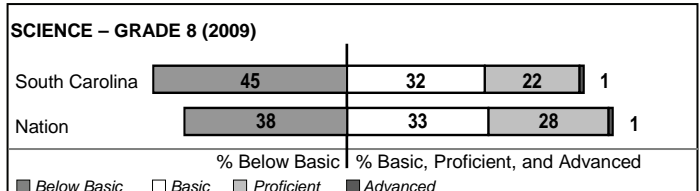
PASS PERFORMANCE

Our School
 Middle Schools with Students Like Ours
 Middle schools statewide



NAEP PERFORMANCE*

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



END OF COURSE TESTS - 2011

% 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	97.0
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

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

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 NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

GEORGETOWN MIDDLE [Georgetown]

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
Classes not taught by highly qualified teachers	23.2%	Up from 6.2%	1.4%	1.2%
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%
% of AYP objectives met	81.0%	Down from 90.5%	78.5%	80.5%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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

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