



Georgetown Middle School

1935 Middleton Street
Georgetown, SC 29440

Grades	6-8 Middle School	
Enrollment	901 Students	
Principal	Rosemary 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 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Average
2012	Average	Average
2011	Average	Average
2010	Average	Average
2009	Average	Average

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://www.eoc.sc.gov>

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

Percent of students tested in 2012-13 whose 2011-12 test scores were located

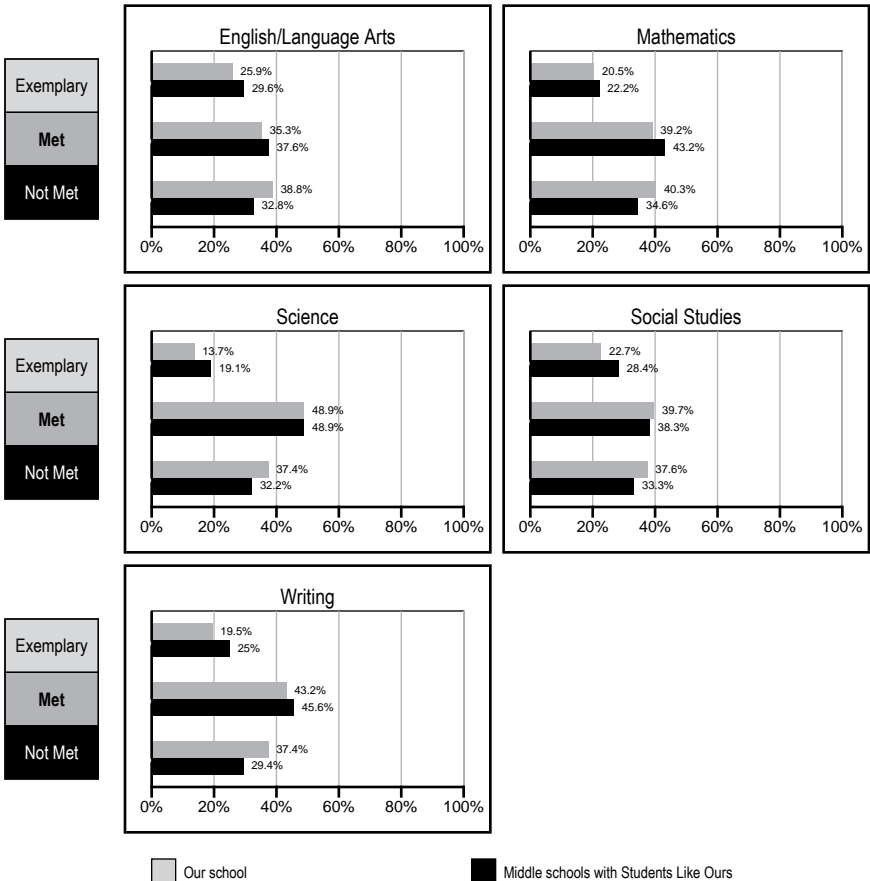
97.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	6	47	6	0

* Ratings are calculated with data available by 03/14/2014.

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%	96.7%
English 1	96.8%	96.1%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	98.3%	96.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=901)				
Students enrolled in high school credit courses (grades 7 & 8)	33.2%	Up from 13.3%	22.6%	24.6%
Retention rate	1.0%	Down from 1.7%	0.8%	0.6%
Attendance rate	94.8%	Down from 95.1%	95.6%	95.9%
Served by gifted and talented program	16.7%	N/A	16.7%	18.5%
With disabilities	14.2%	N/A	14.1%	13.0%
Older than usual for grade	6.8%	N/A	5.8%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.6%	0.7%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=56)				
Teachers with advanced degrees	58.9%	Up from 58.0%	58.6%	61.5%
Continuing contract teachers	71.4%	Down from 76.0%	76.0%	77.2%
Teachers returning from previous year	88.4%	Up from 84.3%	84.9%	85.9%
Teacher attendance rate	94.4%	Up from 93.8%	94.6%	94.9%
Average teacher salary*	\$47,338	Up 0.8%	\$46,488	\$47,313
Professional development days/teacher	11.1 days	Up from 9.6 days	11.1 days	10.1 days
School				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	23.7 to 1	Up from 23.3 to 1	21.9 to 1	22.1 to 1
Prime instructional time	86.7%	Up from 86.3%	89.3%	89.6%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Up from 98.5%	98.2%	99.0%
Character development program	Good	Up from Below Average	Good	Good
Dollars spent per pupil**	\$6,453	Down 7.9%	\$7,066	\$7,239
Percent of expenditures for instruction**	63.0%	Down from 64.2%	63.0%	63.0%
Percent of expenditures for teacher salaries**	61.0%	Down from 62.5%	60.0%	61.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

At Georgetown Middle School, we believe that all members of the community must be life-long learners in order for the community to remain healthy and to continue to grow. We believe that all children can learn, and they will rise to the level that teachers and parents expect them to. Our teachers have high expectations for all of their students, regardless of their current achievement levels or any learning challenges they may face. GMS teachers strive to develop independent, critical thinkers who display positive character traits of good citizenship.

We want all of our students to be inspired with a desire to learn as they go through their middle school years. We want their experiences here at Georgetown Middle School to be rich and to provide them with the tools they will need to be successful in high school. One of our main focuses is literacy across the curriculum. Our students are reading and writing more than they ever have. Research shows that the more students read and write, the higher the improvement in all academic areas. Another focus we have is common planning and assessments. Our teachers plan and assess by grade level / subject area. They are able to discuss best teaching practices and to develop assessments that are rigorous so that students are challenged in their thinking.

One of the correlates of an effective school is a safe and orderly environment. Without a safe and orderly environment, quality instruction and learning cannot occur. One of our administration's main goals is to ensure that parents, students, and teachers feel confident in the fact that their school is safe. We are committed to keeping our school free from violence and bullying. We are happy to report that this past year, we implemented the PBIS (Positive Behavior Interventions and Support) process in our school, which involves a commitment to teaching and reinforcing responsible, respectful, courteous, and kind behavior to our students.

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

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	258	35
Percent satisfied with learning environment	89.5%	74.4%	82.8%
Percent satisfied with social and physical environment	88.9%	70.7%	77.8%
Percent satisfied with school-home relations	78.9%	81.4%	85.7%

* Only students at the highest middle school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	73.2
Overall Grade Conversion	C

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Georgetown Middle School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.6%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.5%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.0%	0.0%	No
Student attendance rate	94.8%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 6-8						
All Students	633.2	632.0	611.5	619.9	99.8	99.7
Male	629.4	632.6	613.2	621.5	99.6	99.6
Female	636.9	631.3	609.7	618.2	100.0	99.8
White	649.1	641.4	620.6	631.0	99.7	99.5
African American	618.5	620.8	602.5	611.5	99.8	99.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	628.6	642.5	616.5	599.8	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	578.3	589.1	561.9	567.3	99.2	99.2
Limited English Proficient	626.1	642.3	609.7	602.8	100.0	100.0
Subsidized meals	621.9	624.1	603.4	609.4	99.9	99.7
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

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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							
2012	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	316	100	43.6	31	25.4	56.4
	7	305	99.7	42.8	35	22.2	57.2
	8	241	100	32.3	39.3	28.4	67.7
2013	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	289	99.3	33.2	42.6	24.2	66.8
	7	303	100	37.8	34.7	27.4	62.2
	8	289	100	44.8	27.2	28	55.2
Mathematics							
2012	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	316	100	36	44.2	19.8	64
	7	305	99.7	35.7	42.4	21.9	64.3
	8	241	100	39.3	46.7	14	60.7
2013	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	289	99	28.6	43.5	27.9	71.4
	7	303	100	45.8	36.5	17.7	54.2
	8	289	100	44.4	40.1	15.4	55.6
Science							
2012	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	161	100	52.9	43.9	3.2	47.1
	7	305	99.7	32.3	42.8	24.9	67.7
	8	123	100	29.7	45.8	24.6	70.3
2013	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	145	99.3	43.5	50.7	5.8	56.5
	7	303	100	29.5	51	19.4	70.5
	8	146	100	46.5	40.8	12.7	53.5

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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							
2012	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	155	100	35.8	49.3	14.9	64.2
	7	305	99.7	35.4	37.7	26.9	64.6
	8	118	100	30.6	30.6	38.7	69.4
2013	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	144	98.6	33.3	52.2	14.5	66.7
	7	303	100	43.4	36.8	19.8	56.6
	8	143	100	29.2	34.3	36.5	70.8
Writing							
2012	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	242	98.8	32.5	43	24.6	67.5
2013	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	288	97.6	34.4	45.8	19.8	65.6
	7	309	97.7	41.6	42.3	16.1	58.4
	8	291	98.6	34.5	42.4	23	65.5

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