



## Georgetown Middle School

2400 Anthuan Maybank Dr.  
Georgetown, SC 29440

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	876 Students	
<b>Principal</b>	Rosemary Gray	843-527-4495
<b>Superintendent</b>	Dr. H. Randall Dozier	843-436-7000
<b>Board Chair</b>	Mr. Jim Dumm	843-436-7000

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Average</b>	<b>Average</b>
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	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://www.eoc.sc.gov>

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

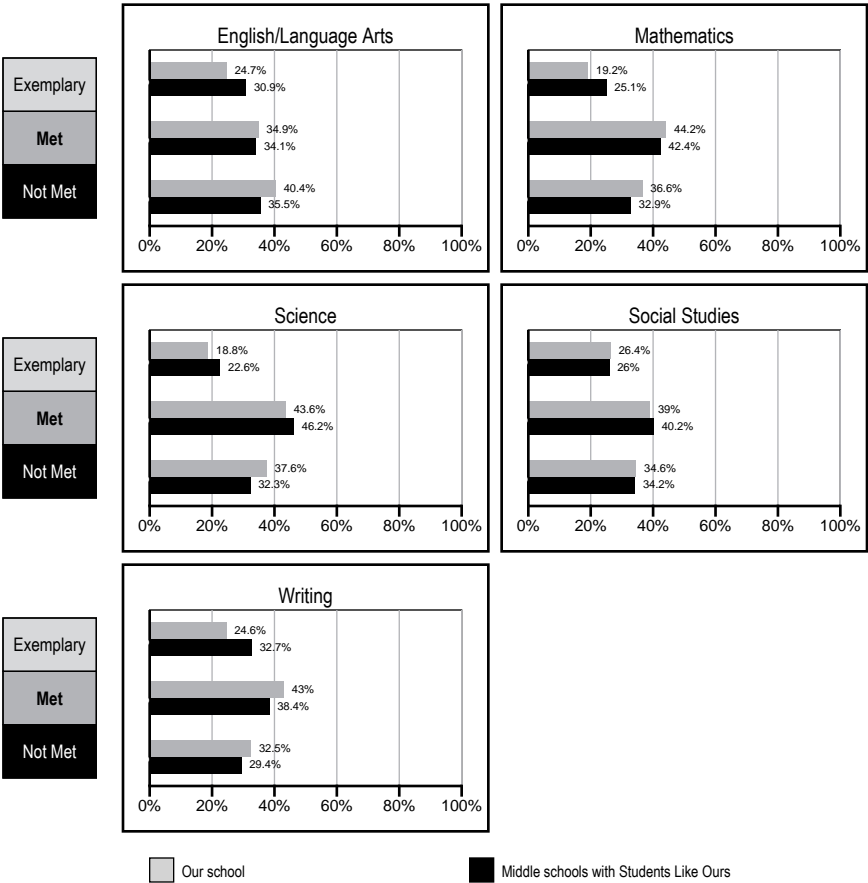
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 97.8%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
4	7	45	4	2

\* Ratings are calculated with data available by 11/07/2012.

**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	98.3%	97.1%
English 1	94.7%	95.3%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	96.3%	96.8%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=876)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	13.3%	Down from 18.5%	21.8%	22.9%
Retention rate	1.7%	Up from 1.3%	0.9%	0.8%
Attendance rate	95.1%	Down from 96.8%	96.0%	96.2%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.0%	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=50)</b>				
Teachers with advanced degrees	56.0%	Down from 58.0%	60.0%	61.3%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	84.3%	Up from 83.4%	86.3%	86.7%
Teacher attendance rate	93.8%	Down from 94.7%	95.3%	95.2%
Average teacher salary*	\$46,946	Up 1.9%	\$45,702	\$46,422
Professional development days/teacher	9.6 days	Up from 8.5 days	10.3 days	10.0 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	23.3 to 1	Up from 15.7 to 1	22.4 to 1	22.0 to 1
Prime instructional time	86.3%	Down from 89.3%	89.6%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.5%	Down from 100.0%	98.5%	98.8%
Character development program	Below Average	Down from Average	Good	Good
Dollars spent per pupil**	\$7,006	Up 2.6%	\$7,242	\$7,245
Percent of expenditures for instruction**	64.2%	Up from 62.4%	61.9%	63.1%
Percent of expenditures for teacher salaries**	62.5%	Up from 60.8%	60.1%	60.9%

\* 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 two years ago, the GMS faculty has seen much professional growth. 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.

We will be implementing a school-wide Positive Behavioral Interventions and Supports Program for the upcoming school year, on which our teachers will receive professional training. Through this process, we will be able to create an organizational approach for improving the social behavior climate of our school, which will enhance the impact of our academic instruction and ultimately our student achievement. We are excited about this process and are looking forward to the positive results that it will bring.

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	32	201	115
Percent satisfied with learning environment	87.5%	70.5%	83.5%
Percent satisfied with social and physical environment	93.5%	70.2%	72.1%
Percent satisfied with school-home relations	76.7%	82.5%	81.8%

\* 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 2012, 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	75.7
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	0.7%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.1%	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
<b>Grades 6-8</b>						
All Students	629.1	632.7	618.2	623.1	99.9	99.9
Male	624.4	631.9	619.6	626.0	99.8	99.8
Female	634.3	633.6	616.8	619.8	100.0	100.0
White	642.2	640.1	628.8	629.9	100.0	100.0
African American	616.5	623.8	607.7	615.2	99.8	99.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	569.6	588.0	561.1	580.6	100.0	100.0
Limited English Proficient	617.6	637.4	607.7	616.3	100.0	100.0
Subsidized meals	618.9	625.6	608.5	614.2	99.8	99.8
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	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
<b>English/Language Arts</b>							
<b>2011</b>	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
<b>2012</b>	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
<b>Mathematics</b>							
<b>2011</b>	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
<b>2012</b>	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
<b>Science</b>							
<b>2011</b>	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
<b>2012</b>	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

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
<b>Social Studies</b>							
<b>2011</b>	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
<b>2012</b>	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
<b>Writing</b>							
<b>2011</b>	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
<b>2012</b>	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

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