

St George Middle

600 Minus Street
St. George, SC 29477

Grades	6-8 Middle School	
Enrollment	358 Students	
Principal	Dr. Gwendolyn Bright	843-563-3171
Superintendent	Jerry Montjoy	843-563-4535
Board Chair	Kenneth Jenkins, Ed.D	843-563-3228

THE STATE OF SOUTH CAROLINA
2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	**At-Risk**	**At-Risk**
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	At-Risk	At-Risk
2004	Below Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent − District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk − District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

http://ed.sc.gov
http://www.sceoc.org

St George Middle	03/02/09-1804017

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

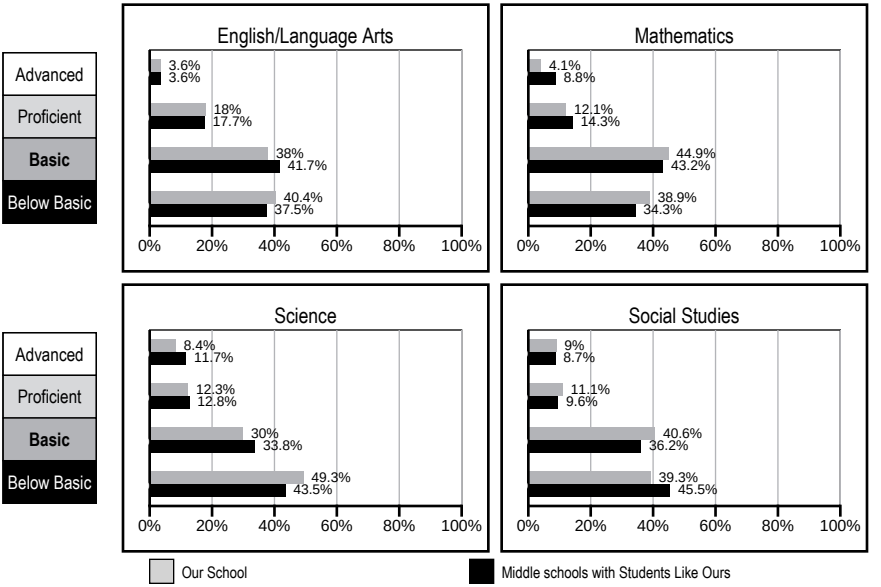
Percent of students tested in 2007-08 whose 2006-07 test scores were located	94.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	19	19

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	81.8	94.0
English 1	83.3	94.7
Physical Science	0	0
All Subjects	80.5	92.4

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=358)				
Students enrolled in high school credit courses (grades 7 & 8)	14.4%	Up from 9.6%	15.1%	19.4%
Retention rate	1.1%	Down from 3.6%	3.1%	1.8%
Attendance rate	95.4%	Up from 93.7%	95.4%	95.8%
Eligible for gifted and talented	10.7%	Up from 9.9%	11.1%	15.3%
With disabilities other than speech	11.0%	Down from 13.2%	14.0%	12.9%
Older than usual for grade	2.8%	Down from 3.2%	5.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Up from 0.3%	0.9%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	54.8%	Down from 61.3%	53.8%	55.0%
Continuing contract teachers	54.8%	Down from 67.7%	62.8%	70.6%
Teachers with emergency or provisional certificates	26.9%	Up from 22.2%	8.3%	5.4%
Teachers returning from previous year	72.1%	Up from 71.9%	79.6%	83.4%
Teacher attendance rate	95.2%	Up from 95.0%	94.9%	94.9%
Average teacher salary	$45,349	Up 0%	$44,234	$44,706
Professional development days/teacher	23.2 days	Up from 21.2 days	12.4 days	11.8 days
School				
Principal's years at school	0.0	Down from 1.0	2.0	3.0
Student-teacher ratio in core subjects	21.2 to 1	Down from 22.3 to 1	19.7 to 1	20.1 to 1
Prime instructional time	87.3%	Up from 86.8%	88.6%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 88.0%	97.7%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	$11,358	Up 27.2%	$7,496	$7,097
Percent of expenditures for instruction*	51.8%	Down from 58.7%	64.1%	64.4%
Percent of expenditures for teacher salaries*	47.2%	Up from 42.6%	59.0%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

St. George Middle School serves as a hub for the community. The school serves students in grades 6-8. The school provides a safe haven for students in our 21st Century After-School Program that provides tutoring, homework center, and enrichment activities. The program operates daily Monday-Friday from 3:10:P.M. - 6:00 P.M. St. George Middle School's after-school program site coordinator and teachers have received numerous compliments and accolades for their high level of visibility in the community. St. George Middle School previously received the Writing Improvement Network Award from The Office of School Quality for their efforts on improving writing at all grade levels.

The school administration provided parents and students with feedback via parent conferences, utilization of the voice automated telephone system, and monthly newsletters. Parents continued to be informed by attending (PTSA) Parent Teacher Students Association, and (SIC) School Improvement Council meetings.

To help the staff keep abreast of current trends in education, they participated in two book studies. Understanding by Design, and A Framework for Understanding Poverty. Staff members also attended in-services and workshops provided by the St. George Middle School and Dorchester District Four to enhance and strengthen their instructional skills.

The administration and curriculum specialist visited classrooms regularly to assess instruction and its effectiveness to ensure that teachers have planned developmentally standards-based lessons for all students.

The School Improvement Council met monthly and the Leadership Team met weekly to plan and discuss academic programs, student centered activities, and current trends in education.

Dr. Gwendolyn Boyd Bright, Principal
Mrs. Sybil Butler, Chairperson School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	105	39
Percent satisfied with learning environment	80.6%	71.2%	82.1%
Percent satisfied with social and physical environment	87.1%	72.1%	63.2%
Percent satisfied with school-home relations	74.2%	82.5%	79.5%

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

School Adequate Yearly Progress	NO

This school met 13 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	Restructure

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. Sanction: Implement the restructuring plan.
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	1.8%
Classes in high poverty schools not taught by highly qualified teachers	7.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.1%	0.0%	No
Student attendance rate	95.4%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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

St George Middle											03/02/09-1804017
PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	370	99.5	41.8	38.3	17.5	2.3	28.4	36.6	48.2	No	Yes
Gender											
Male	203	99.5	46.6	40.7	10.6	2.1	20.1	31.5	41.7	N/A	N/A
Female	167	99.4	35.9	35.3	26.1	2.6	38.6	42.4	55	N/A	N/A
Racial/Ethnic Group											
White	115	99.1	30.6	35.2	28.7	5.6	44.4	51.5	60	Yes	Yes
African American	247	100	46.7	40.5	12.3	0.4	20.3	29.6	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	23.1	38.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	32	47	I/S	I/S
Disability Status											
Disabled	42	100	85.4	14.6	0	0	2.4	10.4	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
Socio-Economic Status											
Subsized meals	278	99.6	47.4	37.2	14.6	0.8	22.5	32.5	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	370	99.7	38	46.2	12	3.8	25.4	32.1	45.8	No	Yes
Gender											
Male	203	99.5	41.3	47.6	8.5	2.6	21.2	31.5	45.6	N/A	N/A
Female	167	100	34	44.4	16.3	5.2	30.7	32.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	115	99.1	21.3	46.3	23.1	9.3	46.3	54	59	Yes	Yes
African American	247	100	45.8	46.3	6.6	1.3	15.4	21.1	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	30.8	38.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	28	46.2	I/S	I/S
Disability Status											
Disabled	42	100	90.2	9.8	0	0	2.4	12.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
Socio-Economic Status											
Subsized meals	278	99.6	41.5	45.8	10.3	2.4	20.6	27.1	31.4	No	Yes

***** Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

St George Middle 03/02/09-1804017

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	249	99.6	49.1	30.1	12.4	8.4	20.8	26.6	35.7	95.4	95.4
Gender											
Male	134	99.3	53.3	32	5.7	9	14.8	26.5	37.4	94.8	95.3
Female	115	100	44.2	27.9	20.2	7.7	27.9	26.7	33.8	96	95.4
Racial/Ethnic Group											
White	79	98.7	28.8	34.2	16.4	20.5	37	46.2	49.2	94.2	94.4
African American	164	100	58.5	28.6	10.2	2.7	12.9	15.2	17	95.9	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	98.3	97.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	99.4	96.9
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	23.8	37.4	94.6	91.7
Disability Status											
Disabled	23	100	86.4	9.1	4.5	0	4.5	14.1	14	93.5	93.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	97.3	97.4
Socio-Economic Status											
Subsized meals	191	99.5	56.5	27.6	10	5.9	15.9	22.1	21.1	94.9	95.2
Social Studies											
All Students	248	99.6	39.3	40.6	11.1	9	20.1	27.5	34	95.4	95.4
Gender											
Male	127	99.2	42.1	39.7	11.6	6.6	18.2	32.6	36.6	94.8	95.3
Female	121	100	36.3	41.6	10.6	11.5	22.1	22.1	31.3	96	95.4
Racial/Ethnic Group											
White	80	98.8	25.3	40.5	15.2	19	34.2	43	44.5	94.2	94.4
African American	164	100	46.7	40.8	8.6	3.9	12.5	19.7	19.1	95.9	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	98.3	97.7
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	99.4	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	20	32.7	94.6	91.7
Disability Status											
Disabled	31	100	90.3	9.7	0	0	0	9.1	14.4	93.5	93.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	97.3	97.4
Socio-Economic Status											
Subsized meals	186	99.5	46	39.1	9.8	5.2	14.9	22.5	21	94.9	95.2

***** Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

St George Middle 03/02/09-1804017

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	129	100	44.7	34.1	17.9	3.3	21.1
	7	124	99.2	55.6	30.8	12	1.7	13.7
	8	129	100	42.5	41.7	14.2	1.7	15.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	121	99.2	33.6	38.9	23.9	3.5	27.4
	7	126	100	42.2	37.1	20.7	0	20.7
	8	123	99.2	49.6	38.9	8	3.5	11.5
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	129	100	34.1	40.7	16.3	8.9	25.2
	7	124	99.2	44.4	41	12	2.6	14.5
	8	129	100	62.5	33.3	3.3	0.8	4.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	121	100	26.5	47.8	20.4	5.3	25.7
	7	126	100	34.5	48.3	11.2	6	17.2
	8	123	99.2	53.1	42.5	4.4	0	4.4
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	66	100	42.2	37.5	14.1	6.3	20.3
	7	124	99.2	57.3	28.2	6	8.5	14.5
	8	64	100	65	25	6.7	3.3	10
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	60	100	45.5	25.5	16.4	12.7	29.1
	7	126	100	45.7	35.3	11.2	7.8	19
	8	63	98.4	60	23.6	10.9	5.5	16.4
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	63	100	27.1	40.7	16.9	15.3	32.2
	7	124	98.4	65.5	21.6	3.4	9.5	12.9
	8	65	100	55	43.3	1.7	0	1.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	61	100	27.6	41.4	19	12.1	31
	7	126	100	42.2	37.9	9.5	10.3	19.8
	8	61	98.4	45	45	6.7	3.3	10

Abbreviations for Missing Data

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