



RICHARD H GETTYS MIDDLE

105 Stewart Drive
Easley, SC 29640

Grades	6-8 Middle School	
Enrollment	1,284 Students	
Principal	Michael S. Cory	864-855-8170
Superintendent	Dr. Henry Hunt	864-397-1000
Board Chair	Jim Shelton	864-836-8465

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Average
2009	Average	Average
2008	Average	Below Average
2007	Average	At-Risk
2006	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 GOAL

By 2010, SC'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.

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.

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

Percent of students tested in 2009-10 whose 2008-09 test scores were located

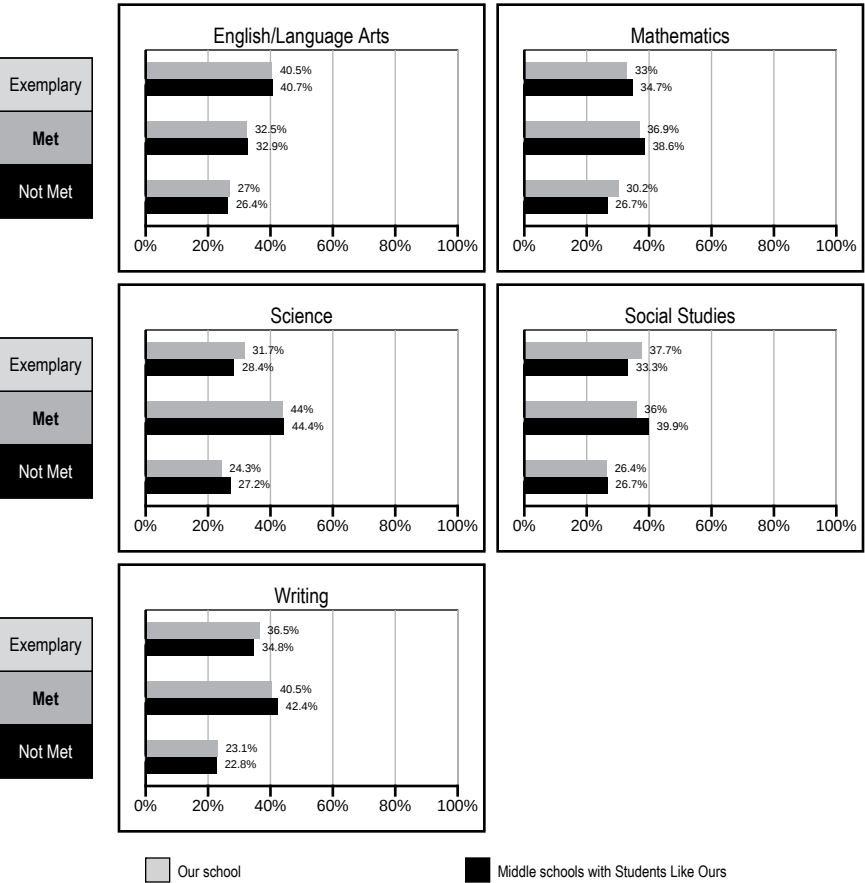
97.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	16	19	0	1

* Ratings are calculated with data available by 03/09/2011.

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	96.7%	98.5%
English 1	100.0%	96.7%
Physical Science	N/A	22.8%
US History and the Constitution	N/A	N/A
All Subjects	97.9%	96.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,284)				
Students enrolled in high school credit courses (grades 7 & 8)	62.4%	Up from 56.3%	33.1%	24.2%
Retention rate	0.0%	Down from 0.3%	0.6%	0.7%
Attendance rate	96.0%	No Change	96.0%	95.9%
Eligible for gifted and talented	24.5%	Up from 24.2%	21.2%	16.4%
With disabilities other than speech	11.1%	Up from 11.0%	11.2%	12.0%
Older than usual for grade	1.2%	Down from 2.4%	1.4%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Down from 1.3%	0.5%	0.5%
Annual dropout rate	0.1%	No Change	0.0%	0.0%
Teachers (n=78)				
Teachers with advanced degrees	64.1%	Down from 65.2%	59.7%	58.5%
Continuing contract teachers	84.6%	Up from 78.7%	81.6%	80.0%
Teachers with emergency or provisional certificates	5.7%	Up from 4.8%	3.8%	4.0%
Teachers returning from previous year	84.9%	Down from 86.0%	86.7%	84.6%
Teacher attendance rate	96.5%	Up from 95.3%	95.4%	95.4%
Average teacher salary*	\$47,418	Down 1.3%	\$46,846	\$46,561
Professional development days/teacher	10.4 days	Up from 8.8 days	9.9 days	10.2 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	23.0 to 1	Down from 23.9 to 1	21.9 to 1	21.1 to 1
Prime instructional time	92.0%	Up from 90.5%	90.3%	90.4%
Opportunities in the arts	Good	Down from Excellent	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	84.5%	Down from 95.2%	96.9%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$6,562	Up 2.2%	\$7,228	\$7,802
Percent of expenditures for instruction**	62.7%	Up from 60.3%	64.4%	63.8%
Percent of expenditures for teacher salaries**	57.5%	Up from 56.7%	61.2%	60.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Gettys Middle School students, staff, administration, and community are "Making Gettys Great." The 2009-2010 school year has been a very successful year at Gettys Middle School. We have set high expectations for our students learning and development. For the third consecutive year our school's growth rating has increased one level each year due to our dedicated efforts of school improvement.

Academically, our students have achieved award-winning excellence. Our focus on literacy initiatives produced two significant writing awards for our students. One of our students was the best in the state in the Champions of the Environment Writing Contest. We also were recognized as the best in our district with the State Superintendent Writing Award Winner. A record number of students received Presidential Academic Excellence awards from President Obama as well as dedicated participation in our National Junior Honor Society and BETA Clubs. Our students completed MAPS testing to chart their individual growth in Math and English, and numerous students have shown outstanding gains. As a school, our students exceeded national averages in all grade levels and all subjects tested for each of the three MAPS testing periods. A significant accomplishment was receiving our highest growth rating on our school report card in over seven years.

Our goals are to achieve academic excellence, positive character development, and successful partnerships with our families and communities. Each of these goals was accomplished with award-winning efforts and people working together. Our school received the 2010 Safe Kids School Award for our emphasis on safety and student wellness. We created the Bridges to Success academic program to meet the needs of at-risk learners. Our teacher's outstanding efforts were recognized in two grant awards. As a recipient of the ING grant, our school sponsored the first GMS Christmas Cruise 5K Run/Walk that focused on student wellness. Another teacher was recognized with the Exxon Mobil Educational Alliance Grant in the area of Language Arts. Our efforts on character education produced award lunches for hundreds of students and was sponsored by our parents and PTCO organization. We also benefited from tremendous support from our Breaker Buddies mentoring program and Clemson University's Middle Passage. Both programs utilized volunteers that dedicated their time weekly in our after-school programs. Our school conducted numerous fundraisers and donated to several community charities. Athletically, all of our teams had successful seasons and our football team had their second consecutive championship season. Numerous students received awards in the Fine Arts and exploratory areas. We are extremely grateful to our volunteers and PTCO parent organization for a very successful year. Working together we can continue to "Make Gettys Great!"

Michael Cory, Principal

Twon Austin, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	72	375	188
Percent satisfied with learning environment	88.9%	66.2%	80.4%
Percent satisfied with social and physical environment	91.7%	68.5%	69.8%
Percent satisfied with school-home relations	87.3%	82.5%	82.1%

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

Abbreviations for Missing Data

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

School Adequate Yearly Progress NO

This school met 25 out of 27 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	0.3%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	1279	99.8	29	32.8	38.2	80.4	87.2	83.5	Yes	Yes
Gender										
Male	640	99.7	36.2	30	33.8	74.7	84	80.1	N/A	N/A
Female	639	99.8	21.8	35.5	42.7	86.1	90.7	87	N/A	N/A
Racial/Ethnic Group										
White	1018	99.7	25.3	32.3	42.4	82.6	88.7	89.6	Yes	Yes
African American	170	100	50	31.5	18.5	63.6	75.4	74.6	Yes	Yes
Asian/Pacific Islander	22	100	27.3	22.7	50	81.8	93.1	92.7	I/S	I/S
Hispanic	61	100	33.3	45	21.7	90	82.5	79.6	Yes	Yes
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	93.1	85.1	I/S	I/S
Disability Status										
Disabled	136	100	73.9	22.7	3.4	40.3	57.1	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	33	100	34.9	27.9	37.2	86	81.2	79	Yes	I/S
Socio-Economic Status										
Subsidized meals	576	99.7	38.6	37.9	23.5	73.4	81.6	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	1278	99.9	33.1	38	28.8	76.7	83.8	80.4	Yes	Yes
Gender										
Male	639	99.8	36.7	36	27.3	71.8	81.7	78.4	N/A	N/A
Female	639	100	29.6	40	30.4	81.7	86.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	1017	99.9	29.2	38.5	32.3	78.8	85.6	87.8	Yes	Yes
African American	170	100	51.9	37.7	10.5	66.7	71.2	69.3	Yes	Yes
Asian/Pacific Islander	22	100	36.4	22.7	40.9	81.8	92.2	93.5	I/S	I/S
Hispanic	61	100	43.3	36.7	20	66.7	72.5	78.3	Yes	Yes
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	82.8	83.2	I/S	I/S
Disability Status										
Disabled	136	100	78.2	18.5	3.4	31.9	51.2	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	33	100	32.6	41.9	25.6	69.8	78.2	78.9	Yes	I/S
Socio-Economic Status										
Subsidized meals	575	99.8	46	38.6	15.4	67.9	76.6	72.8	Yes	Yes

* 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

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	851	100	24.3	44	31.7	75.7	76.1	67.3
Gender								
Male	413	100	28.3	40.1	31.6	71.7	76.1	66.9
Female	438	100	20.4	47.7	31.9	79.6	76.2	67.7
Racial/Ethnic Group								
White	672	100	21.9	43.3	34.8	78.1	78.5	79.6
African American	118	100	42	41.1	17	58	57.3	49.7
Asian/Pacific Islander	14	100	7.1	42.9	50	92.9	92.8	84.4
Hispanic	41	100	20	60	20	80	66.5	59.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	65	69.5
Disability Status								
Disabled	92	100	66.3	30	3.8	33.8	43.7	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	22	100	13.8	51.7	34.5	86.2	68.5	58.6
Socio-Economic Status								
Subsidized meals	394	100	32.5	47.9	19.6	67.5	65.7	55.4

Social Studies

All Students	860	100	26.4	36	37.7	73.6	77	70.9
Gender								
Male	434	100	26.6	33.5	40	73.4	76	70.1
Female	426	100	26.2	38.5	35.3	73.8	78	71.7
Racial/Ethnic Group								
White	684	100	24.3	34.3	41.3	75.7	78.5	79.2
African American	114	100	37.4	43.9	18.7	62.6	64.5	58.4
Asian/Pacific Islander	18	100	33.3	33.3	33.3	66.7	83.5	86.8
Hispanic	39	100	23.7	44.7	31.6	76.3	73.6	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	70.6	71.2
Disability Status								
Disabled	89	100	76.9	17.9	5.1	23.1	41.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	24	100	19.4	45.2	35.5	80.6	76.2	68
Socio-Economic Status								
Subsidized meals	388	100	36.7	37.8	25.6	63.3	67.4	60.8

Abbreviations for Missing Data

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

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	1284	99.3	22.5	40.8	36.7	77.5	79.4	72.1	96	96.2
Gender										
Male	647	99.1	30.9	41	28.1	69.1	72.7	65.2	95.6	96.2
Female	637	99.5	14.1	40.6	45.3	85.9	86.5	79.2	96.3	96.2
Racial/Ethnic Group										
White	1021	99.4	19.7	39.1	41.2	80.3	81.3	80.8	95.9	96.1
African American	170	98.8	36	48.4	15.5	64	65.4	59.7	96.3	96.6
Asian/Pacific Islander	23	100	21.7	39.1	39.1	78.3	88	87	97.3	97.7
Hispanic	62	98.4	28.3	53.3	18.3	71.7	69.4	64.6	96.1	96.7
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	62.1	73.4	94	95.1
Disability Status										
Disabled	142	100	81.7	15.9	2.4	18.3	34.8	27.7	93.6	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	66.7	93.1
English Proficiency										
Limited English Proficient	34	100	27.3	52.3	20.5	72.7	72.5	63.7	97.4	97.4
Socio-Economic Status										
Subsidized meals	571	99.3	33	44.9	22.1	67	69.8	61.9	94.7	95.5

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
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English/Language Arts

2009	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	439	99.5	22.2	37.6	40.2	77.8
	7	426	100	26.3	38.9	34.8	73.7
	8	429	100	33.3	35.5	31.3	66.7
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	436	99.5	23	37.1	40	77
	7	435	100	28.7	28.9	42.4	71.3
	8	408	99.8	35.8	32.2	32	64.2

Mathematics

2009	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	438	99.8	27.1	41	32	72.9
	7	426	100	26.5	42.6	30.9	73.5
	8	429	99.8	39.5	39.8	20.7	60.5
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	435	100	27.7	37.9	34.4	72.3
	7	435	100	32.5	36.6	30.8	67.5
	8	408	99.8	39.6	39.6	20.8	60.4

Science

2009	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	217	98.2	24	50	26	76
	7	426	100	25.8	49.1	25.1	74.2
	8	213	99.5	34.2	36.2	29.6	65.8
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	217	100	19.2	54.3	26.4	80.8
	7	435	100	23.4	43.6	33	76.6
	8	199	100	31.6	33.7	34.7	68.4

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
Social Studies							
2009	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	220	99.6	11.2	50.5	38.3	88.8
	7	426	99.8	34.8	32.1	33.1	65.2
	8	216	99.5	33.2	39.5	27.3	66.8
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	218	100	13.3	37	49.8	86.7
	7	435	100	32	34.7	33.3	68
	8	207	100	28.5	37.5	34	71.5
Writing							
2009	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	437	99.8	21.9	44.5	33.7	78.1
	7	433	99.8	19.5	41.1	39.4	80.5
	8	425	99.1	27.5	40.3	32.2	72.5
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	437	98.6	24	37.9	38.1	76
	7	437	99.8	25	42.5	32.5	75
	8	410	99.5	18.4	42.1	39.5	81.6

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