



SC Annual School Report Card Summary

Georgetown Middle School
 Georgetown County School District
 Grades: 6-8 Enrollment: 876
 Principal: Rosemary 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		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	Average	Average	TBD	TBD	C	N/A
2011	Average	Average	Silver	N/A	Not Met	N/A
2010	Average	Average	N/A	N/A	Not Met	N/A

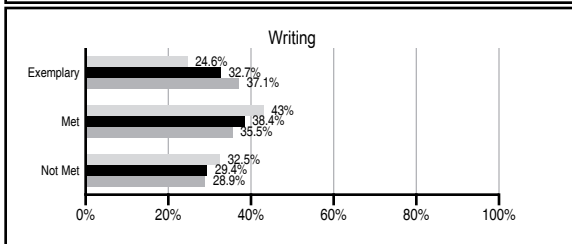
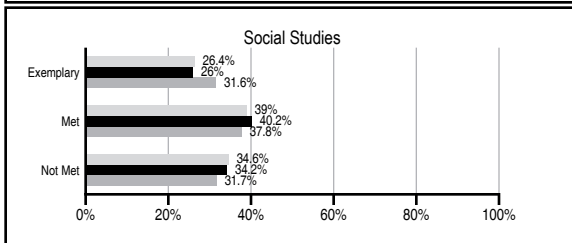
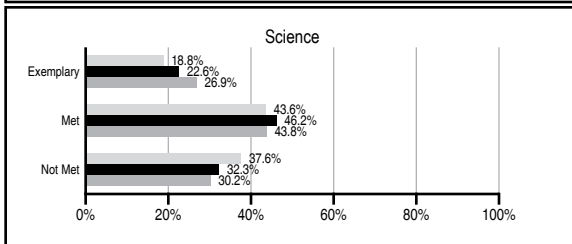
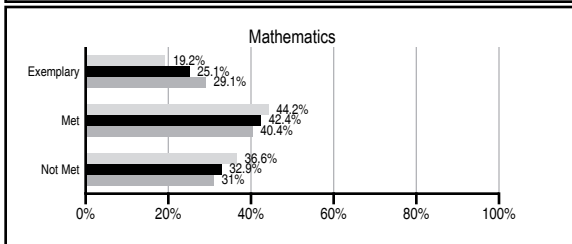
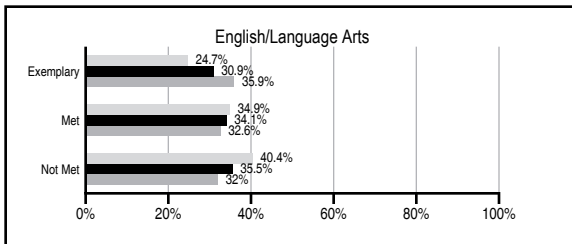
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
4	7	45	4	2

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

% of students scoring 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

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

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Georgetown Middle School
[Georgetown County School District]

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=876)				
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%
Teachers (n=50)				
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
Classes not taught by highly qualified teachers	0.0%	Down from 23.2%	1.5%	2.0%
Professional development days/teacher	9.6 days	Up from 8.5 days	10.3 days	10.0 days
School				
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%
ESEA composite index score	75.7	N/A	85.2	88.1

* Length of contract = 185+ days.
 ** Prior year audited financial data available.

EVALUATION RESULTS

	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 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 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

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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