



## Gilbert Middle

120 Rikard Circle  
Gilbert, SC 29054

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	671 Students	
<b>Principal</b>	Benjamin D. Ricard	803-821-1700
<b>Superintendent</b>	Dr. Karen C. Woodward	803-821-1000
<b>Board Chair</b>	G. Edwin Harmon, Ph.D.	803-359-0844

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	Below 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 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**

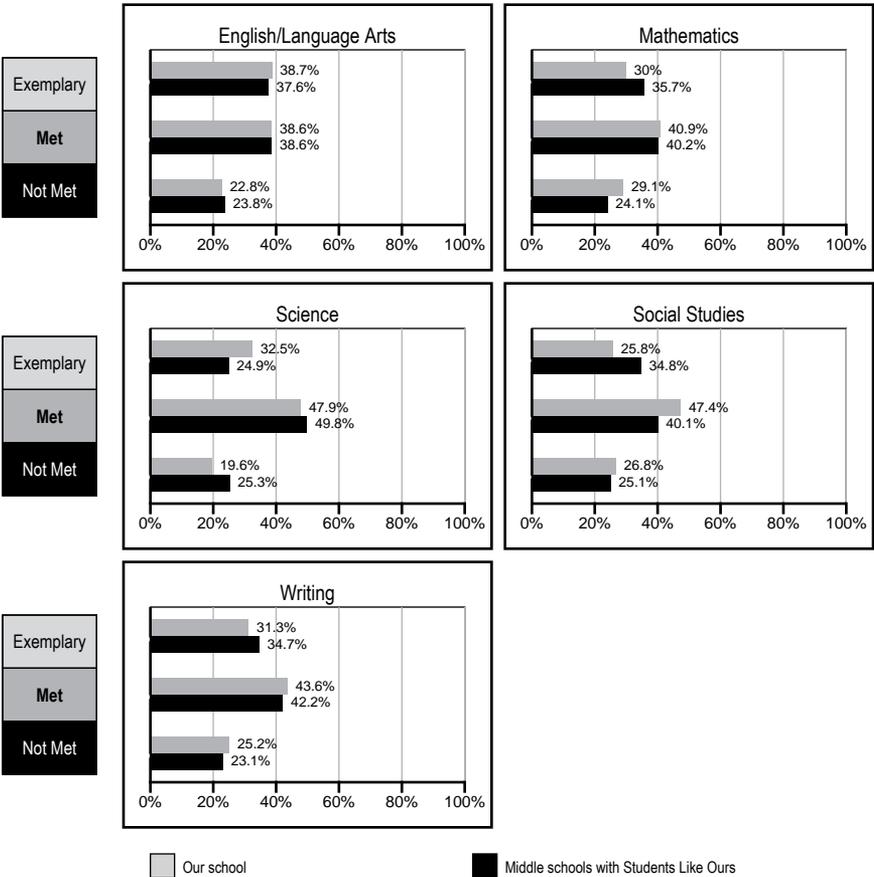
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.3%

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

Excellent	Good	Average	Below Average	At-Risk
4	17	20	0	0

\* Ratings are calculated with data available by 06/01/2010.

**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%	98.8%
English 1	100.0%	95.0%
Physical Science	N/A	53.9%
US History and the Constitution	N/A	100.0%
All Subjects	100.0%	98.1%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=671)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	12.5%	Down from 14.9%	28.2%	21.6%
Retention rate	0.3%	Down from 2.0%	1.1%	1.2%
Attendance rate	95.7%	Down from 95.8%	96.2%	95.9%
Eligible for gifted and talented	15.5%	Down from 17.6%	21.8%	14.8%
With disabilities other than speech	14.8%	Down from 14.9%	11.0%	12.6%
Older than usual for grade	0.7%	Down from 1.0%	1.6%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.6%	0.5%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=55)</b>				
Teachers with advanced degrees	63.6%	Up from 63.0%	60.3%	56.9%
Continuing contract teachers	83.6%	Up from 74.1%	77.1%	72.7%
Teachers with emergency or provisional certificates	3.9%	Down from 4.2%	4.1%	5.3%
Teachers returning from previous year	89.8%	Up from 82.9%	85.6%	82.9%
Teacher attendance rate	94.4%	Down from 95.1%	95.2%	95.2%
Average teacher salary*	\$48,472	Up 5.1%	\$48,051	\$46,599
Professional development days/teacher	10.2 days	Down from 11.3 days	10.3 days	10.8 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	18.7 to 1	Down from 21.4 to 1	21.6 to 1	20.1 to 1
Prime instructional time	88.4%	Down from 89.3%	90.3%	89.9%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.3%	Down from 99.8%	98.9%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$7,668	Up 5.8%	\$6,987	\$7,645
Percent of expenditures for instruction**	67.4%	Up from 64.9%	65.5%	63.4%
Percent of expenditures for teacher salaries**	50.7%	Down from 62.7%	58.5%	57.0%

\* 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

We are proud of the accomplishments our students and staff achieved during the 2008–2009 school year. Gilbert Middle continues to be a school where parents and teachers work collaboratively to prepare our students to be productive and responsible citizens both in the classroom and in the community.

Our teachers use their common planning time, as well as collaborative planning days, to develop common assessments, integrated units of instruction and differentiated lessons. Data provided by the Measures of Academic Progress tests helps our teachers make crucial decisions as they prepare lessons designed to meet their students' needs. The GMS Data Team develops school goals for student achievement and offers teachers strategies for obtaining those goals. The Data Team continues to note the need for our teachers to concentrate on reading performance, particularly among our male students. This is one of our challenges and, while we have been making improvements in this area, we are confident that our students can achieve more. After receiving training by the South Carolina Reading Initiative–Middle Grades, our Literacy Coach is able to provide our teachers with strategies to improve reading performance in all content areas. Reading Council members supported our reading improvement efforts through their regular meetings and by conducting book talks in their classrooms. We also created our first-ever Mother-Daughter Book Club and plan to start a Father-Son Book Club next school year.

In addition to the work of the Data Team, Literacy Coach and Reading Council, we continue to utilize our Technology Integration Specialist as well as the strategies suggested by the Making Middle Grades Work initiative to improve student achievement in all content areas. Our SIC also partnered with our Student Council on several events designed to increase parent involvement.

This year, our students raised money to support the Honor Flights SC program. This program uses donations to send World War II veterans to Washington D.C. to visit the memorial constructed in their honor. Our initial goal was to raise \$2,500, enough to send five veterans on the trip. We were proud to present the Chair of Honor Flights SC with a check for \$8,000 at our annual Veteran's Day Assembly. During this community service project, our students not only collected money for the project but also studied the era through integrated language arts and social studies lessons.

Arts and athletics had another outstanding year. We continue to be proud of our students' success on the athletic field and on the performance stage.

We want to thank our PTO and SIC for their assistance in enhancing the educational experience of our students.

Benji Ricard, Principal  
Doug Smith, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	193	124
Percent satisfied with learning environment	98.0%	85.3%	88.6%
Percent satisfied with social and physical environment	100.0%	87.0%	85.4%
Percent satisfied with school-home relations	100.0%	85.5%	87.5%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 21 out of 23 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**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	677	99.7	24.2	40.2	35.6	84.2	88.8	82.8	Yes	Yes
<b>Gender</b>										
Male	337	99.7	26.8	42.1	31.2	81	86.3	79.3	N/A	N/A
Female	340	99.7	21.7	38.4	39.9	87.3	91.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	590	99.7	22.3	39.9	37.8	85.5	90.3	89.5	Yes	Yes
African American	31	100	37.9	44.8	17.2	69	77.7	73.7	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.4	92.3	I/S	I/S
Hispanic	50	100	40	40	20	75.6	81.9	76.5	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	91.7	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	104	100	68.4	26.3	5.3	47.4	54.1	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	40	100	39.5	42.1	18.4	71.1	82.1	75.1	I/S	Yes
<b>Socio-Economic Status</b>										
Subsided meals	291	99.3	36.9	42.2	20.9	73.8	79.9	75.5	Yes	Yes

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

All Students	677	99.9	30.9	42.5	26.6	80.6	85.7	78.9	Yes	Yes
<b>Gender</b>										
Male	337	99.7	32.4	40.5	27.1	78.5	85.1	77	N/A	N/A
Female	340	100	29.4	44.6	26	82.7	86.4	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	590	99.8	28.4	43.6	28	83	87.8	87.2	Yes	Yes
African American	31	100	58.6	24.1	17.2	44.8	69.9	66.7	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.2	93	I/S	I/S
Hispanic	50	100	46.7	37.8	15.6	73.3	78.2	76	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	85.4	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	104	100	N/AV	N/AV	N/AV	44.2	53.2	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	40	100	44.7	39.5	15.8	73.7	80.7	76.1	I/S	Yes
<b>Socio-Economic Status</b>										
Subsided meals	291	99.7	44.5	40.7	14.8	68.8	74.2	70.2	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
<b>Science</b>								
All Students	448	100	19.4	48	32.6	80.6	80	67.5
<b>Gender</b>								
Male	223	100	20.7	44.1	35.2	79.3	80.3	67
Female	225	100	18.2	51.9	29.9	81.8	79.7	68
<b>Racial/Ethnic Group</b>								
White	386	100	18.4	47.6	34.1	81.6	82.7	79.5
African American	24	100	34.8	47.8	17.4	65.2	58.8	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.9	84.3
Hispanic	33	100	24.1	55.2	20.7	75.9	72.4	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.2	71.2
<b>Disability Status</b>								
Disabled	69	100	47.6	46	6.3	52.4	46.6	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	28	100	26.9	53.8	19.2	73.1	73.7	59.6
<b>Socio-Economic Status</b>								
Subsided meals	204	100	30.8	50.3	18.9	69.2	65.2	55.1
<b>Social Studies</b>								
All Students	445	99.8	26.8	47.4	25.8	73.2	82.4	72.3
<b>Gender</b>								
Male	221	99.6	26.2	41	32.9	73.8	82.3	71.5
Female	224	100	27.4	53.8	18.9	72.6	82.5	73.2
<b>Racial/Ethnic Group</b>								
White	391	100	24.9	48	27.1	75.1	83.8	80.7
African American	18	100	50	37.5	12.5	50	71	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.2	88.5
Hispanic	33	97	36.7	46.7	16.7	63.3	76.1	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	80.6	72.2
<b>Disability Status</b>								
Disabled	76	98.7	63.4	29.6	7	36.6	55.6	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	24	100	39.1	47.8	13	60.9	75.2	67.9
<b>Socio-Economic Status</b>								
Subsided meals	182	99.5	38.7	46.6	14.7	61.3	70.2	62.1

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
<b>Writing</b>										
All Students	683	99	24.6	43.9	31.5	75.4	77.3	70.2	95.7	96.1
<b>Gender</b>										
Male	341	98.8	31.4	44.1	24.5	68.6	71.1	63.2	95.6	96.1
Female	342	99.1	17.8	43.7	38.5	82.2	83.8	77.5	95.7	96.2
<b>Racial/Ethnic Group</b>										
White	596	99.2	22.4	43.8	33.8	77.6	79.7	79.1	95.6	96.1
African American	30	100	55.2	27.6	17.2	44.8	61	57.6	96.2	96.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.6	86.2	97.8	97.4
Hispanic	51	96.1	34.1	52.3	13.6	65.9	64.5	62.6	95.8	95.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	77.6	68.7	97.8	95
<b>Disability Status</b>										
Disabled	105	97.1	74.2	21.5	4.3	25.8	34.3	26.1	94.9	95.1
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	98.6
<b>English Proficiency</b>										
Limited English Proficient	41	97.6	34.2	52.6	13.2	65.8	64.7	61.2	96.8	96.6
<b>Socio-Economic Status</b>										
Subsidized meals	287	98.6	37.3	47.9	14.8	62.7	62	58.9	94	94.9

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>English/Language Arts</b>							
<b>2009</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	245	99.6	16.9	40.7	42.4	83.1
	7	218	100	26.8	44.9	28.3	73.2
	8	214	99.5	30	35	35	70
	<b>Mathematics</b>						
<b>2009</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	245	100	28.8	44.1	27.1	71.2
	7	218	100	22.4	44.9	32.7	77.6
	8	214	99.5	41.9	38.4	19.7	58.1
	<b>Science</b>						
<b>2009</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	124	100	19.2	59.2	21.7	80.8
	7	218	100	17.1	44.4	38.5	82.9
	8	106	100	24.5	42.2	33.3	75.5
	<b>Social Studies</b>						
<b>2009</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	121	100	10.3	58.6	31	89.7
	7	218	100	35.1	42	22.9	64.9
	8	106	99.1	28.7	45.5	25.7	71.3
	<b>Writing</b>						
<b>2009</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	249	99.2	20.5	43.1	36.4	79.5
	7	219	98.6	24	45.1	30.9	76
	8	215	99.1	29.9	43.6	26.5	70.1

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