



Gibbes Middle

500 Summerlea Drive
Columbia, South Carolina

Grades	6-8 Middle School	
Enrollment	395 Students	
Principal	Kwamane Simpson	803-343-2942
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	Below Average
2006	At-Risk	Below Average
2005	Below Average	Good

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%

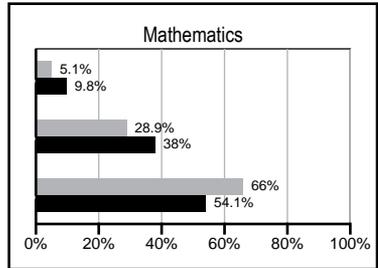
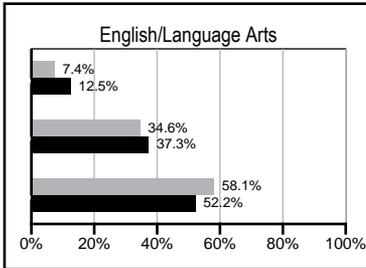
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	31	22

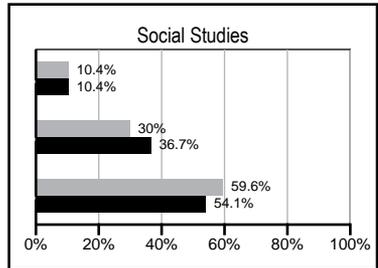
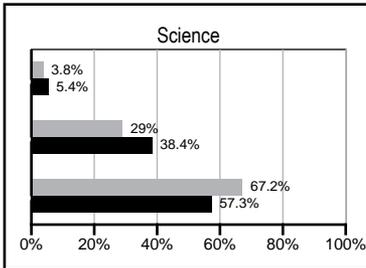
* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)

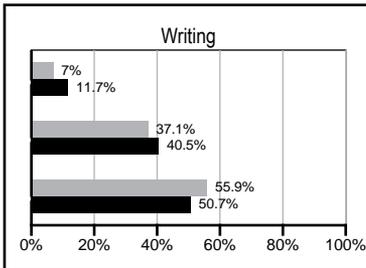
Exemplary
Met
Not Met



Exemplary
Met
Not Met



Exemplary
Met
Not Met



Our school
 Middle schools with Students Like Ours

* 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	65.8%	85.2%
English 1	N/A	83.1%
Physical Science	N/A	28.1%
US History and the Constitution	N/A	N/A
All Subjects	65.8%	83.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=395)				
Students enrolled in high school credit courses (grades 7 & 8)	22.1%	Up from 9.3%	16.3%	21.6%
Retention rate	1.3%	Down from 2.6%	2.2%	1.2%
Attendance rate	94.5%	Up from 94.0%	95.5%	95.9%
Eligible for gifted and talented	5.5%	Down from 6.8%	3.7%	14.8%
With disabilities other than speech	16.5%	Up from 15.0%	14.1%	12.6%
Older than usual for grade	2.5%	Down from 3.7%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	Up from 0.8%	0.3%	0.6%
Annual dropout rate	0.0%	Down from 0.7%	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	71.1%	Down from 75.0%	54.3%	56.9%
Continuing contract teachers	52.6%	Up from 52.5%	61.5%	72.7%
Teachers with emergency or provisional certificates	12.5%	Up from 6.1%	15.4%	5.3%
Teachers returning from previous year	78.2%	Down from 78.7%	76.0%	82.9%
Teacher attendance rate	89.8%	Down from 93.2%	95.0%	95.2%
Average teacher salary*	\$49,617	Down 0.3%	\$44,417	\$46,599
Professional development days/teacher	17.5 days	Down from 24.3 days	10.8 days	10.8 days
School				
Principal's years at school	13.0	Up from 11.0	2.0	3.0
Student-teacher ratio in core subjects	15.9 to 1	Down from 16.5 to 1	16.2 to 1	20.1 to 1
Prime instructional time	83.2%	Down from 86.1%	89.3%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	95.7%	97.8%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$13,147	Up 36.1%	\$10,159	\$7,645
Percent of expenditures for instruction**	66.6%	Down from 67.7%	60.1%	63.4%
Percent of expenditures for teacher salaries**	59.7%	Down from 63.5%	54.4%	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

Heyward Gibbes Middle School strives daily to provide a challenging and relevant learning experience in a safe environment for all students. This year marks the implementation of Making Middle Grades Work framework for school improvement. The MMGW framework is designed to prepare students for the high school experience with a rigorous core curriculum. The MMGW leadership team spearheads four focus teams: Academic Rigor, Teachers Working Together, Technology, and All Students Matter. With Academic Rigor, students must write a major research paper (with footnotes and bibliography) on a subject students choose once a semester. Students will also complete a science project that takes a week or more to complete. Students are required to read a minimum of 25 books (or the equivalent) across the curriculum each year. There must be a clear differentiation in the curriculum in regular and Advanced Academic Placement (AAP) classes. Teachers Working Together provides opportunities for all teachers to plan and share lesson plans through vertical articulation with feeder and receiving schools. Teachers plan one interdisciplinary unit per semester, create common assessments, and participate on the media center advisory board. Technology requires teachers to utilize computer labs and increase opportunities for students to actively use technology. All Students Matter allows an advisor/advisee program, accommodations for struggling students, community service, and extra assistance with tutorials before, during, and after school. In addition to MMGW, Gibbes Middle School implements Marzano's High-Yield Strategies and the Strategic Literacy Initiative - Reading Apprenticeship. Marzano's HYS utilizes a variety of instructional strategies proven to improve student achievement.

Our parent/community coordinator, social worker, and attendance clerk have worked diligently for improved parental involvement and an increased student attendance. Their efforts have resulted in improved student attendance. Our parents can now access their children's grades via the internet utilizing the district's ParentCONNECT feature.

Wachovia Bank continues its support through our school-business partnership. Wachovia volunteers help the school in numerous ways, including sponsoring and operating our Holiday (in December) and Mother's Day (in May) Stores. Students use "Eagle Bills" earned for positive behaviors to purchase gifts.

GMS students and staff continued to receive recognition and awards. Among these were South Carolina Junior Scholars, District Middle School Honors Band, South Carolina Region Three Junior Band, Richland County School District One Middle School Academic Bowl, and Visual Literacy Festival winners as well as other district-sponsored events.

Gibbes Middle School appreciates your continued support as we stay the course in our commitment to continuous improvement to provide the best educational opportunities for our students.

Mr. Charles Bickley, Chairperson
Mr. Rick Coleman, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	80	60
Percent satisfied with learning environment	69.0%	63.8%	72.9%
Percent satisfied with social and physical environment	67.4%	71.3%	68.3%
Percent satisfied with school-home relations	42.9%	77.5%	75.9%

* 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 9 out of 17 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	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.9%	0.0%	No
Student attendance rate	94.5%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	397	99.8	58.1	34.6	7.4	55.5	78.6	82.8	No	Yes
Gender										
Male	204	100	64.8	29.1	6.1	49.7	74.4	79.3	N/A	N/A
Female	193	99.5	51.1	40.2	8.6	61.5	82.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	93.7	89.5	I/S	I/S
African American	386	99.7	59.4	34.2	6.4	54.5	74.6	73.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.1	92.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	80.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	82.5	I/S	I/S
Disability Status										
Disabled	66	100	N/AV	N/AV	N/AV	24.6	51.2	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	354	99.7	59.3	34.4	6.3	55.2	74.1	75.5	No	Yes

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

All Students	397	99.5	64.8	30.7	4.5	47.4	70.3	78.9	No	Yes
Gender										
Male	204	100	68.2	26.3	5.6	46.4	67.8	77	N/A	N/A
Female	193	99	61.3	35.3	3.5	48.6	72.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	89.9	87.2	I/S	I/S
African American	386	99.5	65.4	30.5	4.1	46.2	64.6	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.5	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	79.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	79.5	I/S	I/S
Disability Status										
Disabled	66	100	N/AV	N/AV	N/AV	24.6	36.5	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	354	99.4	66.1	30.7	3.2	45.9	64	70.2	No	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	272	99.3	67.1	29.1	3.8	32.9	58.1	67.5
Gender								
Male	144	100	73.4	23.4	3.2	26.6	57	67
Female	128	98.4	60.2	35.4	4.4	39.8	59.1	68
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	85.9	79.5
African American	265	99.3	67.2	29.3	3.4	32.8	50.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	45	100	N/AV	N/AV	N/AV	12.8	27.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	53.2	59.6
Socio-Economic Status								
Subsized meals	243	99.2	67	30.7	2.3	33	49.1	55.1
Social Studies								
All Students	269	99.6	59.6	30	10.4	40.4	65.2	72.3
Gender								
Male	128	100	59.8	28.6	11.6	40.2	63.1	71.5
Female	141	99.3	59.4	31.3	9.4	40.6	67.2	73.2
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	87.9	80.7
African American	264	99.6	60.3	29.5	10.1	39.7	59.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	38	100	N/AV	N/AV	N/AV	18.2	36.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	67.9
Socio-Economic Status								
Subsized meals	234	99.6	60	29.5	10.5	40	58	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
Writing										
All Students	397	99	55.5	37.4	7.1	44.5	63.9	70.2	94.5	95.9
Gender										
Male	202	99.5	65	30	5	35	55.8	63.2	93.8	95.7
Female	195	98.5	45.7	45.1	9.2	54.3	71.9	77.5	95.2	96.2
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	86.2	79.1	94.8	96
African American	385	99	56.5	36.8	6.7	43.5	58	57.6	94.5	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.9	86.2	N/A	96.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	63.8	62.6	88.5	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	68.7	99.9	94
Disability Status										
Disabled	65	100	N/AV	N/AV	N/AV	8.6	22.3	26.1	93.7	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.2	61.2	N/A	96.2
Socio-Economic Status										
Subsided meals	351	98.9	55.1	38.2	6.7	44.9	56.7	58.9	94.5	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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	144	100	55.8	37.2	7	44.2
	7	144	99.3	62.4	27.2	10.4	37.6
	8	109	100	55.6	40.4	4	44.4
	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	144	100	61.2	36.4	2.3	38.8
	7	144	99.3	60	34.4	5.6	40
	8	109	99.1	75.5	18.4	6.1	24.5
	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	70	100	66.7	30	3.3	33.3
	7	144	99.3	62.4	32.8	4.8	37.6
	8	58	98.3	78.8	19.2	1.9	21.2
	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	74	100	44.9	39.1	15.9	55.1
	7	144	99.3	64	25.6	10.4	36
	8	51	100	69.6	28.3	2.2	30.4
	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	144	100	64.3	30.2	5.4	35.7
	7	142	97.9	50.4	40	9.6	49.6
	8	111	99.1	50.5	43.4	6.1	49.5

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