



## L E GABLE MIDDLE

198 Otts Shoals Road  
Roebuck, SC 29376

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	725 Students	
<b>Principal</b>	Karen N. Bush	864-576-3500
<b>Superintendent</b>	Darryl Owings	864-576-4212
<b>Board Chair</b>	Mr. Alex Meadows	864-576-4212

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Average	Average
2007	Average	At-Risk
2006	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**

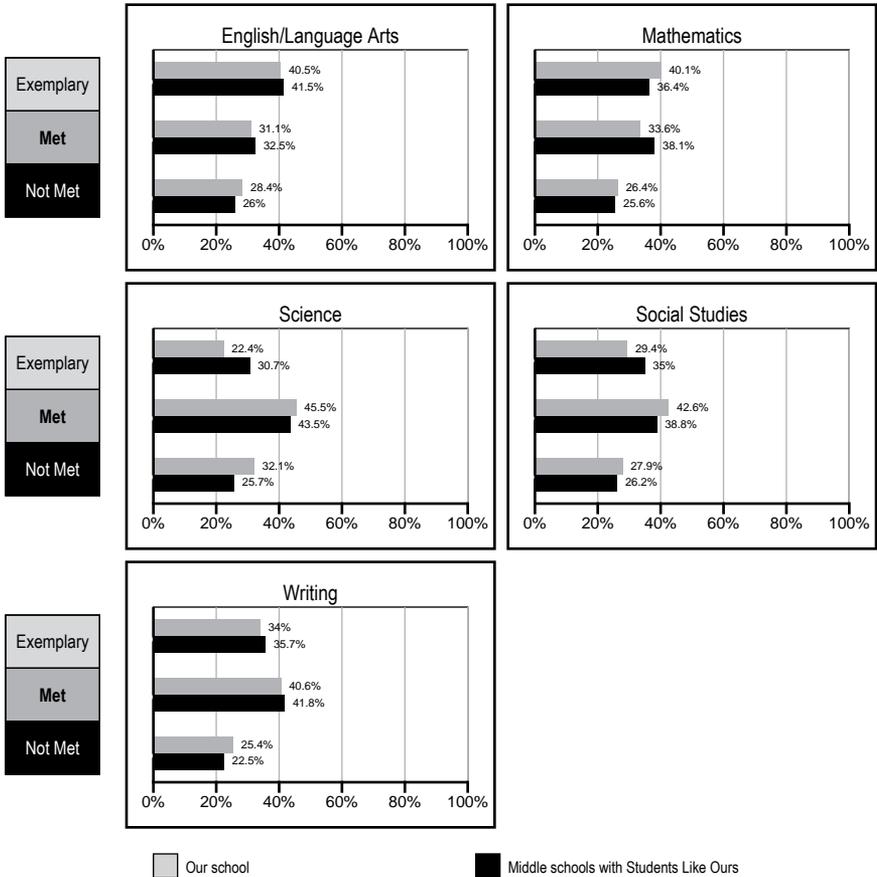
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.7%

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

Excellent	Good	Average	Below Average	At-Risk
6	15	15	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	98.6%	98.8%
English 1	N/A	96.4%
Physical Science	N/A	35.1%
US History and the Constitution	N/A	100.0%
All Subjects	98.6%	96.5%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=725)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	19.6%	Up from 18.3%	30.2%	24.2%
Retention rate	0.0%	Down from 0.1%	0.4%	0.7%
Attendance rate	96.4%	Up from 96.3%	96.1%	95.9%
Eligible for gifted and talented	34.0%	Up from 29.8%	23.7%	16.4%
With disabilities other than speech	13.7%	Up from 12.6%	10.8%	12.0%
Older than usual for grade	0.3%	Up from 0.1%	1.2%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.4%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=56)</b>				
Teachers with advanced degrees	73.2%	Down from 74.5%	60.0%	58.5%
Continuing contract teachers	82.1%	Up from 74.5%	82.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	3.7%	4.0%
Teachers returning from previous year	87.6%	Up from 83.9%	86.8%	84.6%
Teacher attendance rate	95.0%	Down from 95.7%	95.5%	95.4%
Average teacher salary*	\$49,464	Up 2.2%	\$47,418	\$46,561
Professional development days/teacher	10.6 days	Up from 6.7 days	10.4 days	10.2 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Down from 20.1 to 1	21.5 to 1	21.1 to 1
Prime instructional time	90.9%	Down from 91.5%	90.6%	90.4%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.0%	Down from 96.9%	96.9%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$7,300	Up 9.5%	\$7,202	\$7,802
Percent of expenditures for instruction**	72.7%	Up from 72.5%	65.3%	63.8%
Percent of expenditures for teacher salaries**	69.5%	Up from 53.0%	61.5%	60.0%

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

\*\* 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

The 2009-2010 school year proved to be another exciting year for Gable Middle School. We had an outstanding school year where we all showed our Gable PRIDE.

GMS celebrated many accomplishments during the 2009-2010 school year. Thirty-three eighth grade students were selected as SC Junior Scholars for excellent performance on the PSAT. The GMS chapter of National Junior Beta Club had over 350 members participating in Beta Club activities and service projects. GMS students competed in the Continental Math League for the twelfth year in a row. The GMS seventh grade orchestra and the GMS eighth grade orchestra both received superior ratings at the South Carolina Orchestra Concert Festival. GMS chorus students and GMS band students also received superior ratings at their state festivals. Gable's Math Counts team won the regional competition, and Gable's academic team placed first in the state in the Knowledge Master's fall competition.

The faculty, staff, administration, and students also participated in several service projects. GMS student council sponsored a canned food drive where students and teachers contributed thousands of items to Total Ministries of Spartanburg. GMS students also raised money for St. Jude's Children Research Hospital and Relay for Life.

During the 2009-2010 school year, the faculty and administration of L.E. Gable Middle School continued to implement five literacy goals for students. The five literacy goals included reading twenty-five books, writing a research paper, learning reading and writing strategies, participating in enriched language arts classes, and writing frequently in all classes.

Teachers and administrators at GMS continued to focus on data analysis to improve instruction. Through the use of Test View, teachers and administrators analyzed MAP scores and PASS data. This data analysis allowed teachers and administrators to make data-driven decisions concerning curriculum and instruction. Gable Middle School also continued to implement its Compass Odyssey computer lab. The Compass Odyssey Program is an enrichment program that correlates with the South Carolina Curriculum Standards. Gable Middle School continued a school-wide sustained reading program in which students read each day for fifteen minutes in a specified class. In addition, GMS continued to implement its character education program. Gable P.R.I.D.E. encourages students, teachers, and the school community to display their Productivity, Respect, Initiative, Determination, and Excellence.

Gable Middle School.....where we all show our Gable PRIDE.

Karen N. Bush, Principal

Beth Ward, School Improvement Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	232	162
Percent satisfied with learning environment	93.0%	83.3%	92.5%
Percent satisfied with social and physical environment	93.0%	85.5%	88.1%
Percent satisfied with school-home relations	92.7%	87.2%	86.4%

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

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School Adequate Yearly Progress

NO

This school met 19 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

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	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	7.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.6%	0.0%	No
Student attendance rate	96.4%	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	727	100	28.4	31	40.6	79.6	82.3	83.5	Yes	Yes
<b>Gender</b>										
Male	373	100	33	29.3	37.7	75.8	79.7	80.1	N/A	N/A
Female	354	100	23.7	32.7	43.6	83.6	84.9	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	508	100	22.9	30.6	46.6	85	88.5	89.6	Yes	Yes
African American	179	100	44.6	31.9	23.5	65.7	74.3	74.6	Yes	Yes
Asian/Pacific Islander	13	100	7.7	30.8	61.5	92.3	88	92.7	I/S	I/S
Hispanic	24	100	42.9	33.3	23.8	57.1	74.7	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.3	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	96	100	82.6	15.2	2.2	27.2	46.3	51.7	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	78.6	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	16	100	50	25	25	56.3	74	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	297	100	43.9	33.1	23	68.3	76.7	76.9	Yes	Yes

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

All Students	726	100	28.6	35.6	35.8	80	80.9	80.4	Yes	Yes
<b>Gender</b>										
Male	373	100	30.1	35.5	34.4	78.3	78.9	78.4	N/A	N/A
Female	353	100	27	35.8	37.2	81.8	83	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	507	100	22.5	36.7	40.8	84.6	87	87.8	Yes	Yes
African American	179	100	47.6	29.5	22.9	66.3	72.2	69.3	Yes	Yes
Asian/Pacific Islander	13	100	7.7	46.2	46.2	92.3	88.9	93.5	I/S	I/S
Hispanic	24	100	33.3	57.1	9.5	76.2	75.1	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.3	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	96	100	82.6	14.1	3.3	30.4	42.5	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	78.6	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	16	100	37.5	37.5	25	62.5	75.4	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	297	100	44.6	35.3	20.1	68	74.7	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
<b>Science</b>								
All Students	484	99.6	31.8	45.7	22.5	68.2	66.3	67.3
<b>Gender</b>								
Male	256	99.6	31.6	43.3	25.1	68.4	65.8	66.9
Female	228	99.6	32	48.4	19.6	68	66.8	67.7
<b>Racial/Ethnic Group</b>								
White	335	100	24.9	49.8	25.2	75.1	78.3	79.6
African American	124	98.4	51.3	33.6	15	48.7	49.8	49.7
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	76.1	84.4
Hispanic	15	100	N/A	N/A	N/A	57.1	55.8	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	68.8	69.5
<b>Disability Status</b>								
Disabled	67	100	N/A	N/A	N/A	16.9	25.4	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	54.2	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	199	99.5	47.4	38.9	13.7	52.6	56.1	55.4
<b>Social Studies</b>								
All Students	481	99.6	27.5	42.9	29.6	72.5	70.4	70.9
<b>Gender</b>								
Male	251	99.2	25.7	40.5	33.8	74.3	70.5	70.1
Female	230	100	29.3	45.5	25.2	70.7	70.3	71.7
<b>Racial/Ethnic Group</b>								
White	342	99.7	25.2	42.2	32.5	74.8	77.8	79.2
African American	110	100	36.5	43.3	20.2	63.5	59.6	58.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	83.7	86.8
Hispanic	19	94.7	25	56.3	18.8	75	63.4	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	50	71.2
<b>Disability Status</b>								
Disabled	54	100	76.5	21.6	2	23.5	32.9	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	13	92.3	33.3	50	16.7	66.7	64.7	68
<b>Socio-Economic Status</b>								
Subsidized meals	203	99.5	39.9	43.6	16.5	60.1	62.3	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
<b>Writing</b>										
All Students	729	98.9	24.6	41	34.4	75.4	71.8	72.1	96.4	96.3
<b>Gender</b>										
Male	374	98.7	30.4	43.7	25.9	69.6	64.9	65.2	96.4	96.3
Female	355	99.2	18.5	38.2	43.2	81.5	78.8	79.2	96.5	96.4
<b>Racial/Ethnic Group</b>										
White	507	98.8	19.8	40.2	40	80.2	80	80.8	96.2	96
African American	181	98.9	38.3	41.9	19.8	61.7	61.9	59.7	97.1	96.7
Asian/Pacific Islander	14	100	14.3	35.7	50	85.7	79.1	87	98.3	97.1
Hispanic	24	100	33.3	52.4	14.3	66.7	61.4	64.6	96.1	96.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	70.8	73.4	95.4	94.1
<b>Disability Status</b>										
Disabled	101	97	N/AV	N/AV	N/AV	16	24.9	27.7	96	96
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	97.1
<b>English Proficiency</b>										
Limited English Proficient	16	100	50	25	25	50	60.8	63.7	96.1	96.4
<b>Socio-Economic Status</b>										
Subsidized meals	300	98.7	36.7	42.8	20.5	63.3	64	61.9	95.5	95.9

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 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	246	100	24.1	35.3	40.5	75.9
	7	249	100	26.9	33.5	39.7	73.1
	8	241	100	22.5	40.7	36.8	77.5
<b>2010</b>	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	238	100	25.6	35	39.5	74.4
	7	239	100	25.3	30.5	44.2	74.7
	8	250	100	34	27.8	38.2	66
<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	246	100	20.3	40.1	39.7	79.7
	7	249	100	33.9	36.8	29.3	66.1
	8	241	100	23.4	41.6	35.1	76.6
<b>2010</b>	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	238	100	24.7	35.4	39.9	75.3
	7	239	100	27	36.1	36.9	73
	8	249	100	33.8	35.4	30.8	66.3
<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	31	52.6	16.4	69
	7	249	100	28.5	51.2	20.2	71.5
	8	121	100	30.4	54.8	14.8	69.6
<b>2010</b>	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	119	99.2	42.5	43.4	14.2	57.5
	7	239	100	25.8	51.9	22.3	74.2
	8	126	99.2	33.3	35.8	30.8	66.7

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>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	124	100	18.1	55.2	26.7	81.9
	7	249	100	35.5	35.1	29.3	64.5
	8	121	100	20.7	40.5	38.8	79.3
<b>2010</b>	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	119	99.2	17.6	48.1	34.3	82.4
	7	239	100	34.8	43.8	21.5	65.2
	8	123	99.2	22	36.4	41.5	78
<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	242	100	19	39.2	41.8	81
	7	247	99.2	24.4	42.6	33.1	75.6
	8	241	99.6	18.5	45.3	36.2	81.5
<b>2010</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	237	98.7	24	35.3	40.7	76
	7	241	99.2	23.6	51.5	24.9	76.4
	8	251	98.8	26.1	36.1	37.8	73.9

Abbreviations for Missing Data

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