



Gaffney Middle School

805 East Frederick Street
Gaffney, South Carolina

Grades	6-8 Middle School	
Enrollment	679 Students	
Principal	Jean B. Brewington	864-902-3630
Superintendent	Dr. William B. James	864-902-3500
Board Chair	Mr. Billy Blackwell	864-902-3542

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Below Average
2007	Below Average	At-Risk
2006	Below Average	Below Average
2005	Below Average	Below Average
2004	Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

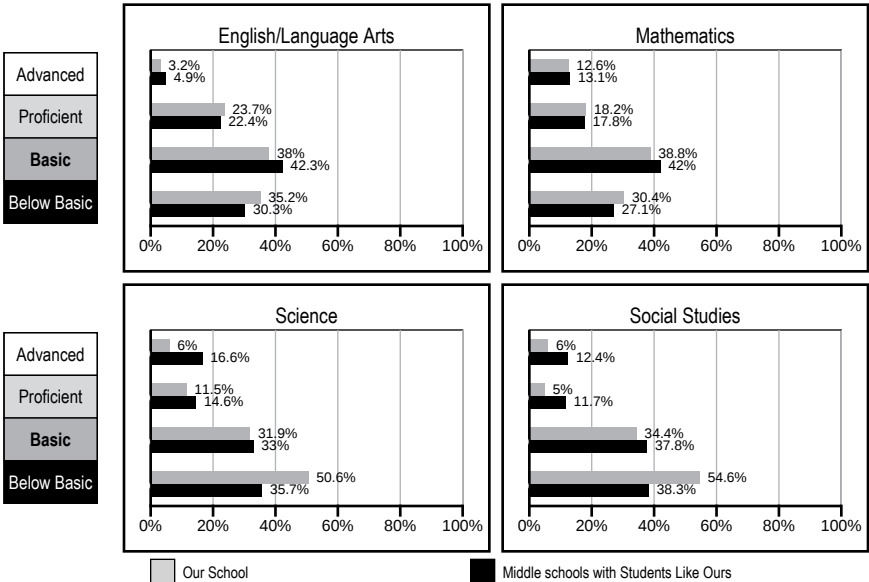
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	16	31	5

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	97.2
English 1	0	96.9
Physical Science	0	50.0
All Subjects	100.0	96.4

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=679)				
Students enrolled in high school credit courses (grades 7 & 8)	51.7%	Up from 0.0%	23.3%	19.4%
Retention rate	2.4%	Up from 2.0%	1.5%	1.8%
Attendance rate	95.7%	Up from 95.5%	95.9%	95.8%
Eligible for gifted and talented	17.4%	Down from 18.1%	17.8%	15.3%
With disabilities other than speech	5.7%	Up from 5.0%	14.3%	12.9%
Older than usual for grade	2.9%	Up from 2.5%	3.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.5%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	46.8%	Down from 48.9%	53.7%	55.0%
Continuing contract teachers	74.5%	Up from 73.3%	74.1%	70.6%
Teachers with emergency or provisional certificates	5.4%	Down from 5.7%	5.6%	5.4%
Teachers returning from previous year	86.4%	Up from 80.8%	84.8%	83.4%
Teacher attendance rate	95.6%	Up from 94.7%	94.9%	94.9%
Average teacher salary	\$42,292	Up 5.8%	\$44,202	\$44,706
Professional development days/teacher	9.1 days	Down from 12.0 days	11.5 days	11.8 days
School				
Principal's years at school	8.0	Up from 6.0	3.0	3.0
Student-teacher ratio in core subjects	15.7 to 1	Down from 24.0 to 1	20.6 to 1	20.1 to 1
Prime instructional time	89.5%	Up from 88.8%	89.3%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	64.1%	Down from 100.0%	97.5%	98.0%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil*	\$6,223	Up 1.6%	\$7,061	\$7,097
Percent of expenditures for instruction*	61.0%	Down from 61.2%	63.7%	64.4%
Percent of expenditures for teacher salaries*	57.9%	Down from 60.2%	59.5%	59.4%

* 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

Gaffney Middle School, under the supervision of Mr. Herman E. Thompson, along with the School Improvement Council, PTO, teachers, and parents, is continually striving to improve its middle school program.

Our teachers participate in numerous staff development programs that serve to strengthen the curriculum as well as strengthen the teacher as a professional. We purchased Promethean Boards, LCD projectors, and CPS systems for all teachers to provide them with technology resources to support students' differentiated learning styles. To help determine mastery of standards and readiness for PACT, our teachers used Measures of Academic Progress (MAP) testing in all grades. The Encore Program provides enrichment and helps to strengthen the English/Language Arts skills of each student. Students were provided with a reading program during Encore the last nine weeks of the school year. A summer reading program was implemented this year to help improve the reading skills of our students. Students with Academic Assistance Plans are served through the Extended Day Programs, SUCCESS and CIS, offered at our school.

Gaffney Middle School held two sessions for parents this year. One was a Literacy/Fall Fest where each student, any of their siblings, and each parent received a book of their choice. Parents were provided places to read to their children and have their children read to them. There were also business partners and other organizations that provided services for our parents. The other parental involvement session allowed parents to learn to use the technology offered to our students.

Gaffney Middle School also provides our parents the opportunity to review their child's progress and attendance through a web-based program call InTouch. Teachers use School Notes on a regular basis to notify parents and students of events, assignments, and happenings in the classroom.

We completed the School Renewal Plan for the next school year, 2008-2009, which will allow Gaffney Middle School to continue to meet the needs of our students.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	172	53
Percent satisfied with learning environment	69.8%	68.6%	81.1%
Percent satisfied with social and physical environment	69.8%	72.0%	67.3%
Percent satisfied with school-home relations	44.2%	84.0%	66.0%

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

School Adequate Yearly Progress

NO

This school met 17 out of 29 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. Sanction: Implement the restructuring plan.
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	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.3%	0.0%	No
Student attendance rate	95.7%	94.0%	Yes

* Or greater than last year

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	667	99.9	35	38	23.6	3.5	36.9	43.2	48.2	No	Yes
Gender											
Male	311	99.7	43.2	35.7	17	4.1	29.9	36.1	41.7	N/A	N/A
Female	356	100	27.9	39.9	29.3	2.9	42.8	50.4	55	N/A	N/A
Racial/Ethnic Group											
White	352	100	23.5	37.9	32.4	6.2	50.9	50.3	60	Yes	Yes
African American	261	99.6	46.4	39.5	13.7	0.4	20.2	27.6	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	64.7	70.4	I/S	I/S
Hispanic	50	100	60.5	27.9	11.6	0	18.6	18.9	38.4	No	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	45	100	85.7	9.5	0	4.8	9.5	13.6	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	50	100	61.4	29.5	9.1	0	18.2	21.9	36.9	No	Yes
Socio-Economic Status											
Subsidized meals	392	99.7	45.1	38.9	15.1	0.8	23	31.3	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	667	99.9	32	40.5	17.8	9.8	40.3	43.8	45.8	No	Yes
Gender											
Male	311	99.7	31.6	39.1	17.7	11.6	40.8	43.1	45.6	N/A	N/A
Female	356	100	32.3	41.6	17.9	8.2	39.9	44.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	352	100	20.6	41.2	23.2	15	53.2	51.6	59	Yes	Yes
African American	261	99.6	46.8	39.1	10.9	3.2	24.6	25.3	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	76.5	71.3	I/S	I/S
Hispanic	50	100	39.5	44.2	9.3	7	23.3	26.6	38.1	No	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	45	100	71.4	23.8	0	4.8	9.5	17.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	50	100	38.6	45.5	11.4	4.5	25	30.1	38.7	No	Yes
Socio-Economic Status											
Subsidized meals	392	99.7	41.6	42.4	11.4	4.6	27.8	31.9	31.4	No	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	436	99.8	50.1	31.9	11.5	6.5	18	26.4	35.7	95.7	96.2
Gender											
Male	202	99.5	47.4	32.1	12.6	7.9	20.5	27.3	37.4	95.4	96.2
Female	234	100	52.4	31.7	10.6	5.3	15.9	25.5	33.8	95.8	96.3
Racial/Ethnic Group											
White	233	100	34.1	40.3	16.4	9.3	25.7	33.3	49.2	95.2	96
African American	165	99.4	68.8	22.3	6.4	2.5	8.9	10.6	17	96.1	96.6
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	88.9	97
Hispanic	34	100	76.7	16.7	0	6.7	6.7	11	24.9	96.4	97.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	96.3
Disability Status											
Disabled	30	100	82.1	10.7	0	7.1	7.1	12	14	95.4	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	35	100	75	21.9	0	3.1	3.1	10.1	24.4	96.3	97.4
Socio-Economic Status											
Subsided meals	256	99.6	63.5	25.4	6.6	4.5	11.1	17	21.1	95.2	95.8

Social Studies

All Students	436	99.8	54.2	34.5	5.1	6.3	11.3	20.5	34	95.7	96.2
Gender											
Male	206	99.5	51.5	34	5.7	8.8	14.4	21.9	36.6	95.4	96.2
Female	230	100	56.6	34.8	4.5	4.1	8.6	19	31.3	95.8	96.3
Racial/Ethnic Group											
White	229	100	42.3	40.9	7.3	9.5	16.8	24.9	44.5	95.2	96
African American	172	99.4	69.5	25	3	2.4	5.5	9.8	19.1	96.1	96.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	42.9	58.9	88.9	97
Hispanic	34	100	60	36.7	0	3.3	3.3	10	27.5	96.4	97.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.3
Disability Status											
Disabled	26	100	87.5	8.3	0	4.2	4.2	10.2	14.4	95.4	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	34	100	60	36.7	0	3.3	3.3	12.4	27.3	96.3	97.4
Socio-Economic Status											
Subsided meals	254	99.6	65.1	29.4	2.1	3.4	5.5	12.7	21	95.2	95.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	218	100	34.8	42.2	20.1	2.9	23
	7	234	99.6	36.3	39.5	21.1	3.1	24.2
	8	232	100	37	48.4	12.3	2.3	14.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	236	100	40.8	35	20.6	3.6	24.2
	7	204	99.5	31.6	38.3	28.6	1.5	30.1
	8	227	100	31.9	40.7	22.2	5.1	27.3
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	218	100	30.4	33.3	24	12.3	36.3
	7	234	100	22.9	46.6	17.9	12.6	30.5
	8	232	100	39.3	46.6	10	4.1	14.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	236	100	41.3	31.4	18.4	9	27.4
	7	204	99.5	22.4	41.3	22.4	13.8	36.2
	8	227	100	31	49.1	13	6.9	19.9
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	108	99.1	59.6	29.3	7.1	4	11.1
	7	234	99.2	51.4	34.2	11.7	2.7	14.4
	8	116	100	51.8	31.8	10.9	5.5	16.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	116	100	62.7	19.1	9.1	9.1	18.2
	7	204	99.5	43.4	39.3	12.2	5.1	17.3
	8	116	100	49.5	31.5	12.6	6.3	18.9
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	110	100	35.6	50	10.6	3.8	14.4
	7	234	99.2	57.7	30.2	6.8	5.4	12.2
	8	116	99.1	58.7	33.9	5.5	1.8	7.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	121	100	53.5	28.9	6.1	11.4	17.5
	7	204	99.5	57.7	32.7	4.1	5.6	9.7
	8	111	100	48.6	43.8	5.7	1.9	7.6

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