



L E Gable Middle

198 Otts Shoals Road
Roebuck, SC 29376

Grades	6-8 Middle School	
Enrollment	770 Students	
Principal	Karen N. Bush	864-576-3500
Superintendent	Dr. Darryl Owings	864-576-4212
Board Chair	Mr. Michael Crook	864-576-4212

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

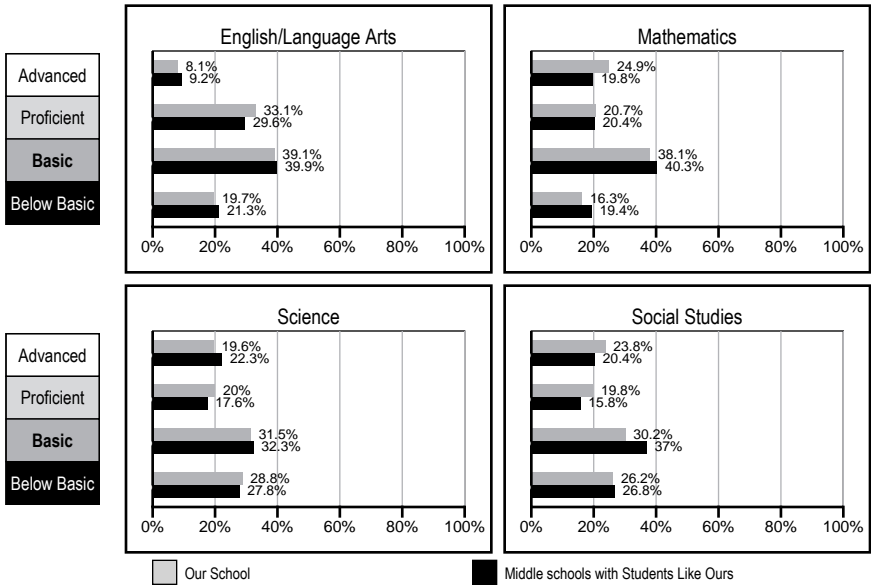
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	36	6	1

* 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	98.4
English 1	0	94.8
Physical Science	0	28.0
All Subjects	100.0	97.9

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=770)				
Students enrolled in high school credit courses (grades 7 & 8)	15.1%	Down from 15.9%	27.3%	19.4%
Retention rate	0.9%	Down from 1.2%	1.9%	1.8%
Attendance rate	96.4%	Up from 96.2%	96.0%	95.8%
Eligible for gifted and talented	30.0%	Up from 28.7%	20.8%	15.3%
With disabilities other than speech	11.3%	Up from 10.8%	11.4%	12.9%
Older than usual for grade	0.6%	Down from 0.9%	1.7%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.9%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=55)				
Teachers with advanced degrees	72.7%	Up from 62.3%	56.8%	55.0%
Continuing contract teachers	72.7%	Down from 88.7%	74.4%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	4.0%	5.4%
Teachers returning from previous year	81.6%	Down from 84.7%	86.3%	83.4%
Teacher attendance rate	95.7%	Down from 96.1%	95.0%	94.9%
Average teacher salary	\$46,694	Up 2.4%	\$45,112	\$44,706
Professional development days/teacher	14.1 days	Up from 5.5 days	11.8 days	11.8 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 21.3 to 1	22.4 to 1	20.1 to 1
Prime instructional time	91.5%	Down from 92.0%	89.9%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.6%	Down from 99.6%	98.5%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$6,409	Up 10.2%	\$6,444	\$7,097
Percent of expenditures for instruction*	73.1%	Up from 71.9%	66.2%	64.4%
Percent of expenditures for teacher salaries*	69.0%	Up from 67.4%	60.8%	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

The 2007-2008 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 2007-2008 school year. These included thirty-six eighth grade students selected as SC Junior Scholars for excellent performance on the PSAT; twenty-four students published in a poetry anthology titled Celebrate! Young Poets Speak Out; our National Junior Beta Club had over 300 members participating in Beta Club activities and service projects; students competed in the Continental Math League for the tenth 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 also received a superior rating at the State Choral Festival. Gable band students also excelled as they received an excellent rating at the State Concert Festival.

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 6,387 items to Total Ministries of Spartanburg. GMS students raised \$3253 for St. Jude's Children Research Hospital. Students and teachers raised \$335 for the "Give a Little Love" project to support the Ronald McDonald House. In addition, the Gable Middle School family also raised \$3,211 for Relay for Life.

During the 2007-2008 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. As a part of the promotion of literacy, each academic and exploratory teacher was responsible for teaching reading through the use of five strategies. These strategies provided our students with skills in the areas of comprehension, listening, summarization, organization, and note-taking. Students also continued to use "Thinking Maps" to organize their thoughts and focus their writing.

Teachers and administrators at GMS continued to focus on data analysis to improve instruction. Through the use of Test View, teachers and administrators were able to analyze MAP scores and PACT data. This data analysis allowed teachers and administrators to make data driven decisions concerning curriculum and instruction. Gable Middle School continued to implement its Compass Odyssey computer lab. The Compass Odyssey Program is an enrichment program that correlates with the South Carolina Curriculum Standards. L.E. Gable Middle School also 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.

Excitement, enthusiasm, and high expectations are evident each day as our school continues to strive for excellence.

Karen N. Bush, Principal
Seth Buckley, School Improvement Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	246	189
Percent satisfied with learning environment	98.1%	84.6%	88.8%
Percent satisfied with social and physical environment	100.0%	88.4%	87.8%
Percent satisfied with school-home relations	100.0%	92.1%	87.2%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 16 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

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	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	757	100	19.7	39.1	33.1	8.1	50.6	49	48.2	Yes	Yes
Gender											
Male	392	100	26.8	42.4	26	4.8	39.9	41.9	41.7	N/A	N/A
Female	365	100	12.2	35.7	40.5	11.6	61.8	56.4	55	N/A	N/A
Racial/Ethnic Group											
White	530	100	16.6	36.1	37.5	9.8	56.9	59.8	60	Yes	Yes
African American	184	100	29.4	48.2	18.8	3.5	30.6	34	31.7	No	Yes
Asian/Pacific Islander	22	100	5	30	60	5	75	55.9	70.4	I/S	I/S
Hispanic	18	100	26.7	60	13.3	0	26.7	33.6	38.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	43.3	47	I/S	I/S
Disability Status											
Disabled	89	100	66.7	29.8	2.4	1.2	6	10.7	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	15	100	41.7	58.3	0	0	8.3	24.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	295	100	33.1	45.2	19.5	2.2	30.9	33.8	34	Yes	Yes

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

All Students	757	100	18	41.6	20.7	19.7	52.3	50.5	45.8	Yes	Yes
Gender											
Male	392	100	21.2	39.4	19.8	19.6	51.5	50.8	45.6	N/A	N/A
Female	365	100	14.7	43.9	21.5	19.8	53.3	50.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	530	100	13.9	40.7	21.8	23.6	59.5	61.7	59	Yes	Yes
African American	184	100	32.9	44.1	14.7	8.2	29.4	32.8	26.9	No	Yes
Asian/Pacific Islander	22	100	0	25	45	30	85	66	71.3	I/S	I/S
Hispanic	18	100	6.7	73.3	20	0	26.7	36.7	38.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	46.7	46.2	I/S	I/S
Disability Status											
Disabled	89	100	54.8	40.5	2.4	2.4	11.9	13.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	15	100	25	66.7	0	8.3	8.3	33.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	295	100	29.4	46.7	14.7	9.2	32.7	36.4	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
Science											
All Students	500	100	28.8	31.5	20	19.6	39.7	36.5	35.7	96.4	96.5
Gender											
Male	257	100	29.5	28.7	20.1	21.7	41.8	39.1	37.4	96.5	96.4
Female	243	100	28.1	34.5	20	17.4	37.4	33.7	33.8	96.3	96.5
Racial/Ethnic Group											
White	356	100	24.2	30	23.9	21.9	45.8	48.1	49.2	96.2	96.2
African American	119	100	45	37.6	7.3	10.1	17.4	17.9	17	97	97
Asian/Pacific Islander	14	100	15.4	23.1	30.8	30.8	61.5	47.7	58	97.6	97.3
Hispanic	11	100	30	30	10	30	40	22.6	24.9	95	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.6	37.4	94.3	95.8
Disability Status											
Disabled	58	100	67.3	21.8	5.5	5.5	10.9	9.2	14	95.6	95.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	95.6
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	19.1	24.4	97.1	96.5
Socio-Economic Status											
Subsided meals	199	100	43.4	35.2	9.9	11.5	21.4	21.9	21.1	95.1	96
Social Studies											
All Students	493	99.8	26	30.2	19.9	23.9	43.8	36.9	34	96.4	96.5
Gender											
Male	254	100	24.8	25.6	21.9	27.7	49.6	40.5	36.6	96.5	96.4
Female	239	99.6	27.3	35.1	17.7	19.9	37.7	33.2	31.3	96.3	96.5
Racial/Ethnic Group											
White	341	100	21.7	28.3	21.4	28.6	50	45.9	44.5	96.2	96.2
African American	122	99.2	41.1	35.7	13.4	9.8	23.2	23.8	19.1	97	97
Asian/Pacific Islander	13	100	9.1	9.1	36.4	45.5	81.8	50	58.9	97.6	97.3
Hispanic	14	100	18.2	54.5	18.2	9.1	27.3	22.5	27.5	95	96.3
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	33.3	32.7	94.3	95.8
Disability Status											
Disabled	52	100	59.6	23.4	8.5	8.5	17	11.4	14.4	95.6	95.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	95.6
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	17	27.3	97.1	96.5
Socio-Economic Status											
Subsided meals	190	99.5	41.7	31.4	12.6	14.3	26.9	22.9	21	95.1	96

* 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 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	236	100	16.5	40.2	34.8	8.5	43.3
	7	264	100	31.3	39.5	27.6	1.6	29.2
	8	264	99.6	24.3	46.9	24.3	4.5	28.8
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	253	100	19.3	32	37.7	11.1	48.8
	7	236	100	19.4	44.9	30.4	5.3	35.7
	8	268	100	20.4	40.8	31	7.8	38.8
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	236	99.6	14.3	36.6	28.1	21	49.1
	7	264	99.6	21.1	32.6	20.2	26	46.3
	8	264	99.6	28.8	46.1	13.6	11.5	25.1
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	253	100	23.8	33.2	20.9	22.1	43
	7	236	100	14.5	41.4	21.1	22.9	44.1
	8	268	100	15.7	49.8	20	14.5	34.5
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	116	99.1	26.4	31.8	20	21.8	41.8
	7	264	99.6	33.1	38	20.7	8.3	28.9
	8	131	98.5	33.3	40.2	14.5	12	26.5
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	129	100	33.3	25.2	21.1	20.3	41.5
	7	236	100	26	36.6	19.4	18.1	37.4
	8	135	100	29.5	28.7	20.2	21.7	41.9
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	120	100	19.3	36	15.8	28.9	44.7
	7	264	99.2	34.7	37.2	14.5	13.6	28.1
	8	133	100	27.2	60	6.4	6.4	12.8
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	124	99.2	14.2	19.2	25.8	40.8	66.7
	7	236	100	35.2	27.8	14.5	22.5	37
	8	133	100	20.6	45.2	23.8	10.3	34.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample