



L E Gable Middle

198 Otts Shoals Road
Roebuck, SC 29376

Grades	6-8 Middle School	
Enrollment	735 Students	
Principal	Karen N. Bush	864-576-3500
Superintendent	Darryl Owings	864-576-4212
Board Chair	Mr. Alex Meadows	864-576-4212

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Average
2007	Average	At-Risk
2006	Average	At-Risk
2005	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 2008-09 whose 2007-08 test scores were located

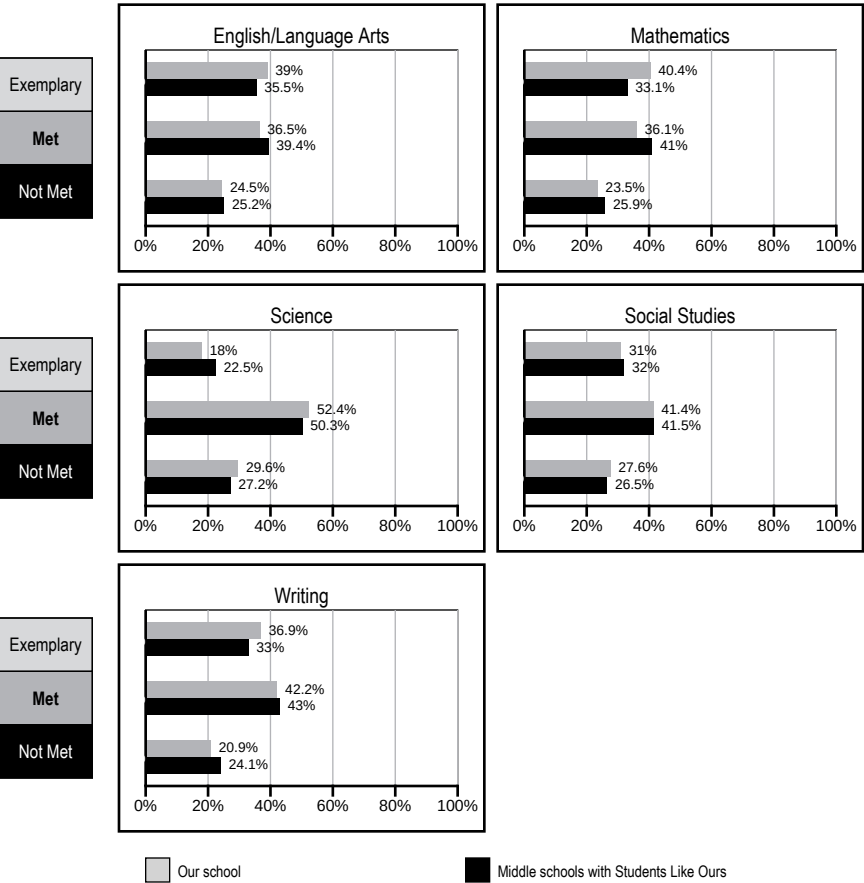
96.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	13	25	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%	98.2%
English 1	N/A	95.1%
Physical Science	N/A	66.7%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	98.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=735)				
Students enrolled in high school credit courses (grades 7 & 8)	18.3%	Up from 15.1%	24.4%	21.6%
Retention rate	0.1%	Down from 0.9%	1.0%	1.2%
Attendance rate	96.3%	Down from 96.4%	96.1%	95.9%
Eligible for gifted and talented	29.8%	Down from 30.0%	19.8%	14.8%
With disabilities other than speech	12.6%	Up from 11.3%	11.3%	12.6%
Older than usual for grade	0.1%	Down from 0.6%	1.7%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.5%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=55)				
Teachers with advanced degrees	74.5%	Up from 72.7%	57.3%	56.9%
Continuing contract teachers	74.5%	Up from 72.7%	77.0%	72.7%
Teachers with emergency or provisional certificates	0.0%	No Change	4.7%	5.3%
Teachers returning from previous year	83.9%	Up from 81.6%	85.6%	82.9%
Teacher attendance rate	95.7%	No Change	95.3%	95.2%
Average teacher salary*	\$48,403	Up 3.7%	\$47,084	\$46,599
Professional development days/teacher	6.7 days	Down from 14.1 days	10.4 days	10.8 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	20.1 to 1	Down from 20.8 to 1	21.9 to 1	20.1 to 1
Prime instructional time	91.5%	No Change	90.0%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.9%	Up from 93.6%	99.3%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$6,665	Up 4.0%	\$6,873	\$7,645
Percent of expenditures for instruction**	72.5%	Down from 73.1%	65.0%	63.4%
Percent of expenditures for teacher salaries**	53.0%	Down from 69.0%	57.1%	57.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2008-2009 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 2008-2009 school year. Forty 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 eleventh 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. Gable's Math Counts team won the regional competition, and Gable's academic team placed first in the state in the Knowledge Master's spring 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 2008-2009 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.

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

Karen N. Bush, Principal

Seth Buckley, School Improvement Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	58	219	145
Percent satisfied with learning environment	98.3%	87.2%	89.0%
Percent satisfied with social and physical environment	98.3%	88.8%	84.5%
Percent satisfied with school-home relations	100.0%	92.1%	76.9%

* 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 /S–Insufficient Sample

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	
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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

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	736	100	24.5	36.5	39	83.4	83.1	82.8	Yes	Yes
Gender										
Male	379	100	26.7	37.8	35.6	80.6	80.5	79.3	N/A	N/A
Female	357	100	22.3	35.1	42.6	86.4	85.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	508	100	19.7	35.4	44.9	86.8	88.9	89.5	Yes	Yes
African American	188	100	36.9	38.1	25	75.6	75.7	73.7	Yes	Yes
Asian/Pacific Islander	17	100	12.5	43.8	43.8	87.5	88.6	92.3	I/S	I/S
Hispanic	22	100	40	45	15	70	73.8	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	80	82.5	I/S	I/S
Disability Status										
Disabled	82	100	66.7	24.4	9	48.7	50.4	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	N/AV	N/AV	N/AV	53.3	73	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	320	100	37	37.7	25.3	74.4	76.3	75.5	Yes	Yes

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

All Students	736	100	26	39.4	34.6	82.4	79.2	78.9	Yes	Yes
Gender										
Male	379	100	26.1	38.9	35	81.1	77.6	77	N/A	N/A
Female	357	100	25.8	40	34.2	83.8	80.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	508	100	20.5	38.8	40.7	85.8	86.9	87.2	Yes	Yes
African American	188	100	42.6	38.6	18.8	72.7	67.2	66.7	Yes	Yes
Asian/Pacific Islander	17	100	12.5	37.5	50	93.8	84.6	93	I/S	I/S
Hispanic	22	100	25	60	15	75	73.4	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	85	79.5	I/S	I/S
Disability Status										
Disabled	82	100	66.7	29.5	3.8	39.7	39.3	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	53.3	33.3	13.3	53.3	72.6	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	320	100	38.4	42.4	19.2	71.4	71.1	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

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N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	494	100	29.6	52.4	18	70.4	68	67.5
Gender								
Male	244	100	30.2	47.8	22	69.8	68.1	67
Female	250	100	29	56.8	14.1	71	67.8	68
Racial/Ethnic Group								
White	332	100	23	55.3	21.7	77	78.3	79.5
African American	137	100	46.1	46.1	7.8	53.9	52	50.3
Asian/Pacific Islander	15	100	7.1	57.1	35.7	92.9	73.2	84.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	61.9	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	78.6	71.2
Disability Status								
Disabled	48	100	N/AV	N/AV	N/AV	20	27	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	12	100	54.5	36.4	9.1	45.5	57	59.6
Socio-Economic Status								
Subsided meals	216	100	44.4	45.5	10.1	55.6	57.7	55.1

Social Studies

All Students	494	100	27.6	41.4	31	72.4	72.6	72.3
Gender								
Male	256	100	27.8	38.2	34	72.2	71.9	71.5
Female	238	100	27.5	44.6	27.9	72.5	73.4	73.2
Racial/Ethnic Group								
White	346	100	24.2	41.2	34.6	75.8	80.2	80.7
African American	121	100	38.9	38.1	23	61.1	59.6	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	83.8	88.5
Hispanic	17	100	18.8	75	6.3	81.3	67.9	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	72.2
Disability Status								
Disabled	61	100	62.1	31	6.9	37.9	37.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	67.6	67.9
Socio-Economic Status								
Subsided meals	212	100	43.7	40.2	16.1	56.3	62.9	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	730	99.6	20.7	42.4	37	79.3	72.3	70.2	96.3	96.6
Gender										
Male	371	99.5	25.1	44.3	30.6	74.9	66.8	63.2	96.2	96.5
Female	359	99.7	16.1	40.3	43.5	83.9	77.8	77.5	96.3	96.6
Racial/Ethnic Group										
White	506	99.6	17.5	40	42.5	82.5	80.4	79.1	96.1	96.2
African American	184	99.5	27.7	50.3	22	72.3	61.9	57.6	96.8	96.9
Asian/Pacific Islander	17	100	12.5	37.5	50	87.5	81.6	86.2	97.1	97.4
Hispanic	22	100	45	30	25	55	59.2	62.6	96.1	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	60	68.7	97.9	96.5
Disability Status										
Disabled	82	98.8	71.8	24.4	3.8	28.2	23.2	26.1	95.5	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.7
English Proficiency										
Limited English Proficient	16	100	73.3	13.3	13.3	26.7	55.8	61.2	96.9	96.8
Socio-Economic Status										
Subsidized meals	307	99.4	34.2	45.9	19.9	65.8	61.1	58.9	95.5	96.2

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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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	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

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	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

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	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

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	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

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	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

Abbreviations for Missing Data

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