



GILBERT MIDDLE

120 Rikard Circle
Gilbert, SC 29054

Grades	6-8 Middle School	
Enrollment	700 Students	
Principal	Benjamin Ricard	803-821-1700
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	Cynthia S. Smith	803-957-5095

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good
2009	Average	Average
2008	Average	Below 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

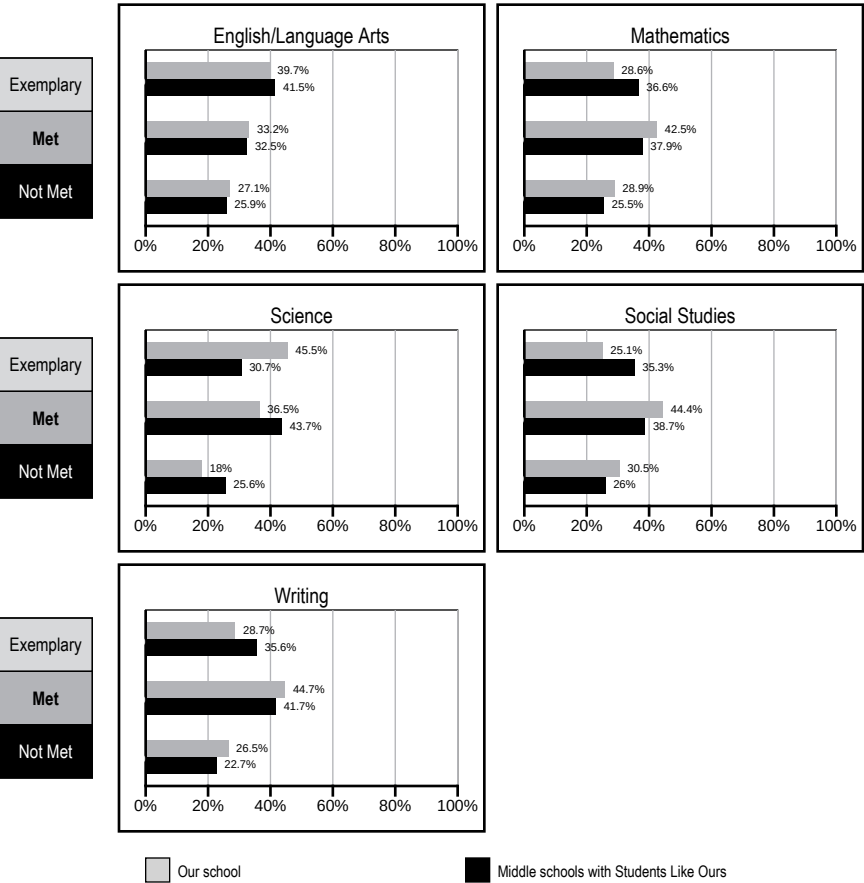
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	15	16	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	100.0%	98.9%
English 1	98.0%	96.5%
Physical Science	N/A	42.1%
US History and the Constitution	N/A	100.0%
All Subjects	99.0%	96.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=700)				
Students enrolled in high school credit courses (grades 7 & 8)	15.8%	Up from 12.5%	32.6%	24.2%
Retention rate	0.3%	No Change	0.5%	0.7%
Attendance rate	95.5%	Down from 95.7%	96.2%	95.9%
Eligible for gifted and talented	16.1%	Up from 15.5%	23.7%	16.4%
With disabilities other than speech	14.5%	Down from 14.8%	10.8%	12.0%
Older than usual for grade	1.0%	Up from 0.7%	1.1%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.4%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	61.1%	Down from 63.6%	60.8%	58.5%
Continuing contract teachers	83.3%	Down from 83.6%	82.4%	80.0%
Teachers with emergency or provisional certificates	2.0%	Down from 3.9%	3.9%	4.0%
Teachers returning from previous year	92.5%	Up from 89.8%	87.2%	84.6%
Teacher attendance rate	94.2%	Down from 94.4%	95.7%	95.4%
Average teacher salary*	\$48,859	Up 0.8%	\$47,561	\$46,561
Professional development days/teacher	8.4 days	Down from 10.2 days	10.5 days	10.2 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 18.7 to 1	21.5 to 1	21.1 to 1
Prime instructional time	88.0%	Down from 88.4%	91.2%	90.4%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.3%	96.9%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$8,322	Up 8.5%	\$7,202	\$7,802
Percent of expenditures for instruction**	65.6%	Down from 67.4%	65.6%	63.8%
Percent of expenditures for teacher salaries**	64.3%	Up from 50.7%	62.4%	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

During the 2009–2010 school year, the faculty and staff of Gilbert Middle School focused on the theme “Putting the Pieces Together.” This theme was the center of our collaborative efforts to create a learning environment in which all students can find success. Whether in the classroom, on the performance stage, or on the athletic field, we want to ensure that our students have every opportunity to reach their full potential.

Throughout the year, our teachers worked to implement and refine our Response To Intervention initiative. We believe that this system of interventions will greatly improve student achievement on our campus. Our ongoing professional development on developing common assessments is improving the manner in which our teachers measure students’ understanding of the content taught. We have already seen great results and will continue to provide time for our faculty to work together to develop quality lessons and assessments that are on-target with our state standards. In addition to our work with RTI and common assessments, we continue to utilize the elements of the Making Middle Grades Work framework for school improvement.

With the help of our Parent Teacher Organization and School Improvement Council, we were able to plan and carry out special events such as our annual Open House, as well as a Math Night that was designed to provide parents with practical ideas for helping their child with mathematics. These groups also helped us improve our student recognition programs. We are very proud of the success of our “Making a Difference” program. Each quarter, teachers recognize students who have made a positive difference for themselves, the school, or the community. These programs have been well-attended by our parents. We have truly enjoyed celebrating all of the great things our students have done to make a difference!

We are proud of the continued success of our fine arts department. Our band, chorus and orchestra all received Superior and Excellent ratings at state and national festivals. Our band received the S.C. Band Director’s Association’s prestigious Outstanding Performance Award for the first time since 2000. We anticipate that all of these programs will continue to be successful.

GMS students participated in several community service projects this year. Our Pro-Team students donated \$1,500 to the Sea Turtle Hospital located at the S.C. Aquarium. Our Relay For Life team was named “Most Spirited” at the annual event. Our students helped to raise enough money to purchase and present a new set of service flags to the Lexington High School JROTC. We did this to say “thank you” to this outstanding group for all they have done for our school, community and district.

We appreciate the support we receive from our parents and the community. We also want to thank our PTO and SIC for their assistance in enhancing the educational experience of our students.

Benji Ricard, Principal
Karen Gabert, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	208	131
Percent satisfied with learning environment	97.4%	80.3%	87.5%
Percent satisfied with social and physical environment	97.4%	83.0%	86.0%
Percent satisfied with school-home relations	94.9%	87.4%	82.9%

* 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 17 out of 19 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	0.6%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.4%	0.0%	No
Student attendance rate	95.5%	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	708	100	28.8	33.8	37.4	83.5	89	83.5	Yes	Yes
Gender										
Male	358	100	33.2	34.1	32.7	78.4	86.2	80.1	N/A	N/A
Female	350	100	24.2	33.5	42.3	88.8	91.9	87	N/A	N/A
Racial/Ethnic Group										
White	619	100	26.5	33.4	40	85.1	90.7	89.6	Yes	Yes
African American	36	100	57.6	33.3	9.1	60.6	76.9	74.6	I/S	I/S
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	95.4	92.7	I/S	I/S
Hispanic	42	100	38.5	43.6	17.9	79.5	82.4	79.6	I/S	Yes
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	89.3	85.1	I/S	I/S
Disability Status										
Disabled	110	100	68.3	22.8	8.9	45.5	53.9	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	30	100	40.6	37.5	21.9	75	83.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	328	100	40.5	35	24.5	75.2	80.1	76.9	Yes	Yes

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

All Students	708	100	30.9	44.2	24.9	80.6	86.2	80.4	Yes	Yes
Gender										
Male	358	100	30.9	43.7	25.4	79.3	84.9	78.4	N/A	N/A
Female	350	100	30.8	44.7	24.5	81.9	87.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	619	100	28.2	44.9	26.9	82.8	88.2	87.8	Yes	Yes
African American	36	100	51.5	36.4	12.1	57.6	72	69.3	I/S	I/S
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.9	93.5	I/S	I/S
Hispanic	42	100	53.8	38.5	7.7	66.7	78.2	78.3	I/S	Yes
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	87.5	83.2	I/S	I/S
Disability Status										
Disabled	110	100	74.3	23.8	2	46.5	52.7	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	30	100	53.1	40.6	6.3	68.8	81.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	328	100	41.5	43.8	14.7	72.2	76.1	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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	482	100	18.2	36.4	45.4	81.8	80.7	67.3
Gender								
Male	241	100	22.3	30.1	47.6	77.7	80.2	66.9
Female	241	100	14.1	42.7	43.2	85.9	81.2	67.7
Racial/Ethnic Group								
White	420	100	16	35.3	48.6	84	83.4	79.6
African American	23	100	38.1	42.9	19	61.9	59.9	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90.4	84.4
Hispanic	31	100	34.5	44.8	20.7	65.5	70	59.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	76.2	69.5
Disability Status								
Disabled	71	100	56.3	28.1	15.6	43.8	46.5	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	22	100	33.3	41.7	25	66.7	69.9	58.6
Socio-Economic Status								
Subsidized meals	215	100	24.6	43.2	32.2	75.4	68	55.4

Social Studies

All Students	484	99.8	30.5	44.5	25.1	69.5	81.5	70.9
Gender								
Male	244	99.6	26.9	43.2	29.9	73.1	81.5	70.1
Female	240	100	34.1	45.9	20.1	65.9	81.4	71.7
Racial/Ethnic Group								
White	424	100	29.1	44.7	26.2	70.9	82.9	79.2
African American	24	95.8	45.5	45.5	9.1	54.5	68.5	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.3	86.8
Hispanic	29	100	46.2	38.5	15.4	53.8	78.6	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.9	71.2
Disability Status								
Disabled	76	98.7	57.1	38.6	4.3	42.9	49.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	22	100	39.1	43.5	17.4	60.9	79.2	68
Socio-Economic Status								
Subsidized meals	222	99.6	46.1	37.4	16.5	53.9	69.1	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
Writing										
All Students	703	99.6	26.4	44.8	28.8	73.6	79.4	72.1	95.5	97.1
Gender										
Male	354	99.4	34.2	44.2	21.6	65.8	73.4	65.2	95.4	97.1
Female	349	99.7	18.4	45.5	36.1	81.6	85.6	79.2	95.7	97.2
Racial/Ethnic Group										
White	616	99.7	24.1	44.9	31	75.9	81.6	80.8	95.6	97.1
African American	36	97.2	53.1	37.5	9.4	46.9	65.2	59.7	94.9	97.3
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	87.7	87	98.8	97.9
Hispanic	40	100	41	48.7	10.3	59	66.3	64.6	95	97.2
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	82.8	73.4	94.8	96.3
Disability Status										
Disabled	108	98.2	66	32	2	34	35.6	27.7	94.3	96.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	46.9	37.5	15.6	53.1	67.1	63.7	95.8	97.8
Socio-Economic Status										
Subsidized meals	322	99.4	33.9	47.7	18.4	66.1	66.5	61.9	94.5	96.3

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
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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	245	99.6	16.9	40.7	42.4	83.1
	7	218	100	26.8	44.9	28.3	73.2
	8	214	99.5	30	35	35	70
2010	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	221	100	24.8	37.6	37.6	75.2
	7	258	100	26.9	34.7	38.4	73.1
	8	229	100	34.7	29.2	36.1	65.3

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	245	100	28.8	44.1	27.1	71.2
	7	218	100	22.4	44.9	32.7	77.6
	8	214	99.5	41.9	38.4	19.7	58.1
2010	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	221	100	25.2	47.1	27.6	74.8
	7	258	100	29.4	41.6	29	70.6
	8	229	100	37.9	44.3	17.8	62.1

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	19.2	59.2	21.7	80.8
	7	218	100	17.1	44.4	38.5	82.9
	8	106	100	24.5	42.2	33.3	75.5
2010	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	109	100	24.8	50.5	24.8	75.2
	7	258	100	15.9	35.1	49	84.1
	8	115	100	17.3	26.4	56.4	82.7

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
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	121	100	10.3	58.6	31	89.7
	7	218	100	35.1	42	22.9	64.9
	8	106	99.1	28.7	45.5	25.7	71.3
2010	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	112	100	17.4	56.9	25.7	82.6
	7	258	100	35.9	40	24.1	64.1
	8	114	99.1	31.2	42.2	26.6	68.8
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	249	99.2	20.5	43.1	36.4	79.5
	7	219	98.6	24	45.1	30.9	76
	8	215	99.1	29.9	43.6	26.5	70.1
2010	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	221	100	23.1	44.8	32.1	76.9
	7	256	98.8	28.4	48.1	23.5	71.6
	8	226	100	27.4	41.1	31.5	72.6

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