

## GAFFNEY MIDDLE

805 East Frederick Street  
Gaffney, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	620 Students	
<b>Principal</b>	Shirley Sealy	864-902-3630
<b>Superintendent</b>	Dr. Edgar C. Taylor	864-902-3542
<b>Board Chair</b>	Mr. Donnie Smith	(864) 839-3499

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Below Average</b>	<b>Average</b>
2010	Below Average	Average
2009	Below Average	Average
2008	At-Risk	Below Average
2007	Below 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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

## Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

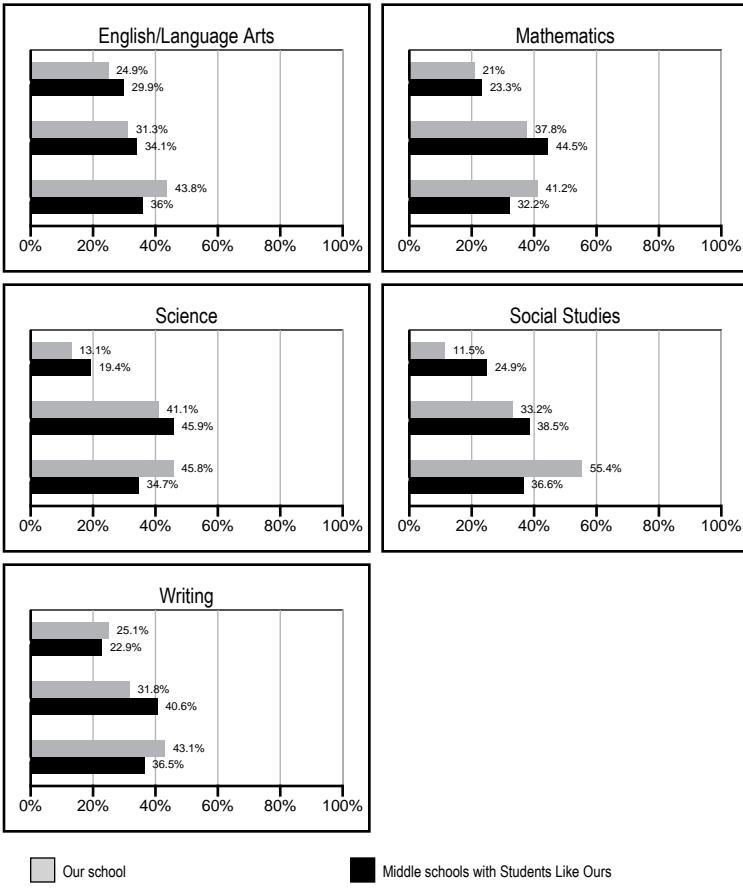
97.3%

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

Excellent	Good	Average	Below Average	At-Risk
1	2	43	5	0

\* Ratings are calculated with data available by 11/09/2011.

## 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%	96.9%
English 1	N/A	93.4%
Biology 1/Applied Biology 2	N/A	91.6%
Physical Science	N/A	75.0%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.3%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=620)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	50.1%	Up from 41.9%	29.9%	24.5%
Retention rate	1.4%	Up from 0.3%	0.7%	0.7%
Attendance rate	95.8%	Up from 95.7%	95.7%	95.9%
Served by gifted and talented program	18.3%	Up from 17.9%	17.3%	17.8%
With disabilities other than speech	6.8%	Down from 9.6%	9.5%	9.2%
Older than usual for grade	0.5%	Down from 1.2%	1.7%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.6%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=40)</b>				
Teachers with advanced degrees	47.5%	Up from 42.5%	56.3%	60.0%
Continuing contract teachers	92.5%	Down from 95.0%	86.7%	82.6%
Teachers returning from previous year	82.2%	Down from 84.0%	83.7%	85.6%
Teacher attendance rate	96.0%	No Change	95.2%	95.3%
Average teacher salary*	\$42,765	Down 2.0%	\$45,601	\$46,300
Professional development days/teacher	6.5 days	Down from 9.9 days	9.9 days	9.9 days
<b>School</b>				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Down from 22.5 to 1	21.1 to 1	21.5 to 1
Prime instructional time	90.8%	Down from 91.3%	89.8%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	38.8%	Down from 97.7%	96.5%	98.1%
Character development program	Below Average	Down from Average	Good	Good
Dollars spent per pupil**	\$5,953	Up 0.7%	\$7,487	\$7,634
Percent of expenditures for instruction**	60.9%	Down from 64.4%	62.2%	64.0%
Percent of expenditures for teacher salaries**	60.3%	Up from 60.2%	59.2%	61.2%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

This has been a very successful year at Gaffney Middle School. Our theme for this school year was "Take a Look at Us Now," and our staff members worked diligently to provide a nurturing and academically challenging learning environment for all students. Some of our notable student accomplishments include: 15 Junior Scholars, numerous district writing and art award winners, several regional science fair winners and outstanding seasons for our cheerleaders, and football, volleyball, and basketball teams. Additionally, four of our teachers received grant-funding for classroom projects in forensics and literacy.

Our struggling readers were targeted to receive additional assistance in an academic enrichment SRA reading program, and we have had definite, measurable success with this endeavor—many of these students improved their fluency and comprehensive multiple grade levels! Classroom technology integration continued to be stressed; examples include: interactive white boards and Activ Studio software, Classroom Performance System (CPS) for assessment, and the acquisition of a Brain Pop site license. Very recently, we purchased microscopes for our seventh grade students to begin to use for scientific inquiry and discovery.

Gaffney Middle also housed a Communities in Schools (CIS) after-school program, serving approximately 63 students. These students received additional assistance with homework, grade level curriculum standards, and character development.

Staff professional development focused on writing effective lesson plans, student engagement, literacy for all students, and professional learning communities (PLC). All teachers are members of grade-level PLC teams that are currently re-writing Gaffney Middle School's Mission, Vision, and Values statements, as we focus on "what we want our students to learn, how we will know if they are learning, and what to do if they are not learning." This is an exciting time at GMS—we hope you've taken a look, and that you like what you see! Thank you for your continued support!

Shirley Sealy, Principal  
Mr. Clint Crocker, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	182	164
Percent satisfied with learning environment	87.5%	78.0%	79.8%
Percent satisfied with social and physical environment	90.0%	77.5%	74.5%
Percent satisfied with school-home relations	51.6%	83.0%	75.5%

\* 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 18 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. 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	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%**	Yes

\* Or greater than last year

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## 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
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	618	99.7	43.4	31.3	25.4	64.9	74.4	82.4	No	Yes
<b>Gender</b>										
Male	303	99.7	50	28.4	21.6	56.7	69.9	78.7	N/A	N/A
Female	315	99.7	37	34	29	72.7	79	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	307	99.7	33	31.3	35.7	75.2	79.7	88.9	No	Yes
African American	242	99.6	53.8	33.6	12.6	53.4	63.1	72.9	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	86.5	93	I/S	I/S
Hispanic	60	100	60.4	20.8	18.9	54.7	59.4	79.3	No	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	61	100	91.1	1.8	7.1	12.5	33.4	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	60	100	56.9	20.7	22.4	56.9	61.9	78.3	No	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	452	99.6	52.7	31	16.3	56.7	67.3	75.4	No	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	617	99	40.4	38	21.6	70	76.7	81.9	No	Yes
<b>Gender</b>										
Male	303	98.7	44.1	33.3	22.6	67	75.2	79.9	N/A	N/A
Female	314	99.4	36.9	42.4	20.7	72.9	78.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	307	98.4	31.7	38.3	30	78.6	82	88.9	Yes	Yes
African American	241	99.6	54.1	34.7	11.3	57.2	64.1	71.4	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	91.9	94.6	I/S	I/S
Hispanic	60	100	37.7	45.3	17	71.7	67.4	81.1	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	61	93.4	84.6	9.6	5.8	21.2	39.6	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	60	100	32.8	50	17.2	75.9	69.8	81.4	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	451	98.7	49	36.8	14.1	62.2	70.1	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## 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	410	100	45.5	40.8	13.8	54.5	59.3	68.6
<b>Gender</b>								
Male	208	100	48.2	38.6	13.2	51.8	59.7	68.3
Female	202	100	42.6	43.1	14.4	57.4	58.8	68.9
<b>Racial/Ethnic Group</b>								
White	213	100	34.1	44.9	21	65.9	68.3	80.7
African American	153	100	56.4	38.6	5	43.6	39.5	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	78.9	85.3
Hispanic	42	100	65.8	26.3	7.9	34.2	38.1	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	70.8
<b>Disability Status</b>								
Disabled	41	100	83.8	5.4	10.8	16.2	28.2	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	40	100	65.8	28.9	5.3	34.2	42.4	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	296	100	54.3	36	9.7	45.7	50.4	57.3
<b>Social Studies</b>								
All Students	412	99.5	54.8	33.4	11.7	45.2	57.9	72.5
<b>Gender</b>								
Male	191	99.5	54.6	32.8	12.6	45.4	58.2	72
Female	221	99.6	55	34	11	45	57.7	73.1
<b>Racial/Ethnic Group</b>								
White	198	99.5	47.3	33.9	18.8	52.7	63.7	81
African American	166	99.4	63.6	33.8	2.6	36.4	45.3	60
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	74.2	89
Hispanic	39	100	58.8	29.4	11.8	41.2	40.5	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
<b>Disability Status</b>								
Disabled	50	100	93.5	2.2	4.3	6.5	23.1	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	41	100	57.5	30	12.5	42.5	46.4	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	297	99.3	63.9	30.3	5.8	36.1	49.9	62.9

Abbreviations for Missing Data

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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	211	98.6	42.5	32.1	25.4	57.5	65.3	73.2	95.8	96.3
<b>Gender</b>										
Male	112	98.2	48	32	20	52	58.2	67.2	95.6	96.2
Female	99	99	36.6	32.3	31.2	63.4	72.8	79.4	95.9	96.3
<b>Racial/Ethnic Group</b>										
White	107	98.1	29.1	35.9	35	70.9	72.2	81.5	95.1	96
African American	80	98.8	58.8	29.4	11.8	41.2	50.6	61.3	96.2	96.6
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	75	87	97.4	97.8
Hispanic	19	100	64.7	11.8	23.5	35.3	45.3	66.7	97.4	97.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	99.3	95.4
<b>Disability Status</b>										
Disabled	17	88.2	N/AV	N/AV	N/AV	7.7	16.9	26	94	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	20	100	60	20	20	40	46.4	65.7	97.5	97.6
<b>Socio-Economic Status</b>										
Subsidized meals	158	98.1	54.9	29.6	15.5	45.1	56.2	63.2	95.5	96

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>English/Language Arts</b>								
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	219	100	42.1	34.4	23.4	57.9	
	7	223	99.6	38.3	29.4	32.2	61.7	
	8	226	99.6	47.3	27.5	25.2	52.7	
	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	
2011	5	N/A	N/AV	N/A	N/A	N/A	N/A	
	6	205	100	47.7	27.4	24.9	52.3	
	7	205	100	42.6	33.7	23.7	57.4	
	8	208	99	39.6	32.8	27.6	60.4	
	<b>Mathematics</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	219	100	32.1	46.4	21.5	67.9	
	7	223	99.6	35.5	36	28.5	64.5	
	8	226	99.6	44.1	38.7	17.1	55.9	
	3	N/A	N/AV	N/A	N/A	N/A	N/A	
2011	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	204	99.5	45.1	35.9	19	54.9	
	7	205	98.5	38	39	23	62	
	8	208	99	38	39.1	22.9	62	
	<b>Science</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	
2010	5	0	N/A	N/A	N/A	N/A	N/A	
	6	111	99.1	53.3	41.9	4.8	46.7	
	7	222	99.6	40.8	48.4	10.8	59.2	
	8	114	100	52.2	23.9	23.9	47.8	
	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	101	100	58.2	31.6	10.2	41.8	
2011	7	205	100	42.1	49.5	8.4	57.9	
	8	104	100	39.2	33	27.8	60.8	

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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>								
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	108	99.1	46.1	45.1	8.8	53.9	
	7	222	99.6	52.1	33.8	14.1	47.9	
	8	111	100	43.1	39.4	17.4	56.9	
	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	
2011	5	N/A	N/AV	N/A	N/A	N/A	N/A	
	6	103	100	45.9	39.8	14.3	54.1	
	7	205	100	61.1	32.1	6.8	38.9	
	8	104	98.1	51.6	29.5	18.9	48.4	
	<b>Writing</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	
2011	6	219	99.1	37.5	34.1	28.4	62.5	
	7	228	99.1	35.8	39.4	24.8	64.2	
	8	227	99.1	39.5	38.6	22	60.5	
	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	N/A	N/AV	N/A	N/A	N/A	N/A	
	7	N/A	N/AV	N/A	N/A	N/A	N/A	
	8	211	98.6	42.5	32.1	25.4	57.5	

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