

GILBERT MIDDLE

120 Rikard Circle
Gilbert, SC 29054

Grades	6-8 Middle School	
Enrollment	731 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 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Good
2009	Average	Average
2008	Average	Below Average
2007	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

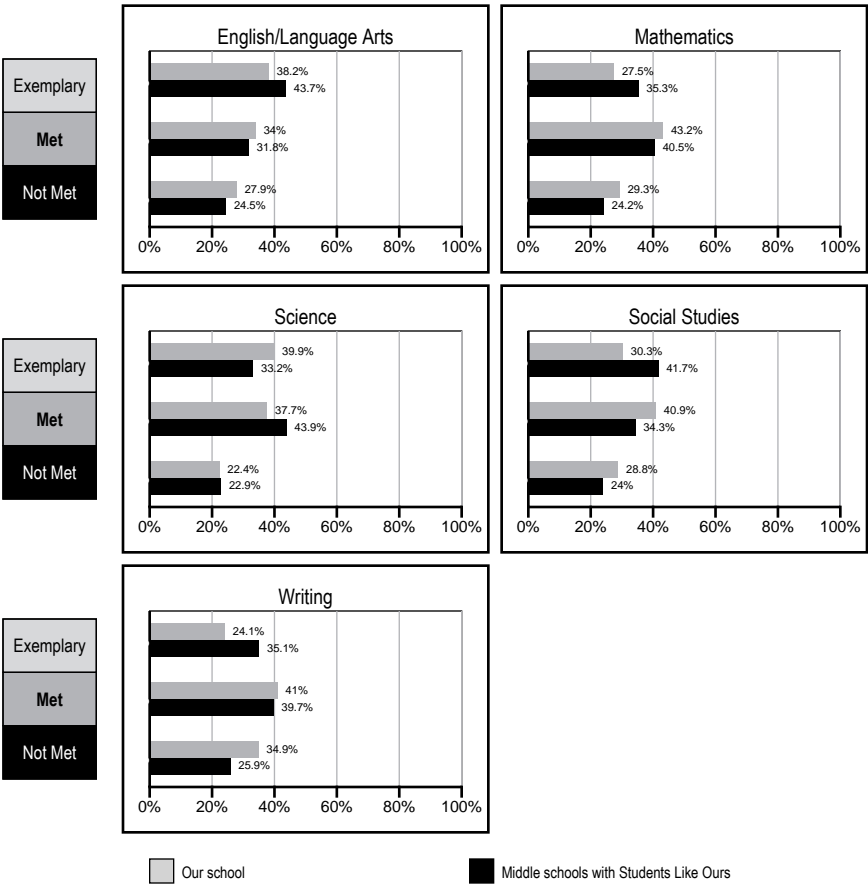
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	17	7	1	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	98.8%	97.1%
English 1	96.4%	96.4%
Biology 1/Applied Biology 2	N/A	94.8%
Physical Science	N/A	26.4%
US History and the Constitution	N/A	100%
All Subjects	97.8%	96.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=731)				
Students enrolled in high school credit courses (grades 7 & 8)	51.9%	Up from 15.8%	34.2%	24.5%
Retention rate	0.0%	Down from 0.3%	0.4%	0.7%
Attendance rate	95.5%	No Change	96.2%	95.9%
Served by gifted and talented program	18.7%	Up from 16.1%	24.7%	17.8%
With disabilities other than speech	8.0%	Down from 14.5%	8.3%	9.2%
Older than usual for grade	0.6%	Down from 1.0%	0.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.4%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	66.0%	Up from 61.1%	61.1%	60.0%
Continuing contract teachers	82.0%	Down from 83.3%	84.3%	82.6%
Teachers returning from previous year	91.8%	Down from 92.5%	89.0%	85.6%
Teacher attendance rate	94.9%	Up from 94.2%	95.1%	95.3%
Average teacher salary*	\$48,517	Down 0.7%	\$47,081	\$46,300
Professional development days/teacher	9.9 days	Up from 8.4 days	10.0 days	9.9 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	23.7 to 1	Up from 19.1 to 1	23.4 to 1	21.5 to 1
Prime instructional time	89.2%	Up from 88.0%	90.4%	90.1%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.0%	Down from 100.0%	98.8%	98.1%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$8,098	Down 2.7%	\$6,969	\$7,634
Percent of expenditures for instruction**	65.0%	Down from 65.6%	65.3%	64.0%
Percent of expenditures for teacher salaries**	64.0%	Down from 64.3%	63.8%	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

During the 2010-2011 school year, Gilbert Middle School received the State Department of Education's Palmetto Silver Award for academic achievement. This award acknowledges the hard work of our students and faculty.

We continue our efforts to improve the academic performance of our students. We strive to develop students with the 21st century skills needed to be productive citizens in our rapidly changing global society.

Our test and performance data indicate challenges in reading performance. Our goals for overcoming these challenges include the continuous improvement of student reading, comprehension and writing skills by providing challenging curricula to prepare students for rigorous high school work. Our teachers will work collaboratively to plan lessons and to continue to develop and implement the use of common assessments.

The preparation of our students to be independent, respectful and contributing citizens is a priority. During this school year, our students raised funds and other resources in support of several community service projects including Blue Star Mothers, Relay For Life, Lexington Interfaith Community Services and the Japanese relief effort. We were proud to be named the "Most Spirited" team for the second consecutive year at the annual Relay For Life event.

Students at GMS continue to excel in the areas of athletics and arts. Our athletic teams finished with outstanding season records while our band, orchestra and chorus received numerous honors at state and regional festivals. We are proud of the hard work of our teachers and coaches as they work to develop students who are accomplished not only academically but also in arts and athletics.

We would like to thank our community for its involvement in our school. We would also like to thank our Parent Teacher Organization and School Improvement Council for their support of the educational program here at Gilbert Middle.

Benji Ricard, Principal
Karen Gabert, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	236	115
Percent satisfied with learning environment	94.7%	85.2%	82.1%
Percent satisfied with social and physical environment	97.4%	88.0%	83.3%
Percent satisfied with school-home relations	89.7%	86.8%	80.5%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 19 out of 25 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	0.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.8%	0.0%	No
Student attendance rate	95.5%	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
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	722	99.5	27.7	34.1	38.2	81.4	88	82.4	Yes	Yes
Gender										
Male	365	98.9	29.4	35.6	35	77.3	84.9	78.7	N/A	N/A
Female	357	100	26.1	32.7	41.3	85.4	91.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	622	99.7	25.1	34.1	40.8	83.9	90	88.9	Yes	Yes
African American	43	100	55	27.5	17.5	52.5	74.6	72.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	51	96.1	42.2	35.6	22.2	71.1	81.2	79.3	No	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	92	83	I/S	I/S
Disability Status										
Disabled	90	98.9	73.2	17.1	9.8	35.4	51.1	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	31	93.6	51.6	29	19.4	67.7	80.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	332	98.8	37.5	35.9	26.5	72.5	78.6	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	722	99.9	29.2	43.4	27.5	80.6	88	81.9	Yes	Yes
Gender										
Male	365	99.7	31.2	38.8	30	78.4	86.5	79.9	N/A	N/A
Female	357	100	27.2	47.9	24.9	82.8	89.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	622	99.8	27.5	42.8	29.8	82	89.8	88.9	Yes	Yes
African American	43	100	55	37.5	7.5	62.5	75.3	71.4	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.4	94.6	I/S	I/S
Hispanic	51	100	31.1	55.6	13.3	75.6	82	81.1	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	90	84.4	I/S	I/S
Disability Status										
Disabled	90	100	81.7	17.1	1.2	32.9	52.3	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	31	100	38.7	48.4	12.9	71	83.1	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	332	99.7	40.5	42.1	17.5	70.9	78.1	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	477	99.8	22.2	37.8	40	77.8	80.1	68.6
Gender								
Male	242	99.6	23	33.2	43.8	77	79.7	68.3
Female	235	100	21.4	42.4	36.2	78.6	80.5	68.9
Racial/Ethnic Group								
White	413	99.8	18.9	37.1	43.9	81.1	82.8	80.7
African American	27	100	N/AV	N/AV	N/AV	42.3	60.6	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	89.8	85.3
Hispanic	34	100	36.7	43.3	20	63.3	70.5	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	88.6	70.8
Disability Status								
Disabled	59	100	62.3	24.5	13.2	37.7	45.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	23	100	45.5	40.9	13.6	54.5	70.6	60.7
Socio-Economic Status								
Subsidized meals	216	99.5	32.7	40.2	27.1	67.3	66.5	57.3
Social Studies								
All Students	476	99.8	28.6	41.1	30.3	71.4	82.8	72.5
Gender								
Male	240	99.6	28.3	32.2	39.6	71.7	82.5	72
Female	236	100	28.9	50	21.1	71.1	83	73.1
Racial/Ethnic Group								
White	413	99.8	27.7	40.8	31.4	72.3	84.7	81
African American	30	100	46.4	42.9	10.7	53.6	69.4	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.1	89
Hispanic	29	100	26.9	42.3	30.8	73.1	74.5	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.9	73.5
Disability Status								
Disabled	57	100	68.5	24.1	7.4	31.5	49.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	13	100	26.7	46.7	26.7	73.3	76	69.7
Socio-Economic Status								
Subsidized meals	222	99.6	38.7	38.2	23.1	61.3	70.3	62.9

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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	School Attendance Rate	District Attendance Rate
Writing										
All Students	261	99.2	34.9	41	24.1	65.1	79.6	73.2	95.5	95.7
Gender										
Male	135	98.5	44.9	38.6	16.5	55.1	74.1	67.2	95.5	95.7
Female	126	100	24.6	43.4	32	75.4	85.3	79.4	95.6	95.8
Racial/Ethnic Group										
White	227	99.1	31.7	42.2	26.1	68.3	81.6	81.5	95.5	95.7
African American	12	100	72.7	18.2	9.1	27.3	65.3	61.3	96.1	96
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93	87	98.3	96.6
Hispanic	17	100	53.3	40	6.7	46.7	68.2	66.7	95.2	95.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	88.9	72.2	95.3	94.9
Disability Status										
Disabled	38	94.7	N/AV	N/AV	N/AV	14.7	30.7	26	93.9	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	63.6	27.3	9.1	36.4	69.7	65.7	95.7	96.3
Socio-Economic Status										
Subsidized meals	108	100	45.6	42.7	11.7	54.4	67.4	63.2	94.8	94.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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
2011	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	229	99.6	20.3	35.9	43.8	79.7
	7	231	98.7	33.3	32.9	33.8	66.7
	8	262	100	29.2	33.6	37.2	70.8
Mathematics							
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
2011	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	229	100	20.3	46.5	33.2	79.7
	7	231	99.6	27.6	38.7	33.8	72.4
	8	262	100	38.4	44.8	16.8	61.6
Science							
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
2011	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	116	100	25	52.8	22.2	75
	7	231	99.6	22.7	36.4	40.9	77.3
	8	130	100	18.9	27	54.1	81.1

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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							
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
2011	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	113	100	12.8	54.1	33	87.2
	7	231	99.6	36.4	32.4	31.1	63.6
	8	132	100	28.1	45.3	26.6	71.9
Writing							
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
2011	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	261	99.2	34.9	41	24.1	65.1

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