

GIBBES MIDDLE

500 Summerlea Drive
Columbia, South Carolina

Grades	6-8 Middle School	
Enrollment	334 Students	
Principal	Kwamine Simpson	803-343-2942
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**At-Risk**	**At-Risk**
2010	At-Risk	Below Average
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	Below Average

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

GIBBES MIDDLE	11/09/11-4001037

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

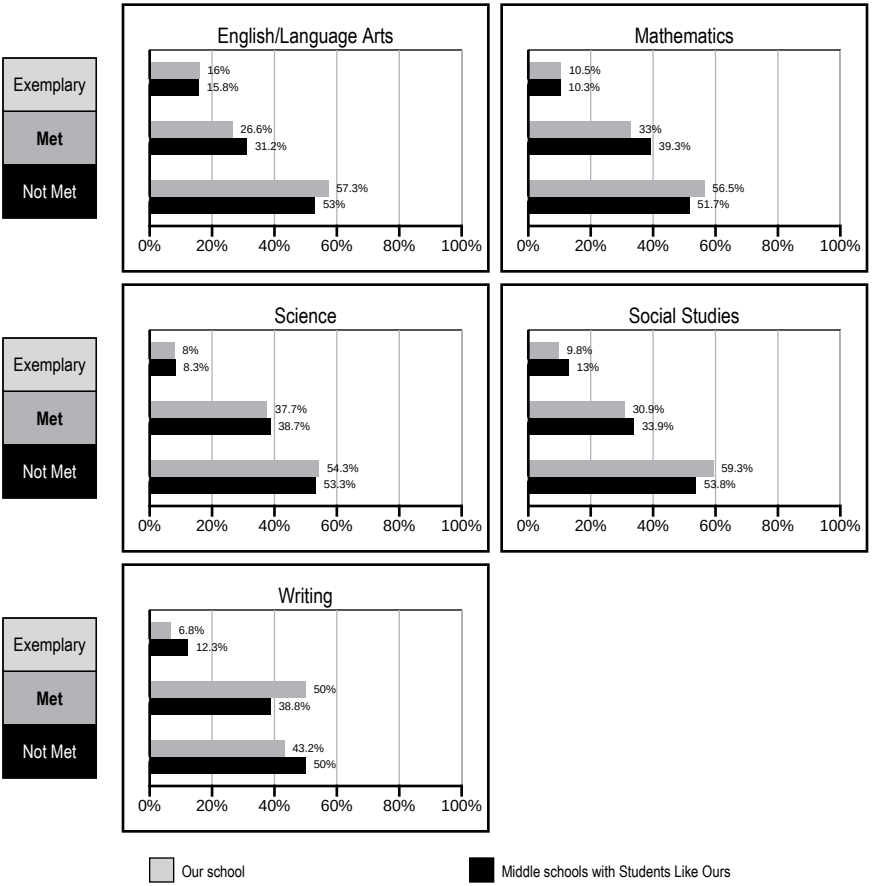
Percent of students tested in 2010-11 whose 2009-10 test scores were located	97%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	7	22	24

* 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%	88.3%
English 1	N/A	86.2%
Biology 1/Applied Biology 2	N/A	22.7%
Physical Science	N/A	16.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	87.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=334)				
Students enrolled in high school credit courses (grades 7 & 8)	24.2%	Down from 33.3%	13.6%	24.5%
Retention rate	0.0%	Down from 2.5%	1.0%	0.7%
Attendance rate	95.2%	Down from 95.8%	95.4%	95.9%
Served by gifted and talented program	8.8%	Down from 10.0%	5.4%	17.8%
With disabilities other than speech	11.1%	Down from 17.0%	11.2%	9.2%
Older than usual for grade	1.2%	Down from 5.7%	3.6%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	Down from 2.8%	0.2%	0.4%
Annual dropout rate	0.4%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	76.9%	Up from 70.6%	59.5%	60.0%
Continuing contract teachers	73.1%	Up from 67.6%	69.0%	82.6%
Teachers returning from previous year	76.0%	Up from 73.8%	76.4%	85.6%
Teacher attendance rate	95.2%	Up from 93.2%	95.4%	95.3%
Average teacher salary*	$47,696	Down 5.1%	$44,040	$46,300
Professional development days/teacher	17.8 days	Up from 10.8 days	10.2 days	9.9 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 13.3 to 1	17.9 to 1	21.5 to 1
Prime instructional time	87.2%	Up from 86.4%	89.2%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Up from 88.0%	97.9%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	$11,904	Down 1.3%	$10,504	$7,634
Percent of expenditures for instruction**	65.9%	Down from 66.8%	59.8%	64.0%
Percent of expenditures for teacher salaries**	59.0%	Down from 64.4%	55.7%	61.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

As a Making Middle Grades Work school, Heyward Gibbes Middle School prepares students for high school and then for college. We have implemented various strategies to accomplish that goal. Our primary initiative focuses on increasing literacy skills. Students have read a record number of books this year. Literacy Across the Curriculum has been integrated throughout the school. We launched our Book Basket Campaign in which almost 100% of our students and staff voluntarily read books over Spring Break. City Year corps members assisted students on a daily basis to increase their literacy skills. Additionally, several students and staff members placed in the district's visual literacy competitions. Our monthly Literacy Nights have given parents numerous opportunities to explore all aspects of literacy from technology to financial.

All students have the opportunity to receive extra assistance through early bird tutoring, Comprehensive Remediation and 21st Century after school program, and Saturday SOAR Academy. As a result, the percentage of students who met their MAP growth goals far exceeded last year's numbers.

21st century students need more than reading, writing, and arithmetic; they must be able to solve problems, think critically, communicate effectively, and work in teams. Team work and communication are addressed through our Advisor-Advisee program. Every student has an adult advocate and opportunities to grow as a team member. All students participate in the BADD/JEWEL program in which teams of students are paired with near peers from the Richland One Middle College. Students are taught character skills through the Advisor-Advisee program as well as through PBIS.

Not only are we committed to the continuous growth of our student, we also focus on the professional development of the teachers and staff. All of our teachers participated in the course "Instructional Strategies for Teaching African American Students." Teachers also participated in extensive lesson plan training. Several teachers presented at the South Carolina Middle School Conference. Their presentations received positive feedback resulting in an invitation to write articles for the SCMS publication.

The students at Heyward Gibbes Middle School have numerous opportunities to utilize technology. This year, the school was selected to serve as the IPOD/IPAD pilot site. Students have the opportunity to utilize this new technology to accomplish their academic goals. Technology is also utilized in the distance learning Geometry course that is taught as a partnership with Alcorn Middle School.

We have strong community partnerships which include McCullom-Myers Funeral Home, Wachovia, and A T &T Pioneers Foundation. This year's Community Carnival was a huge success. The school and community joined together to provide students and parents with a fun-filled, educational day.

At Heyward Gibbes Middle School, we SOAR with Pride.

Kwamine Simpson, Principal
Dena Franklin, SIC Chairpersom

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	94	34
Percent satisfied with learning environment	73.3%	79.1%	84.4%
Percent satisfied with social and physical environment	82.8%	74.4%	75.8%
Percent satisfied with school-home relations	50.0%	76.9%	74.2%

* 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 12 out of 17 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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.2%	94.0%**	Yes

* Or greater than last year

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GIBBES MIDDLE										11/09/11-4001037
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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	338	99.7	57.3	26.6	16	56	78.3	82.4	No	Yes
Gender										
Male	171	99.4	63.3	21.1	15.6	51	74.3	78.7	N/A	N/A
Female	167	100	51.4	32.2	16.4	61	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	92.8	88.9	I/S	I/S
African American	331	100	57.3	26.7	16	56.3	74.2	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.4	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	83.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	83	I/S	I/S
Disability Status										
Disabled	57	100	86	10	4	22	45.7	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	N/A	N/AV	N/A	N/A	N/A	N/A	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	325	100	57.7	26.9	15.4	55.6	73.5	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	339	99.7	56.5	33	10.5	62.6	75.1	81.9	Yes	Yes
Gender										
Male	172	99.4	58.8	31.8	9.5	60.1	73.5	79.9	N/A	N/A
Female	167	100	54.1	34.2	11.6	65.1	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	92.1	88.9	I/S	I/S
African American	332	100	56.7	32.5	10.7	62.6	70.3	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	82.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	84.4	I/S	I/S
Disability Status										
Disabled	58	100	N/AV	N/AV	N/AV	27.5	40.4	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	N/A	N/AV	N/A	N/A	N/A	N/A	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	326	100	56.8	33.1	10.1	62.7	69.8	74.9	Yes	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	227	100	54.3	37.7	8	45.7	58.7	68.6
Gender								
Male	114	100	55.7	35.1	9.3	44.3	58.2	68.3
Female	113	100	52.9	40.2	6.9	47.1	59.2	68.9
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	87.8	80.7
African American	223	100	54.6	37.8	7.7	45.4	51	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70.1	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	70.8
Disability Status								
Disabled	43	100	N/AV	N/AV	N/AV	21.6	29.7	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	N/A	N/AV	N/A	N/A	N/A	N/A	54.3	60.7
Socio-Economic Status								
Subsidized meals	220	100	55.2	37.1	7.7	44.8	50.1	57.3
Social Studies								
All Students	226	100	59.3	30.9	9.8	40.7	64.7	72.5
Gender								
Male	112	100	62.1	29.5	8.4	37.9	63.6	72
Female	114	100	56.6	32.3	11.1	43.4	65.8	73.1
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	88.4	81
African American	222	100	59.2	30.9	9.9	40.8	58.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	71	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	73.5
Disability Status								
Disabled	31	100	N/AV	N/AV	N/AV	N/AV	33.1	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	N/A	N/AV	N/A	N/A	N/A	N/A	65.7	69.7
Socio-Economic Status								
Subsidized meals	217	100	59.8	30.2	10.1	40.2	56.8	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	99	100	43.2	50	6.8	56.8	66.5	73.2	95.1	96.1
Gender										
Male	49	100	40	53.3	6.7	60	62	67.2	94.6	95.9
Female	50	100	46.5	46.5	7	53.5	71.2	79.4	95.7	96.3
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	87.8	81.5	94.3	96.2
African American	96	100	43.5	49.4	7.1	56.5	60.7	61.3	95.1	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	87	N/A	96.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	74.8	66.7	94.8	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.5
Disability Status										
Disabled	19	100	N/AV	N/AV	N/AV	5.9	23.7	26	94.2	95.1
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	N/A	N/AV	N/A	N/A	N/A	N/A	66.2	65.7	99.4	95.9
Socio-Economic Status										
Subsidized meals	93	100	44	50	6	56	59.1	63.2	95.3	95.9

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GIBBES MIDDLE 11/09/11-4001037

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	102	100	51.6	35.2	13.2	48.4
	7	103	100	61.2	21.4	17.3	38.8
	8	111	99.1	55.7	33	11.3	44.3
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	124	100	57.4	25	17.6	42.6
	7	116	100	54	27	19	46
	8	98	99	61.2	28.2	10.6	38.8
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	102	100	60.4	29.7	9.9	39.6
	7	103	99	62.9	29.9	7.2	37.1
	8	111	98.2	71.9	25	3.1	28.1
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	124	100	60.2	28.7	11.1	39.8
	7	116	100	54	31	15	46
	8	99	99	54.7	40.7	4.7	45.3
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	49	100	N/A	N/A	N/A	22.7
	7	103	100	52	37.8	10.2	48
	8	56	100	68	28	4	32
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	64	100	57.9	38.6	3.5	42.1
	7	116	100	52	41	7	48
	8	47	100	54.8	28.6	16.7	45.2

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GIBBES MIDDLE 11/09/11-4001037

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	53	100	36.2	46.8	17	63.8
	7	103	100	65.3	23.5	11.2	34.7
	8	54	100	63.8	21.3	14.9	36.2
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	60	100	39.2	51	9.8	60.8
	7	116	100	65	22	13	35
	8	50	100	69.8	27.9	2.3	30.2
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	101	98	57.1	31.9	11	42.9
	7	107	99.1	67	27	6	33
	8	109	97.3	51.6	36.8	11.6	48.4
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	99	100	43.2	50	6.8	56.8

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