



L E GABLE MIDDLE

198 Otts Shoals Road
Roebuck, SC 29376

Grades	6-8 Middle School	
Enrollment	713 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 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Excellent
2010	Average	Average
2009	Average	Average
2008	Average	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

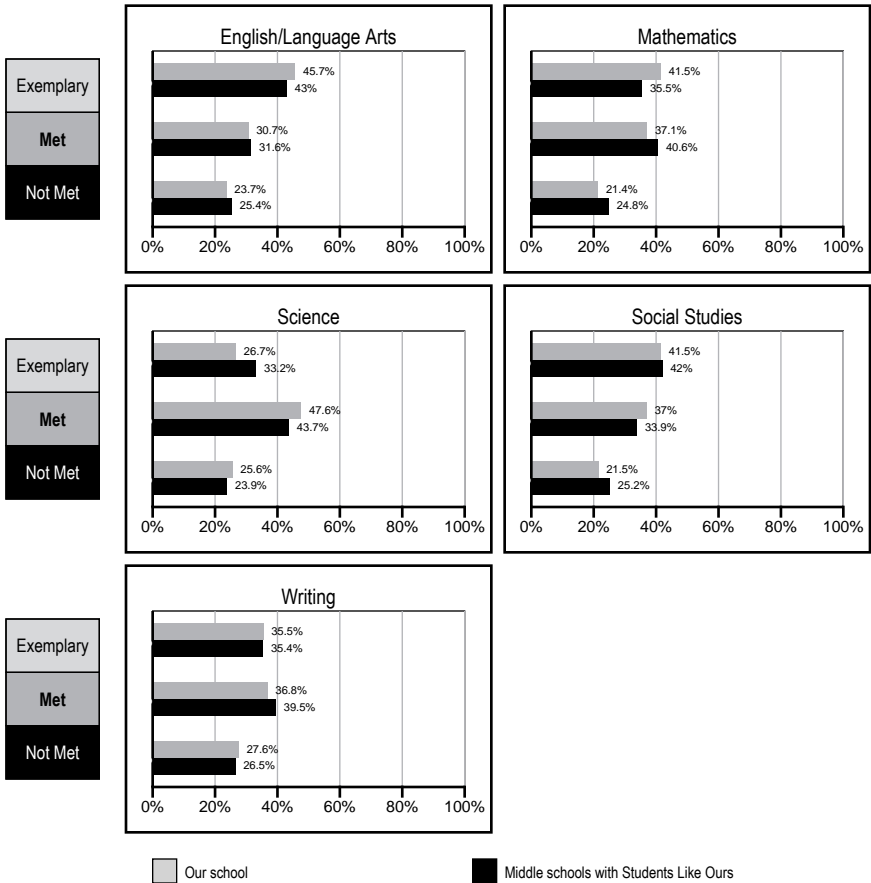
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	20	7	1	1

* 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%	97.4%
English 1	N/A	95.2%
Biology 1/Applied Biology 2	N/A	94.8%
Physical Science	N/A	22.2%
US History and the Constitution	N/A	100%
All Subjects	100.0%	94.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=713)				
Students enrolled in high school credit courses (grades 7 & 8)	10.9%	Down from 19.6%	31.3%	24.5%
Retention rate	0.0%	No Change	0.5%	0.7%
Attendance rate	96.5%	Up from 96.4%	96.2%	95.9%
Served by gifted and talented program	35.5%	Up from 34.0%	24.4%	17.8%
With disabilities other than speech	11.2%	Down from 13.7%	8.3%	9.2%
Older than usual for grade	0.8%	Up from 0.3%	0.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.4%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	79.6%	Up from 73.2%	60.5%	60.0%
Continuing contract teachers	87.0%	Up from 82.1%	82.8%	82.6%
Teachers returning from previous year	91.1%	Up from 87.6%	87.7%	85.6%
Teacher attendance rate	95.7%	Up from 95.0%	95.4%	95.3%
Average teacher salary*	\$48,002	Down 3.0%	\$46,837	\$46,300
Professional development days/teacher	5.3 days	Down from 10.6 days	10.0 days	9.9 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 19.8 to 1	23.3 to 1	21.5 to 1
Prime instructional time	91.8%	Up from 90.9%	90.4%	90.1%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.7%	Up from 94.0%	99.2%	98.1%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$7,557	Up 3.5%	\$6,969	\$7,634
Percent of expenditures for instruction**	71.5%	Down from 72.7%	65.0%	64.0%
Percent of expenditures for teacher salaries**	70.2%	Up from 69.5%	63.2%	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

The 2010-2011 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. Twenty-six 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 thirteenth 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 and GMS band students also received superior ratings at their State Festivals. Gable's Math Counts team won the regional competition, and the eighth grade football team won the Peachtree Conference championship.

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, Mobile Meals, and Relay for Life.

During the 2010-2011 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.

Teachers and administrators at GMS continued to focus on data analysis to improve instruction. Through the use of Test View, teachers and administrators analyzed MAP scores and PASS data. This data analysis allowed teachers and administrators to make data driven decisions concerning curriculum and instruction. Gable Middle School also implemented its Compass Odyssey and Study Island computer lab. Compass Odyssey and Study Island are enrichment programs that correlate with the South Carolina Curriculum Standards. Gable Middle School 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	56	229	163
Percent satisfied with learning environment	90.9%	86.5%	89.3%
Percent satisfied with social and physical environment	96.4%	86.4%	88.7%
Percent satisfied with school-home relations	87.5%	89.9%	84.4%

* 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 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	1.3%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	6.6%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.5%	0.0%	No
Student attendance rate	96.5%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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	709	99.9	23.5	30.7	45.8	83	82.9	82.4	Yes	Yes
Gender										
Male	370	99.7	28.5	29.7	41.8	78.8	78.9	78.7	N/A	N/A
Female	339	100	18	31.9	50.2	87.7	86.9	86.2	N/A	N/A
Racial/Ethnic Group										
White	495	100	19.6	29.8	50.6	86.3	89	88.9	Yes	Yes
African American	163	100	35.4	35.4	29.3	74.1	75	72.9	Yes	Yes
Asian/Pacific Islander	12	100	16.7	16.7	66.7	91.7	90.5	93	I/S	I/S
Hispanic	31	96.8	37.5	29.2	33.3	66.7	76.9	79.3	I/S	I/S
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	79.5	83	I/S	I/S
Disability Status										
Disabled	95	100	78.7	13.5	7.9	29.2	44	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	19	94.7	45	30	25	60	76.8	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	302	99.7	33.3	36.6	30.1	76	77.5	75.4	Yes	Yes

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

All Students	709	100	21.4	37.1	41.5	85.6	83.3	81.9	Yes	Yes
Gender										
Male	370	100	22	39.2	38.9	83.7	81.4	79.9	N/A	N/A
Female	339	100	20.8	34.7	44.5	87.7	85.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	495	100	16.9	35.2	47.9	88.8	89	88.9	Yes	Yes
African American	163	100	34.7	42.2	23.1	76.2	73.7	71.4	Yes	Yes
Asian/Pacific Islander	12	100	8.3	58.3	33.3	91.7	94.7	94.6	I/S	I/S
Hispanic	31	100	36	44	20	80	83	81.1	I/S	I/S
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	71.8	84.4	I/S	I/S
Disability Status										
Disabled	95	100	79.8	11.2	9	36	42.9	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	77.8	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	33.3	42.9	23.8	76.2	82.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	302	100	31.4	41.8	26.8	79.3	78.2	74.9	Yes	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
Science								
All Students	470	100	25.6	47.6	26.7	74.4	68.8	68.6
Gender								
Male	238	100	25.9	41.2	32.9	74.1	68.4	68.3
Female	232	100	25.3	54.4	20.3	74.7	69.1	68.9
Racial/Ethnic Group								
White	333	100	21.8	46.1	32.1	78.2	79.8	80.7
African American	104	100	37.2	51.1	11.7	62.8	54.3	51.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	76.6	85.3
Hispanic	18	100	46.7	46.7	6.7	53.3	60	61.6
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	55.2	70.8
Disability Status								
Disabled	66	100	76.7	20	3.3	23.3	31.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	64.3	42.9
English Proficiency								
Limited English Proficient	11	100	50	41.7	8.3	50	59.1	60.7
Socio-Economic Status								
Subsidized meals	203	100	34	53.2	12.8	66	59.4	57.3
Social Studies								
All Students	472	99.8	21.5	37	41.5	78.5	72.6	72.5
Gender								
Male	246	99.6	21.6	32.6	45.8	78.4	72.2	72
Female	226	100	21.4	41.9	36.7	78.6	73	73.1
Racial/Ethnic Group								
White	328	99.7	18.4	37.2	44.4	81.6	80.6	81
African American	115	100	30.5	37.1	32.4	69.5	59.8	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	83.3	89
Hispanic	20	100	29.4	47.1	23.5	70.6	71.3	69.6
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	77.3	73.5
Disability Status								
Disabled	68	98.5	66.7	27.3	6.1	33.3	33.6	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	12	100	35.7	21.4	42.9	64.3	70.7	69.7
Socio-Economic Status								
Subsidized meals	206	100	30.6	40.9	28.5	69.4	65	62.9

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	238	99.6	27.3	37	35.7	72.7	72.4	73.2	96.5	96.4
Gender										
Male	131	99.2	31.2	38.4	30.4	68.8	65.6	67.2	96.7	96.4
Female	107	100	22.5	35.3	42.2	77.5	79.5	79.4	96.4	96.4
Racial/Ethnic Group										
White	167	99.4	23.1	36.3	40.6	76.9	80.9	81.5	96.3	96.1
African American	53	100	38.8	40.8	20.4	61.2	62.7	61.3	97.3	96.8
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	81.8	87	98.4	97.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	61.4	66.7	97.4	96.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	68.8	72.2	92.9	94.7
Disability Status										
Disabled	24	95.8	N/AV	N/AV	N/AV	4.3	20.1	26	96	95.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.4
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	60.7	65.7	97.2	96.7
Socio-Economic Status										
Subsidized meals	95	99	43.3	40	16.7	56.7	63.6	63.2	95.6	96.1

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
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	238	100	25.6	35	39.5	74.4
	7	239	100	25.3	30.5	44.2	74.7
	8	250	100	34	27.8	38.2	66
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	237	99.6	21.8	32.7	45.5	78.2
	7	233	100	25.4	31.7	42.9	74.6
	8	239	100	23.3	27.8	48.9	76.7
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	238	100	24.7	35.4	39.9	75.3
	7	239	100	27	36.1	36.9	73
	8	249	100	33.8	35.4	30.8	66.3
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	237	100	19	37.6	43.4	81
	7	233	100	25	27.7	47.3	75
	8	239	100	20.3	45.8	33.9	79.7
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	119	99.2	42.5	43.4	14.2	57.5
	7	239	100	25.8	51.9	22.3	74.2
	8	126	99.2	33.3	35.8	30.8	66.7
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	118	100	31.2	55	13.8	68.8
	7	233	100	24.1	50	25.9	75.9
	8	119	100	23.2	35.7	41.1	76.8

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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	119	99.2	17.6	48.1	34.3	82.4
	7	239	100	34.8	43.8	21.5	65.2
	8	123	99.2	22	36.4	41.5	78
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	119	100	14.3	42.9	42.9	85.7
	7	233	99.6	27.2	33.5	39.3	72.8
	8	120	100	17.4	38.3	44.3	82.6
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	237	98.7	24	35.3	40.7	76
	7	241	99.2	23.6	51.5	24.9	76.4
	8	251	98.8	26.1	36.1	37.8	73.9
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	238	99.6	27.3	37	35.7	72.7

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