



Gilbert Middle

120 Rikard Circle
Gilbert, SC 29054

Grades	6-8 Middle School	
Enrollment	692 Students	
Principal	Benjamin D. Ricard	803-892-1050
Superintendent	Dr. Karen C. Woodward	803-951-8363
Board Chair	G. Edwin Harmon, Ph.D.	803-359-0844

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	Below Average
2004	Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

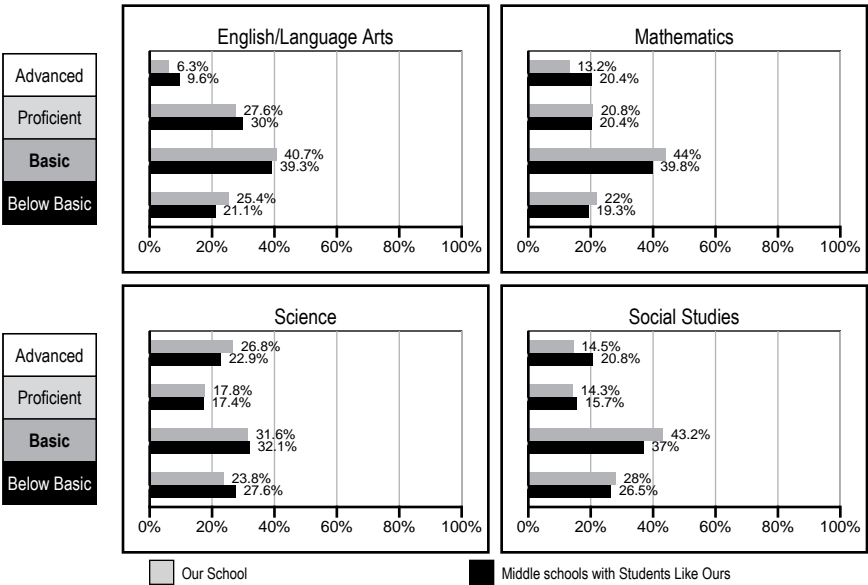
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	34	6	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	98.4
English 1	98.5	94.6
Physical Science	0	28.0
All Subjects	99.1	97.8

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=692)				
Students enrolled in high school credit courses (grades 7 & 8)	14.9%	Up from 14.1%	25.2%	19.4%
Retention rate	2.0%	Up from 1.7%	1.7%	1.8%
Attendance rate	95.8%	No Change	96.1%	95.8%
Eligible for gifted and talented	17.6%	Down from 18.3%	21.1%	15.3%
With disabilities other than speech	14.9%	Up from 13.3%	11.4%	12.9%
Older than usual for grade	1.0%	No Change	1.6%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Down from 1.7%	0.9%	0.7%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	63.0%	Down from 64.2%	56.0%	55.0%
Continuing contract teachers	74.1%	Down from 77.4%	74.4%	70.6%
Teachers with emergency or provisional certificates	4.2%	Down from 4.3%	3.7%	5.4%
Teachers returning from previous year	82.9%	Down from 84.7%	85.8%	83.4%
Teacher attendance rate	95.1%	Up from 94.0%	95.0%	94.9%
Average teacher salary	\$46,111	Up 4.8%	\$45,165	\$44,706
Professional development days/teacher	11.3 days	Up from 11.1 days	11.9 days	11.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	21.4 to 1	No Change	22.3 to 1	20.1 to 1
Prime instructional time	89.3%	Up from 88.7%	89.8%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Up from 94.7%	98.1%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$7,249	No Change	\$6,409	\$7,097
Percent of expenditures for instruction*	64.9%	Down from 65.1%	66.4%	64.4%
Percent of expenditures for teacher salaries*	62.7%	Down from 62.8%	61.8%	59.4%

* 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

The students and faculty of Gilbert Middle School have enjoyed another successful year in the classroom and in the community.

Our students, working through the Student Council, decided to focus their efforts on recycling this year. The project began with the collection of cardboard and was soon expanded to include paper as well. Each week, classes spent part of their lunch time collecting, breaking down, and storing cardboard boxes for recycling. The response was outstanding, and plans are already being made to expand the project even more during the 2008–2009 school year. In addition to their recycling efforts, GMS students participated in community-service projects for Relay For Life and collected canned food for Lexington Interfaith Community Services.

GMS is home to outstanding athletic and arts programs. Our teams continue to excel on the playing field, and our band, chorus, and orchestra consistently receive superior and excellent ratings at state festivals.

This year, the GMS Student Council received top honors at the South Carolina Association of Student Councils' state conference for the leadership project they submitted. GMS students also received individual recognition at this year's Math-A-Thon.

Data continues to drive the instructional decisions here at GMS. Teachers use the data provided by the Measure of Academic Progress tests to aid planning lessons, set individual student goals, and differentiate instruction. With the Making Middle Grades Work initiative coupled with our School Improvement Plan and the S.C. Reading Initiative–Middle Grades, we have focused our efforts to raise student achievement. This year we focused in particular on improving the reading performance and stamina of our male students. Reading Council members and teachers used our silent, sustained reading time to conduct talks about books of high interest to males.

This year, it was also our goal to give each student a book to enjoy during the summer. Thanks to the help of our business partners, we were able to give each rising sixth, seventh, and eighth-grade student their choice of one of three books by Gordon Korman. The students were encouraged to read the book during the summer in preparation for the author's visit to our school in September of 2008.

We are grateful for our community's involvement in our school. The PTSA and SIC have worked very hard to enhance each student's educational experience at GMS. We thank them for their efforts.

Benji Ricard, Principal
Gail Provost, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	224	119
Percent satisfied with learning environment	100.0%	71.9%	83.2%
Percent satisfied with social and physical environment	100.0%	73.0%	82.8%
Percent satisfied with school-home relations	98.0%	79.9%	76.3%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 17 out of 23 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. Sanction: Implement the restructuring plan.
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	1.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	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

Abbreviations for Missing Data

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	689	99.9	26.8	41.6	26.6	5	41.4	57.1	48.2	Yes	Yes
Gender											
Male	346	100	36.1	40.4	19.6	4	31.5	50	41.7	N/A	N/A
Female	343	99.7	17.6	42.7	33.6	6.1	51.2	64.6	55	N/A	N/A
Racial/Ethnic Group											
White	591	100	24.6	41	28.7	5.6	43.8	59.6	60	Yes	Yes
African American	40	97.5	44.7	42.1	10.5	2.6	21.1	37.8	31.7	I/S	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	75.4	70.4	I/S	I/S
Hispanic	50	100	42.2	46.7	11.1	0	22.2	39.7	38.4	No	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	61.5	47	I/S	I/S
Disability Status											
Disabled	111	100	73.1	25	1.9	0	2.8	17.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	32	100	51.7	37.9	10.3	0	13.8	41.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	270	99.6	40.2	41.3	18.1	0.4	26.6	38.7	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	689	99.9	23.3	46	19	11.7	41.1	54.6	45.8	Yes	Yes
Gender											
Male	346	100	27.2	41.3	17.1	14.4	39.8	55.3	45.6	N/A	N/A
Female	343	99.7	19.4	50.6	20.9	9.1	42.4	53.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	591	100	22.4	44	20.6	13	43.5	57.7	59	Yes	Yes
African American	40	97.5	36.8	52.6	7.9	2.6	15.8	30.5	26.9	I/S	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	71.6	71.3	I/S	I/S
Hispanic	50	100	24.4	62.2	8.9	4.4	31.1	37.5	38.1	No	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	59	46.2	I/S	I/S
Disability Status											
Disabled	111	100	56.5	38	5.6	0	8.3	20.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	32	100	27.6	58.6	6.9	6.9	31	42	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	270	99.6	29.3	52.5	13.9	4.2	29.7	36.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	455	100	23.8	31.5	17.8	26.9	44.7	50.3	35.7	95.8	96.1
Gender											
Male	237	100	25.4	34.4	14.7	25.4	40.2	51.7	37.4	95.7	96.1
Female	218	100	22.1	28.4	21.2	28.4	49.5	48.7	33.8	95.9	96.1
Racial/Ethnic Group											
White	385	100	21.1	30.4	18.4	30.1	48.5	53.7	49.2	95.9	96.1
African American	28	100	46.4	28.6	17.9	7.1	25	25.1	17	95.3	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.8	58	92.8	96.8
Hispanic	38	100	36.4	45.5	9.1	9.1	18.2	31.9	24.9	95.6	95.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	65.2	37.4	94.6	94.8
Disability Status											
Disabled	72	100	55.7	32.9	5.7	5.7	11.4	20	14	95.2	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.1
English Proficiency											
Limited English Proficient	27	100	37.5	41.7	8.3	12.5	20.8	28.9	24.4	96.6	96.4
Socio-Economic Status											
Subsided meals	185	100	34.1	33.5	14.5	17.9	32.4	31.8	21.1	94.5	94.9
Social Studies											
All Students	462	100	27.8	43.3	14.4	14.6	28.9	47.1	34	95.8	96.1
Gender											
Male	222	100	26.9	40.9	14.4	17.8	32.2	52	36.6	95.7	96.1
Female	240	100	28.6	45.5	14.3	11.7	26	41.9	31.3	95.9	96.1
Racial/Ethnic Group											
White	400	100	26.4	42.3	15.4	15.9	31.3	49.4	44.5	95.9	96.1
African American	24	100	34.8	56.5	4.3	4.3	8.7	29.2	19.1	95.3	96.1
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	64.2	58.9	92.8	96.8
Hispanic	32	100	42.9	39.3	10.7	7.1	17.9	28	27.5	95.6	95.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	55.6	32.7	94.6	94.8
Disability Status											
Disabled	71	100	58	33.3	5.8	2.9	8.7	21.6	14.4	95.2	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.1
English Proficiency											
Limited English Proficient	20	100	61.1	27.8	0	11.1	11.1	30.5	27.3	96.6	96.4
Socio-Economic Status											
Subsided meals	185	100	39.3	44.9	10.1	5.6	15.7	28.2	21	94.5	94.9

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	208	100	27.1	41.7	27.6	3.6	31.3
	7	250	99.6	28.6	49.6	19.7	2.1	21.8
	8	255	100	34.9	47.1	16.4	1.7	18.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	205	100	22.2	34.3	32.8	10.6	43.4
	7	228	99.6	28.8	44.8	23.1	3.3	26.4
	8	256	100	28.7	44.5	24.7	2	26.7
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	208	100	20.3	42.7	26	10.9	37
	7	250	99.2	20.2	44.5	18.9	16.4	35.3
	8	255	100	31.5	55	8.4	5	13.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	205	100	15.7	35.9	29.8	18.7	48.5
	7	228	99.6	15.1	53.3	16.5	15.1	31.6
	8	256	100	36.4	47.8	12.6	3.2	15.8
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	104	100	30.5	30.5	18.9	20	38.9
	7	250	99.2	32.4	21.8	28.6	17.2	45.8
	8	126	100	30.5	48.3	9.3	11.9	21.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	102	100	22.4	31.6	16.3	29.6	45.9
	7	228	100	18.8	29.6	20.2	31.5	51.6
	8	125	100	33.9	34.7	14.9	16.5	31.4
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	104	100	12.4	37.1	23.7	26.8	50.5
	7	250	99.2	39.1	38.2	10.9	11.8	22.7
	8	129	100	30.8	50	11.7	7.5	19.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	103	100	12	45	19	24	43
	7	228	100	37.6	34.7	11.3	16.4	27.7
	8	131	100	23.8	56.3	15.9	4	19.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample