



GIBBES MIDDLE

500 Summerlea Drive
Columbia, South Carolina

Grades	6-8 Middle School	
Enrollment	351 Students	
Principal	Kwamane Simpson	803-343-2942
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	At-Risk	Below Average
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	Below Average
2006	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 GOAL

By 2010, SC'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.

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.

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

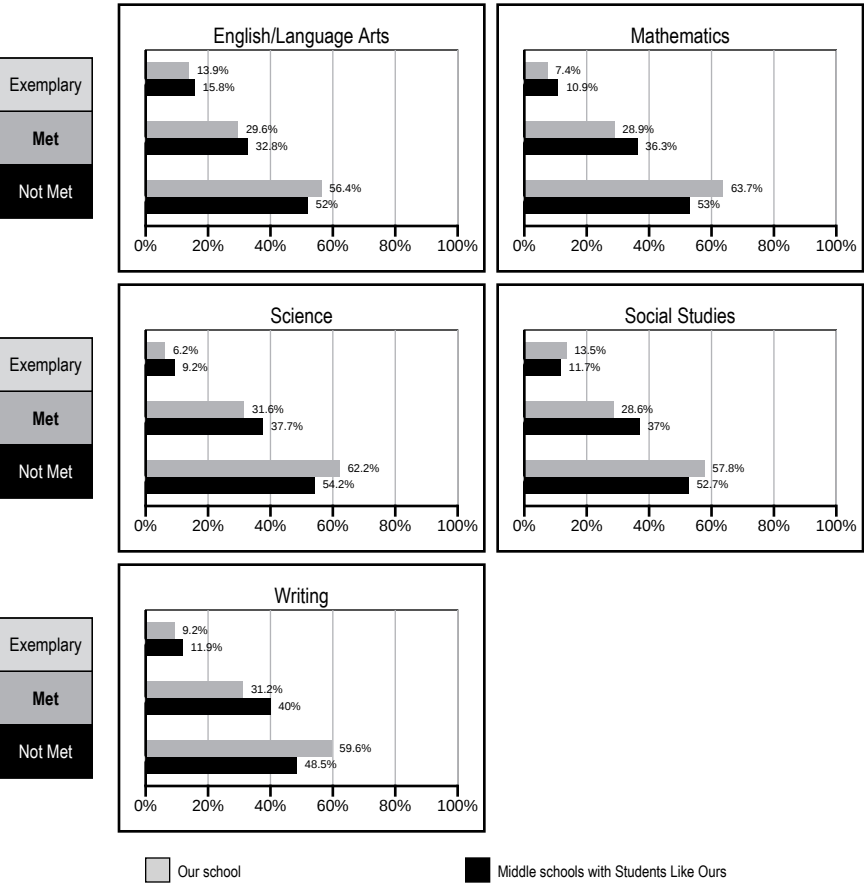
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 99.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	6	24	21

* Ratings are calculated with data available by 03/09/2011.

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	88.0%	88.6%
English 1	N/A	90.3%
Physical Science	N/A	42.1%
US History and the Constitution	N/A	N/A
All Subjects	88.0%	88.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=351)				
Students enrolled in high school credit courses (grades 7 & 8)	33.3%	Up from 22.1%	13.8%	24.2%
Retention rate	2.5%	Up from 1.3%	1.1%	0.7%
Attendance rate	95.8%	Up from 94.5%	95.4%	95.9%
Eligible for gifted and talented	10.0%	Up from 5.5%	5.1%	16.4%
With disabilities other than speech	17.0%	Up from 16.5%	14.7%	12.0%
Older than usual for grade	5.7%	Up from 2.5%	4.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.8%	Up from 1.5%	0.4%	0.5%
Annual dropout rate	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	70.6%	Down from 71.1%	56.9%	58.5%
Continuing contract teachers	67.6%	Up from 52.6%	67.6%	80.0%
Teachers with emergency or provisional certificates	9.7%	Down from 12.5%	11.1%	4.0%
Teachers returning from previous year	73.8%	Down from 78.2%	76.7%	84.6%
Teacher attendance rate	93.2%	Up from 89.8%	95.4%	95.4%
Average teacher salary*	\$50,238	Up 1.3%	\$44,764	\$46,561
Professional development days/teacher	10.8 days	Down from 17.5 days	10.3 days	10.2 days
School				
Principal's years at school	1.0	Down from 13.0	3.0	4.0
Student-teacher ratio in core subjects	13.3 to 1	Down from 15.9 to 1	16.3 to 1	21.1 to 1
Prime instructional time	86.4%	Up from 83.2%	89.5%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	88.0%	Down from 100.0%	97.4%	98.1%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$12,065	Down 8.2%	\$10,687	\$7,802
Percent of expenditures for instruction**	66.8%	Up from 66.6%	60.3%	63.8%
Percent of expenditures for teacher salaries**	64.4%	Up from 59.7%	55.5%	60.0%

* 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

Heyward Gibbs Middle School made significant progress during the 2009-2010 school year.

The focus for this school year was literacy. Teachers were provided with professional development on ways to increase the literacy skills of the students. A partnership with the U.S. Postal Service provided students with magazines and extra reading materials. A Literacy Coach and a Reading Interventionist provided support to both teachers and students to increase the reading levels of students. All students participated in a school-wide reading initiative.

Students who needed extra assistance in mathematics had an opportunity to participate in the Saturday Math Academy. Assistance was provided to students via Accelerated Math, hands-on instruction, and one-on-one tutoring.

The students at Heyward Gibbs participated in a school-wide day of service. Some students volunteered at a food bank, a day care, and a senior citizens' center. Additionally, all students participated in the school's recycling efforts.

Heyward Gibbs Middle School is in the second year of implementation of Making Middle Grades Work. As a part of this initiative, all students were assigned to an advisory group. These groups met bi-weekly to provide support and guidance to students on problem-solving skills, goal-setting, and career awareness.

The school was the recipient of the 21st Century Community Learning Center grant. Through this grant, students were able to participate in afterschool tutoring, art, dance, drama, tai kwon do, and a number of other enrichment activities.

A partnership with Wachovia provides students with school supplies and holiday gift items. Students received "Eagle Bills" for their positive behavior and used them to purchase items from the school or holiday stores. Another partnership that was established was with City Year. Volunteers from City Year provided numerous community service hours to assist students with reading, mathematics, and character education. They were instrumental in the murals being painted on the walls of the hallways and the gymnasium.

Two social studies teachers presented at the state social studies conferences. A science teacher presented at the national science convention. Five staff members presented at the SCASA conference. Two students traveled to Africa as part of the district's ROSETA project. A student received recognition at the USC Science and Engineering Science Fair. Several students received award for their art work in district and city-wide competitions.

While parental involvement continues to be an area that needs improvement, many parents participated in parent literacy nights held at both the school and in the community.

Kwamine Simpson, Principal

Dale Wells, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	97	75
Percent satisfied with learning environment	57.6%	64.6%	87.8%
Percent satisfied with social and physical environment	81.8%	65.6%	82.2%
Percent satisfied with school-home relations	39.4%	83.2%	79.7%

* 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	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.1%	0.0%	No
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	316	99.7	56.3	29.7	14	55.6	78.2	83.5	No	Yes
Gender										
Male	163	100	66	21.8	12.2	49	74.7	80.1	N/A	N/A
Female	153	99.4	46	38.1	15.8	62.6	81.6	87	N/A	N/A
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	93.3	89.6	I/S	I/S
African American	308	99.7	57.3	29.4	13.3	54.8	74.2	74.6	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	84.2	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	55	100	86.3	11.8	2	21.6	45.3	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	77.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	295	99.7	56.3	29.5	14.2	55.2	73.1	76.9	No	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	316	99.1	65.1	28.2	6.7	52.8	72	80.4	Yes	Yes
Gender										
Male	163	98.8	69	24.8	6.2	51	70.3	78.4	N/A	N/A
Female	153	99.4	61.2	31.7	7.2	54.7	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	90.2	87.8	I/S	I/S
African American	308	99	66.4	27.8	5.8	52	67	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	88.4	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	77.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	55	100	N/A	N/A	N/A	25.5	34.8	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	80	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	295	99	65.4	28.2	6.4	53	65.9	72.8	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	208	100	62	31.8	6.3	38	56.5	67.3
Gender								
Male	116	100	65.1	27.4	7.5	34.9	56.1	66.9
Female	92	100	58.1	37.2	4.7	41.9	56.8	67.7
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	86.3	79.6
African American	201	100	62.9	31.7	5.4	37.1	48.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	76.2	84.4
Hispanic	1	I/S	N/A	N/A	N/A	N/A	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	37	100	N/A	N/A	N/A	8.8	23.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	62.7	58.6
Socio-Economic Status								
Subsidized meals	195	100	61.7	32.2	6.1	38.3	46.5	55.4

Social Studies

All Students	210	100	57.8	28.6	13.5	42.2	64	70.9
Gender								
Male	104	100	62.4	24.7	12.9	37.6	61.9	70.1
Female	106	100	53.5	32.3	14.1	46.5	66.1	71.7
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	86.9	79.2
African American	204	100	58.3	28.9	12.8	41.7	57.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	82.1	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	39	100	N/A	N/A	N/A	11.1	31.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	65.2	68
Socio-Economic Status								
Subsidized meals	196	100	57.2	29.4	13.3	42.8	56.5	60.8

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	317	98.1	58.7	31.8	9.4	41.3	63.4	72.1	95.8	95.9
Gender										
Male	168	98.2	66.2	27.7	6.1	33.8	56.3	65.2	95	95.7
Female	149	98	50.7	36.2	13	49.3	70.4	79.2	96.7	96.1
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	86.2	80.8	96.4	96
African American	308	98.1	59.4	31.3	9.4	40.6	57.3	59.7	95.8	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.1	87	N/A	96.2
Hispanic	2	I/S	I/S	I/S	I/S	I/S	62.9	64.6	94.5	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
Disability Status										
Disabled	58	98.3	N/AV	N/AV	N/AV	9.6	21.1	27.7	95.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	63.7	N/A	96.3
Socio-Economic Status										
Subsidized meals	295	98	59.3	32.1	8.6	40.7	55.2	61.9	95.8	95.7

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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							
2009	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	144	100	55.8	37.2	7	44.2
	7	144	99.3	62.4	27.2	10.4	37.6
	8	109	100	55.6	40.4	4	44.4
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
Mathematics							
2009	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	144	100	61.2	36.4	2.3	38.8
	7	144	99.3	60	34.4	5.6	40
	8	109	99.1	75.5	18.4	6.1	24.5
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
Science							
2009	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	70	100	66.7	30	3.3	33.3
	7	144	99.3	62.4	32.8	4.8	37.6
	8	58	98.3	78.8	19.2	1.9	21.2
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

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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							
2009	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	74	100	44.9	39.1	15.9	55.1
	7	144	99.3	64	25.6	10.4	36
	8	51	100	69.6	28.3	2.2	30.4
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
Writing							
2009	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	144	100	64.3	30.2	5.4	35.7
	7	142	97.9	50.4	40	9.6	49.6
	8	111	99.1	50.5	43.4	6.1	49.5
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

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