



J K Gourdin Elementary

1649 Highway 45
Pineville, SC 29468

Grades	PK-5 Elementary School	
Enrollment	185 Students	
Principal	Lorene Bradley	843-567-3637
Superintendent	Dr. Anthony L. Parker	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Good
2007	At-Risk	Below Average
2006	Below Average	At-Risk
2005	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 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 2008-09 whose 2007-08 test scores were located

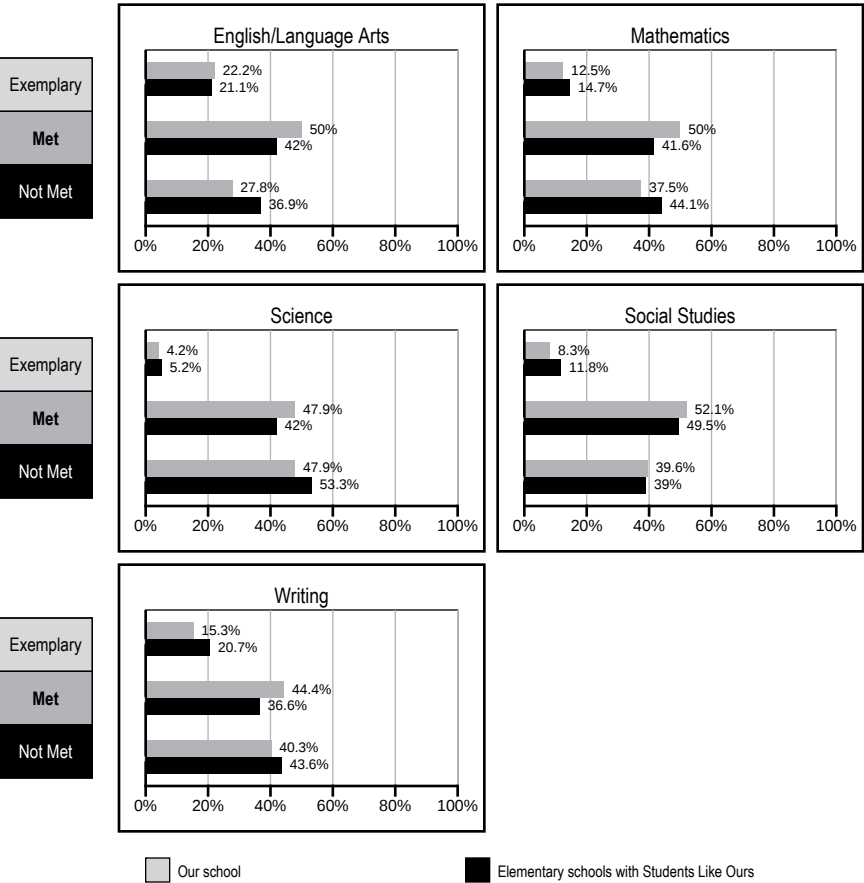
95.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	52	50	31

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=185)				
First graders who attended full-day kindergarten	100.0%	Up from 96.8%	100.0%	100.0%
Retention rate	1.1%	Down from 4.2%	2.5%	1.9%
Attendance rate	97.9%	Up from 97.8%	96.0%	96.3%
Eligible for gifted and talented	2.5%	No Change	2.8%	10.0%
With disabilities other than speech	1.8%	Down from 2.6%	7.4%	7.7%
Older than usual for grade	0.0%	Down from 1.5%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=15)				
Teachers with advanced degrees	40.0%	Down from 61.5%	57.0%	59.4%
Continuing contract teachers	80.0%	Up from 76.9%	70.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.6%	Up from 90.6%	81.2%	85.9%
Teacher attendance rate	93.9%	Up from 90.7%	95.2%	95.1%
Average teacher salary*	\$45,444	Down 5.0%	\$45,718	\$47,149
Professional development days/teacher	6.1 days	Down from 15.2 days	10.9 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	13.1 to 1	Down from 15.0 to 1	16.5 to 1	18.8 to 1
Prime instructional time	91.2%	Up from 84.9%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$11,255	Up 20.2%	\$8,730	\$7,458
Percent of expenditures for instruction**	53.6%	Up from 53.3%	68.4%	68.8%
Percent of expenditures for teacher salaries**	50.1%	Up from 47.3%	61.9%	63.2%

* 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

J.K. Gourdin Elementary School is located in the Pineville-Russellville community of Berkeley County. Our mission is to ensure a quality education for all students within a safe environment and prepare them for the future. Our primary goals are to increase student achievement as measured by statewide testing, provide opportunities for teachers to participate in professional training based on best practices, exhibit a safe and orderly learning environment, and create an environment that fosters a working partnership between the home, school, and community.

Our school serves a total of 189 students in a 4K through fifth grade educational setting. We are a school wide Title 1 school fully accredited by the Southern Association of Colleges and Schools. During the 2008-2009 school year, we were awarded a Palmetto Silver Award for improving student performance and closing the achievement gap. We are continuing to implement a Twenty-First Century Community Learning Center after-school initiative which provides extended day services to promote reading, math, and homework assistance. Social and cultural enrichment activities encourage students' growth and development.

The use of computers and SMART boards continue to provide technology to enhance the instructional program. Students participate daily in reading and math computer assisted instruction in the Success Maker Computer Lab. An additional computer lab is used for special class projects to allow students to engage in research, complete Accelerated Reader tests, and participate in the district's benchmark (Measures of Academic Progress) which is used to monitor students' progress and achievement in reading, language, and math.

Teachers are provided opportunities to participate actively in weekly curriculum focus meetings, workshops, and mentoring initiatives to promote collaboration, planning, and instruction. Teachers participated in Comprehensive Literacy, SMART Board, Data Analysis, and Differentiated Instruction training to improve teaching and learning.

Our students were celebrated with incentives and other rewards for demonstrating positive attitudes, respectful behavior, and academic achievement. They participated in Family Math Night, science fair, spelling bee, holiday programs, and pageants. The Roscoe Reader program served as a major school wide reading program. Most students in grades 2-5 received awards.

We thank the PTA, parents, volunteers, and the community for playing an integral part in the educational program. We solicit your continued support in improving student growth and achievement.

Lorene Bradley, Principal
Thomas Spann, Chairman, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	28	24
Percent satisfied with learning environment	84.2%	92.9%	95.7%
Percent satisfied with social and physical environment	94.7%	100.0%	91.7%
Percent satisfied with school-home relations	84.2%	89.3%	95.8%

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

Abbreviations for Missing Data

School Adequate Yearly Progress	YES
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This school met 13 out of 13 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	NI-DELAY
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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	2.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.9%	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	77	100	27.8	50	22.2	81.9	84.7	82.8	Yes	Yes
Gender										
Male	46	100	33.3	47.6	19	78.6	80.7	79.3	N/A	N/A
Female	31	100	20	53.3	26.7	86.7	89.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	N/A	N/A	N/A	N/A	88.5	89.5	I/S	I/S
African American	75	100	27.8	50	22.2	81.9	78.4	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.1	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	80.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.7	82.5	I/S	I/S
Disability Status										
Disabled	14	100	I/S	I/S	I/S	I/S	49.6	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	76	100	28.2	50.7	21.1	81.7	79.8	75.5	Yes	Yes

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

All Students	77	100	37.5	50	12.5	77.8	80.2	78.9	Yes	Yes
Gender										
Male	46	100	40.5	50	9.5	73.8	77.9	77	N/A	N/A
Female	31	100	33.3	50	16.7	83.3	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	N/A	N/A	N/A	N/A	85.4	87.2	I/S	I/S
African American	75	100	37.5	50	12.5	77.8	70.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.2	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	78.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.1	79.5	I/S	I/S
Disability Status										
Disabled	14	100	I/S	I/S	I/S	I/S	45.2	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	80.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	76	100	38	50.7	11.3	77.5	73.5	70.2	Yes	Yes

* 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

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	50	100	47.9	47.9	4.2	52.1	69.2	67.5
Gender								
Male	29	100	40.7	51.9	7.4	59.3	68.4	67
Female	21	100	N/AV	N/AV	N/AV	42.9	70.1	68
Racial/Ethnic Group								
White	1	I/S	N/A	N/A	N/A	N/A	78.2	79.5
African American	49	100	47.9	47.9	4.2	52.1	53.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	62.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.4	71.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	34	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	64.6	59.6
Socio-Economic Status								
Subsided meals	49	100	48.9	46.8	4.3	51.1	59.5	55.1

Social Studies

All Students	51	100	39.6	52.1	8.3	60.4	74.2	72.3
Gender								
Male	28	100	34.6	57.7	7.7	65.4	73.3	71.5
Female	23	100	45.5	45.5	9.1	54.5	75.1	73.2
Racial/Ethnic Group								
White	1	I/S	N/A	N/A	N/A	N/A	80.5	80.7
African American	50	100	39.6	52.1	8.3	60.4	62.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.7	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.6	72.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	42.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	70.7	67.9
Socio-Economic Status								
Subsided meals	51	100	39.6	52.1	8.3	60.4	66	62.1

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	78	100	40.3	44.4	15.3	59.7	69.4	70.2	97.9	96.3
Gender										
Male	46	100	50	42.9	7.1	50	61.4	63.2	98.1	96.3
Female	32	100	26.7	46.7	26.7	73.3	77.9	77.5	97.7	96.4
Racial/Ethnic Group										
White	2	I/S	N/A	N/A	N/A	N/A	74.6	79.1	92.9	95.9
African American	76	100	40.3	44.4	15.3	59.7	60.1	57.6	97.9	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	86.2	97.8	97.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.2	62.6	98.4	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	63.2	68.7	N/A	95.8
Disability Status										
Disabled	14	100	I/S	I/S	I/S	I/S	26	26.1	97.6	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	62.4	61.2	98.4	96.9
Socio-Economic Status										
Subsidized meals	77	100	40.8	45.1	14.1	59.2	61	58.9	97.9	96

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							
2009	3	25	100	8.7	52.2	39.1	91.3
	4	24	100	33.3	45.8	20.8	66.7
	5	28	100	40	52	8	60
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	25	100	21.7	56.5	21.7	78.3
	4	24	100	37.5	50	12.5	62.5
	5	28	100	52	44	4	48
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	13	100	33.3	58.3	8.3	66.7
	4	24	100	58.3	37.5	4.2	41.7
	5	13	100	N/AV	N/AV	N/AV	58.3
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	12	100	36.4	45.5	18.2	63.6
	4	24	100	45.8	50	4.2	54.2
	5	15	100	30.8	61.5	7.7	69.2
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	26	100	21.7	47.8	30.4	78.3
	4	24	100	45.8	45.8	8.3	54.2
	5	28	100	52	40	8	48
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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