



Gilbert Elementary

314 Main Street
Gilbert, South Carolina

Grades	3-5 Elementary School	
Enrollment	647 Students	
Principal	Timothy F. Oswald	803-821-1600
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	G. Edwin Harmon, Ph.D.	803-359-0844

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

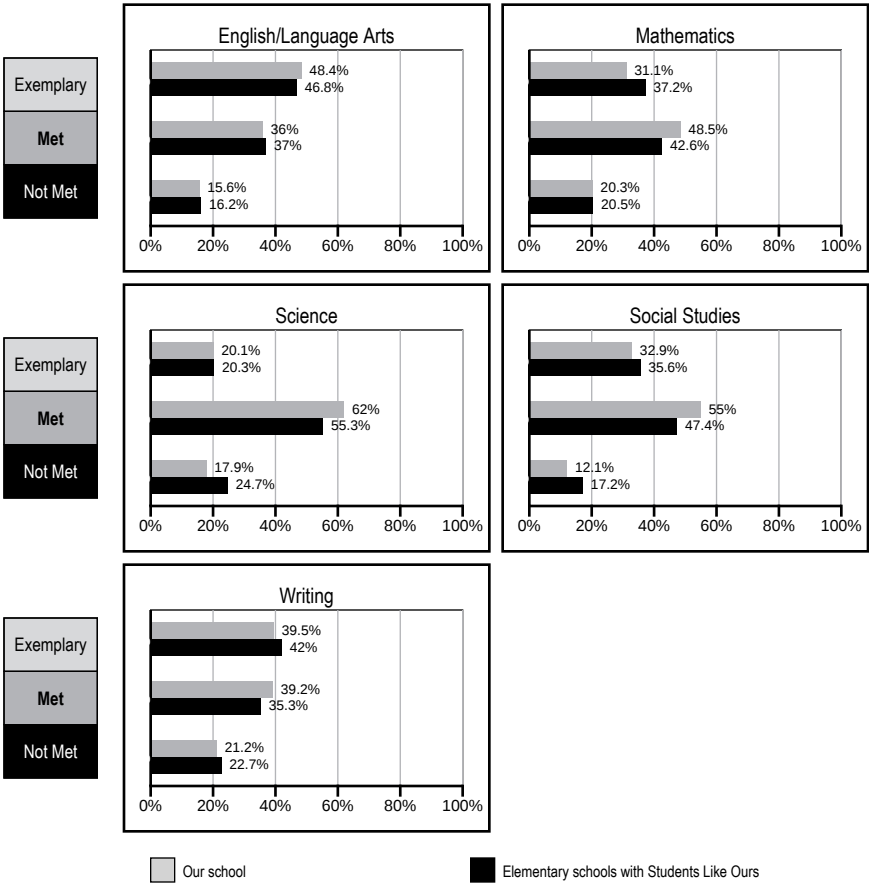
98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
18	38	21	0	0

* 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=647)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	No Change	1.5%	1.9%
Attendance rate	96.2%	Down from 96.3%	96.6%	96.3%
Eligible for gifted and talented	12.7%	Up from 12.3%	15.8%	10.0%
With disabilities other than speech	5.7%	Down from 6.2%	7.0%	7.7%
Older than usual for grade	0.3%	Down from 0.5%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	59.5%	Up from 53.3%	61.4%	59.4%
Continuing contract teachers	76.2%	Up from 71.1%	84.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.3%	Up from 81.4%	86.0%	85.9%
Teacher attendance rate	96.0%	Up from 94.8%	95.1%	95.1%
Average teacher salary*	\$47,565	Up 5.4%	\$48,308	\$47,149
Professional development days/teacher	12.0 days	Down from 13.2 days	11.3 days	11.1 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	24.8 to 1	Up from 23.0 to 1	19.3 to 1	18.8 to 1
Prime instructional time	91.5%	Up from 89.6%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,859	Down 5.1%	\$6,880	\$7,458
Percent of expenditures for instruction**	63.4%	Up from 62.4%	69.6%	68.8%
Percent of expenditures for teacher salaries**	47.7%	Down from 60.5%	61.6%	63.2%

* 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

"The Best School on the Planet" was our theme in 2008–2009 as Gilbert Elementary School celebrated NASA's 50th anniversary. The School Improvement Council and faculty worked diligently to foster a positive learning environment for our children.

GES continues to address challenges in its student population including increasing numbers of students from diverse socio-economic backgrounds and increasing numbers of students arriving with language barriers. We find ourselves challenged, but poised to meet the needs of all of our children.

In an effort to address those needs, our Response to Intervention model expanded to include both fourth and fifth grades. We designed the GES RTI instruction model to address the diverse needs of students while monitoring each child's progress and modifying instruction to meet their needs.

To aid in improving students' academic achievement within the school year, teachers used data provided from Measures of Academic Progress tests. After the fall assessment, teachers held individual conferences with students where they talked about students' strengths and areas of concern. Students set their own mathematics and reading goals for the year, and listed strategies to help them reach those goals.

In furthering our professional growth this year, teachers gained knowledge on research-based best practices in reading and mathematics. Through Mathematics Coach Heather Price, our teachers studied "Now I Get It" by Sue O'Connell, a resource to support best practices in math instruction. Literacy Coach Amy White presented "When Writing Workshop Isn't Working" by Mark Overmeyer. The faculty also participated in a book study of "On Common Ground." These experiences provided our teachers with a more focused, team approach to student achievement, creating common assessments and initiating professional learning communities within the faculty.

Our live "Good Afternoon Gilbert" television show is now broadcasted digitally. One week a year, each classroom shares the production and broadcast of the GAG show. GES received a Recycling Grant of \$2,236 from DHEC enabling staff to teach students about the responsible use of Earth's resources. The Media Center continues to impact student achievement with 38,008 items circulated. Our Family Night was a huge success with almost 800 students and parents celebrating NASA's 50th Anniversary with us and enjoying a video featuring the staff's memories of the race to space.

Our school and community continue the long-standing tradition of helping others. For the seventh year, GES was the proud winner of the American Cancer Society's Lexington County "Hope for Life Award," recognizing the \$12,276.89 we raised.

Together the GES PTA, parents, community, district team, faculty and staff prepare our students to be productive, conscientious, caring members of society.

Timothy F. Oswald, Principal
Anna Duvall, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	193	117
Percent satisfied with learning environment	100.0%	88.0%	92.2%
Percent satisfied with social and physical environment	100.0%	89.6%	90.5%
Percent satisfied with school-home relations	100.0%	91.7%	85.1%

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

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 23 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	
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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	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	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	642	99.8	15.6	36	48.4	92.3	88.8	82.8	Yes	Yes
Gender										
Male	315	100	19	35.3	45.8	90.5	86.3	79.3	N/A	N/A
Female	327	99.7	12.4	36.6	51	93.9	91.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	551	99.8	12.6	34.9	52.4	94.2	90.3	89.5	Yes	Yes
African American	37	100	32.4	47.1	20.6	76.5	77.7	73.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.4	92.3	I/S	I/S
Hispanic	48	100	40.5	40.5	19	81	81.9	76.5	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	91.7	82.5	I/S	I/S
Disability Status										
Disabled	74	98.7	46.4	30.4	23.2	68.1	54.1	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	40	100	41.7	38.9	19.4	77.8	82.1	75.1	I/S	Yes
Socio-Economic Status										
Subsided meals	284	99.7	24	42.3	33.7	86.1	79.9	75.5	Yes	Yes

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

All Students	642	100	20.3	48.5	31.1	87.3	85.7	78.9	Yes	Yes
Gender										
Male	315	100	18.3	47.4	34.3	86.9	85.1	77	N/A	N/A
Female	327	100	22.3	49.7	28	87.6	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	551	100	18.2	47.6	34.2	88.8	87.8	87.2	Yes	Yes
African American	37	100	44.1	47.1	8.8	64.7	69.9	66.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.2	93	I/S	I/S
Hispanic	48	100	31	59.5	9.5	83.3	78.2	76	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	85.4	79.5	I/S	I/S
Disability Status										
Disabled	74	100	46.4	43.5	10.1	62.3	53.2	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	40	100	30.6	58.3	11.1	80.6	80.7	76.1	I/S	Yes
Socio-Economic Status										
Subsided meals	284	100	28.1	52.4	19.5	80.5	74.2	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	426	100	17.9	62	20.1	82.1	80	67.5
Gender								
Male	207	100	16.4	59.7	23.9	83.6	80.3	67
Female	219	100	19.3	64.3	16.4	80.7	79.7	68
Racial/Ethnic Group								
White	360	100	15.1	62.9	22	84.9	82.7	79.5
African American	24	100	50	45.5	4.5	50	58.8	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.9	84.3
Hispanic	38	100	28.1	62.5	9.4	71.9	72.4	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	74.2	71.2
Disability Status								
Disabled	46	100	38.1	52.4	9.5	61.9	46.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	33	100	27.6	65.5	6.9	72.4	73.7	59.6
Socio-Economic Status								
Subsided meals	190	100	26.9	64.6	8.6	73.1	65.2	55.1

Social Studies

All Students	427	99.8	11.9	55.1	33	88.1	82.4	72.3
Gender								
Male	213	99.5	13.2	49.3	37.6	86.8	82.3	71.5
Female	214	100	10.6	60.9	28.5	89.4	82.5	73.2
Racial/Ethnic Group								
White	363	99.7	11.6	53.1	35.3	88.4	83.8	80.7
African American	28	100	23.1	57.7	19.2	76.9	71	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.2	88.5
Hispanic	33	100	3.4	75.9	20.7	96.6	76.1	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	80.6	72.2
Disability Status								
Disabled	53	98.1	18.8	56.3	25	81.3	55.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	25	100	8.7	73.9	17.4	91.3	75.2	67.9
Socio-Economic Status								
Subsided meals	189	100	17.4	66.3	16.3	82.6	70.2	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	644	99.4	21	39.4	39.7	79	77.3	70.2	96.2	96.1
Gender										
Male	318	99.4	26.8	40.2	33	73.2	71.1	63.2	96	96.1
Female	326	99.4	15.3	38.5	46.2	84.7	83.8	77.5	96.4	96.2
Racial/Ethnic Group										
White	552	99.3	19.1	39	41.8	80.9	79.7	79.1	96.2	96.1
African American	38	100	35.3	44.1	20.6	64.7	61	57.6	96.5	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.6	86.2	96.4	97.4
Hispanic	48	100	35.7	38.1	26.2	64.3	64.5	62.6	96.5	95.9
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	77.6	68.7	96.8	95
Disability Status										
Disabled	69	98.6	53.8	26.2	20	46.2	34.3	26.1	95	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	98.6
English Proficiency										
Limited English Proficient	40	100	36.1	36.1	27.8	63.9	64.7	61.2	97.1	96.6
Socio-Economic Status										
Subsidized meals	285	99	31.1	42.3	26.6	68.9	62	58.9	95.4	94.9

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	223	100	16.3	27	56.7	83.7
	4	213	99.5	16.7	37.9	45.3	83.3
	5	206	100	13.9	43.6	42.6	86.1
	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	223	100	21.9	35.3	42.8	78.1
	4	213	100	17.2	52.2	30.5	82.8
	5	206	100	21.8	58.9	19.3	78.2
	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
Science							
2009	3	111	100	23.6	55.7	20.8	76.4
	4	213	100	14.3	65	20.7	85.7
	5	102	100	19.2	62.6	18.2	80.8
	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	111	99.1	9.3	55.1	35.5	90.7
	4	213	100	8.9	57.6	33.5	91.1
	5	103	100	20.6	50	29.4	79.4
	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	222	99.6	22.7	28.2	49.1	77.3
	4	216	99.1	17.2	48.3	34.5	82.8
	5	206	99.5	22.9	42.3	34.8	77.1
	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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