



J K GOURDIN ELEMENTARY

1649 Highway 45
Pineville, SC 29468

Grades	PK-5 Elementary School	
Enrollment	186 Students	
Principal	Lorene Bradley	843-567-3637
Superintendent	Dr. Anthony Parker	843-899-8600
Board Chair	Kathy Schwalbe	843-573-7794

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

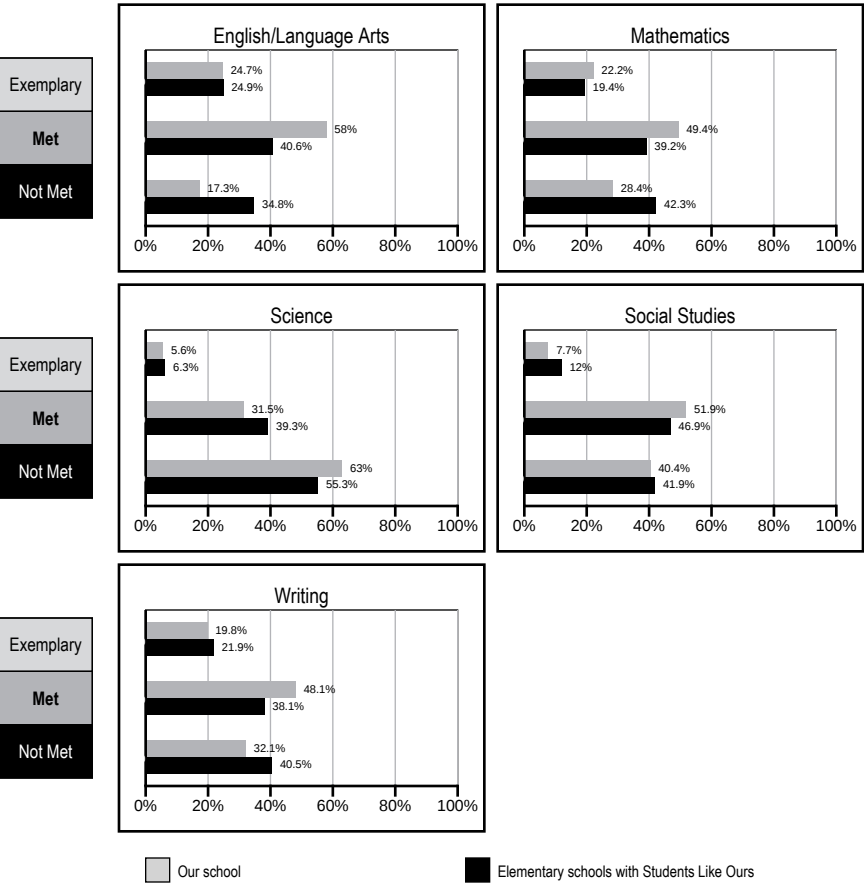
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 92.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	80	57	23

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

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=186)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.2%	Up from 1.1%	1.5%	1.2%
Attendance rate	98.1%	Up from 97.9%	95.9%	96.1%
Eligible for gifted and talented	6.7%	Up from 2.5%	4.4%	11.7%
With disabilities other than speech	5.1%	Up from 1.8%	8.4%	8.0%
Older than usual for grade	3.4%	Up from 0.0%	0.8%	0.4%
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	46.7%	Up from 40.0%	60.0%	60.5%
Continuing contract teachers	80.0%	No Change	78.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.5%	Down from 93.6%	83.5%	87.0%
Teacher attendance rate	94.7%	Up from 93.9%	95.4%	95.4%
Average teacher salary*	\$47,421	Up 4.4%	\$45,504	\$47,288
Professional development days/teacher	13.1 days	Up from 6.1 days	10.6 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	15.5 to 1	Up from 13.1 to 1	17.1 to 1	19.2 to 1
Prime instructional time	92.7%	Up from 91.2%	90.4%	90.8%
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	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$12,401	Up 10.2%	\$8,757	\$7,548
Percent of expenditures for instruction**	54.9%	Up from 53.6%	68.1%	68.7%
Percent of expenditures for teacher salaries**	50.0%	Down from 50.1%	62.5%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

J.K. Gourdin Elementary School is located in the Pineville-Russellville community of Berkeley County. Our school serves a total of 190 students in a 4K through fifth grade educational setting. Our mission is to ignite in every student a passion for lifelong learning. We will continue to provide dynamic instruction, create partnerships, and provide exceptional support. We will provide opportunities for all students to be successful. We are a schoolwide Title 1 school fully accredited by the Southern Association of Colleges and Schools. During the 2009-2010 school year, we continued to operate a Twenty-First Century Community Learning Center. This afterschool initiative provided extended day services promoting reading, math, and homework assistance. Social and cultural-enrichment activities enhanced students' growth and development.

In order to achieve our mission, our primary goals are to increase student achievement as measured by the Palmetto Assessment of State Standards (PASS), provide opportunities for teachers to participate in professional training based on best practices, exhibit a safe and orderly positive learning environment, and create an environment that fosters a working partnership between the home and school.

The use of computers and SMART boards provided technology to enhance the instructional program. Students participated daily in reading and math computer-assisted instruction in the SuccessMaker 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 were provided opportunities to participate actively in weekly Professional Learning Communities (PLC) activities, conferences, workshops, and mentoring initiatives to promote collaboration, planning, and instruction. Teachers participated in Comprehensive Literacy, Data Analysis, Writing, Classroom Management, and Fluency training to learn strategies for improving 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, Oratorical Contest, Spelling Bee, holiday programs, and pageants. We celebrated our school for making (AYP) Adequate Yearly Progress in 2009-2010.

We thank the PTA, parents, volunteers, and the community for playing an integral part in the educational program. Special thanks to Alcoa, Georgia Pacific, St. Stephen IGA, and Moncks Corner Rotary Club. We solicit your continued support in improving student growth and achievement.

Lorene Bradley, Principal
 Cathy Wood, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	28	31
Percent satisfied with learning environment	100.0%	96.4%	90.0%
Percent satisfied with social and physical environment	100.0%	85.7%	93.1%
Percent satisfied with school-home relations	100.0%	89.3%	86.2%

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

No Child Left Behind

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	
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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	0.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	98.1%	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	87	100	17.3	58	24.7	90.1	85.9	83.5	Yes	Yes
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Gender

Male	36	100	24.2	57.6	18.2	87.9	81.9	80.1	N/A	N/A
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Female	51	100	12.5	58.3	29.2	91.7	90.1	87	N/A	N/A
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Racial/Ethnic Group

White	0	N/A	N/A	N/A	N/A	N/A	89.8	89.6	I/S	I/S
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African American	87	100	17.3	58	24.7	90.1	79.3	74.6	Yes	Yes
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.4	92.7	I/S	I/S
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Hispanic	0	N/A	N/A	N/A	N/A	N/A	82.4	79.6	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.4	85.1	I/S	I/S
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Disability Status

Disabled	13	100	61.5	23.1	15.4	61.5	57.2	51.7	I/S	I/S
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
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English Proficiency

Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	83.3	79	I/S	I/S
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Socio-Economic Status

Subsidized meals	86	100	17.5	57.5	25	90	81.2	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	87	100	28.4	49.4	22.2	80.2	83.5	80.4	Yes	Yes
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Gender

Male	36	100	27.3	48.5	24.2	78.8	81.1	78.4	N/A	N/A
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Female	51	100	29.2	50	20.8	81.3	86	82.5	N/A	N/A
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Racial/Ethnic Group

White	0	N/A	N/A	N/A	N/A	N/A	88	87.8	I/S	I/S
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African American	87	100	28.4	49.4	22.2	80.2	75	69.3	Yes	Yes
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	94.1	93.5	I/S	I/S
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Hispanic	0	N/A	N/A	N/A	N/A	N/A	83.4	78.3	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	83.2	I/S	I/S
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Disability Status

Disabled	13	100	53.8	30.8	15.4	53.8	50	46.1	I/S	I/S
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
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English Proficiency

Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	85.4	78.9	I/S	I/S
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Socio-Economic Status

Subsidized meals	86	100	28.8	50	21.3	80	78	72.8	Yes	Yes
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* 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	57	98.3	62.3	32.1	5.7	37.7	69.8	67.3
Gender								
Male	22	95.5	70	25	5	30	69.3	66.9
Female	35	100	57.6	36.4	6.1	42.4	70.3	67.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	78.8	79.6
African American	57	98.3	62.3	32.1	5.7	37.7	54.4	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	83	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	64.4	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	65.4	69.5
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	35	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	65.8	58.6
Socio-Economic Status								
Subsidized meals	56	98.2	63.5	30.8	5.8	36.5	60.2	55.4

Social Studies

All Students	56	98.2	39.2	52.9	7.8	60.8	73.4	70.9
Gender								
Male	24	95.8	40	50	10	60	72.2	70.1
Female	32	100	38.7	54.8	6.5	61.3	74.7	71.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	78.7	79.2
African American	56	98.2	39.2	52.9	7.8	60.8	63.8	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	83.3	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	72.9	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	71	71.2
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	41.9	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	70.8	68
Socio-Economic Status								
Subsidized meals	55	98.2	40	54	6	60	66	60.8

Abbreviations for Missing Data

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

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	87	100	32.1	48.1	19.8	67.9	72.9	72.1	98.1	96.2
Gender										
Male	35	100	42.4	42.4	15.2	57.6	65.6	65.2	97.9	96.1
Female	52	100	25	52.1	22.9	75	80.7	79.2	98.3	96.2
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	78.3	80.8	94.4	95.7
African American	87	100	32.1	48.1	19.8	67.9	64	59.7	98.2	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.7	87	98.9	97.2
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	65.4	64.6	92.4	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.1	73.4	N/A	95.3
Disability Status										
Disabled	13	100	N/AV	N/AV	N/AV	30.8	30.3	27.7	98	95.2
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	67.1	63.7	92.4	96.8
Socio-Economic Status										
Subsidized meals	86	100	32.5	47.5	20	67.5	65.2	61.9	98.2	95.9

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 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
2010	3	30	100	23.1	46.2	30.8	76.9
	4	26	100	20	52	28	80
	5	31	100	10	73.3	16.7	90
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	30	100	30.8	38.5	30.8	69.2
	4	26	100	20	56	24	80
	5	31	100	33.3	53.3	13.3	66.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	16	100	N/A	N/A	N/A	35.7
	4	26	100	60	32	8	40
	5	15	93.3	64.3	28.6	7.1	35.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
2010	3	14	92.9	27.3	63.6	9.1	72.7
	4	26	100	32	56	12	68
	5	16	100	N/A	N/A	N/A	40
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	28	100	42.3	30.8	26.9	57.7
	4	27	100	48	40	12	52
	5	32	100	10	70	20	90
	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

Abbreviations for Missing Data

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