



ST JAMES-GAILLARD ELEMENTARY

PO Box 250
Eutawville, SC 29048

Grades	PK-5 Elementary School	
Enrollment	426 Students	
Principal	Michelle Aiken Wilson	803-492-7927
Superintendent	Dr. Cynthia Cash-Greene	803-496-3288
Board Chair	Robert Williams	803-496-3288

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	At-Risk
2010	Average	Average
2009	Average	Below Average
2008	Average	At-Risk
2007	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

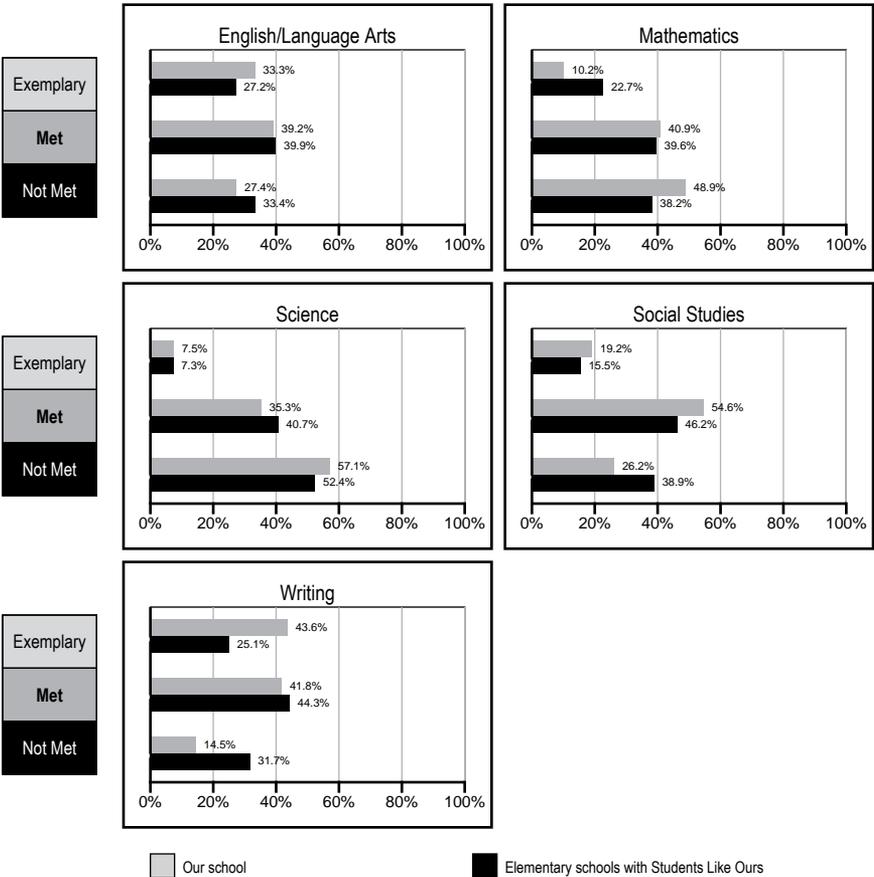
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	9	101	54	23

* Ratings are calculated with data available by 11/09/2011.

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=426)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.5%	1.5%	1.1%
Attendance rate	95.8%	Down from 96.0%	96.1%	96.2%
Served by gifted and talented program	1.0%	Up from 0.8%	5.7%	13.4%
With disabilities other than speech	2.5%	Down from 4.4%	4.3%	4.1%
Older than usual for grade	0.7%	Up from 0.0%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	73.9%	Down from 75.0%	61.7%	62.5%
Continuing contract teachers	87.0%	Up from 83.3%	82.8%	88.2%
Teachers returning from previous year	94.1%	Down from 95.6%	84.9%	87.8%
Teacher attendance rate	93.6%	Up from 92.6%	95.1%	95.2%
Average teacher salary*	\$49,289	Down 1.3%	\$45,139	\$46,773
Professional development days/teacher	15.7 days	Up from 12.3 days	10.5 days	10.5 days
School				
Principal's years at school	13.0	Up from 12.0	3.5	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 20.8 to 1	17.6 to 1	19.9 to 1
Prime instructional time	87.9%	Up from 87.5%	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%	Up from 89.3%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,024	Down 16.0%	\$8,344	\$7,447
Percent of expenditures for instruction**	63.8%	Down from 64.5%	67.7%	68.4%
Percent of expenditures for teacher salaries**	63.2%	Up from 61.8%	64.2%	65.8%

* 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

St. James-Gaillard Elementary School (SJG) has created a positive and enriching climate that holds true to its school vision. "We envision our school as a place of learning where all members are expected to plan, encouraged to dream, and inspired to reach beyond their goals." This vision continues to expand as our school was recently awarded a Magnet Schools of America Grant to become a Science Technology Engineering and Mathematics Magnet School.

We are a Title One School located in a rural area with 87.3% of our students receiving free and reduced meals. Our students continue to achieve academic and artistic gains in a positive and caring environment.

We are very proud to say that we continue to meet Adequate Yearly Progress (AYP), and the school received an Absolute Rating of Average and a Growth Rating of Average on the 2010 School Report Card, despite rising criteria for determining ratings. Test scores continue to climb as instruction continues to be our major focus. Students are exposed to the appropriate curriculum for their grade level along with other enriching and challenging experiences.

During the second semester of the 2010-2011 school year, we began to focus on our magnet theme. We established a Science and Math lab and began serving students focusing on our Flight and Space Unit. All state standards were taught through this theme. Students learned the required standards in a new and exciting way.

We continue to monitor and adjust our instructional program to meet the needs of all students. In so doing, we conduct curriculum, grade level, faculty and learning communities meetings, vertical team planning sessions, and student achievement goals meetings on a consistent basis.

For the continued development of the administrators and faculty, staff development sessions were well planned to meet the needs of our school. Staff members continue to attend graduate classes, in-services, workshops, and conferences to strengthen their instructional skills and increase their understanding of the South Carolina Curriculum Standards.

The support of an excellent PTO and School Improvement Council has continued to make SJG a school that is definitely on the road to success.

Michelle A. Wilson, Principal
Cynthia D. White, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	57	43
Percent satisfied with learning environment	96.2%	91.2%	88.4%
Percent satisfied with social and physical environment	100.0%	84.2%	86.0%
Percent satisfied with school-home relations	92.0%	91.2%	85.7%

* 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

NO

This school met 10 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

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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	4.4%

	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

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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*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	200	96.5	25	40.6	34.4	87.8	71.8	82.4	Yes	Yes
Gender										
Male	89	93.3	30.8	37.2	32.1	83.3	69.3	78.7	N/A	N/A
Female	111	99.1	20.6	43.1	36.3	91.2	74.1	86.2	N/A	N/A
Racial/Ethnic Group										
White	21	100	9.5	19	71.4	95.2	82.2	88.9	I/S	I/S
African American	176	96	27.2	43.7	29.1	86.7	70.4	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	86.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
Disability Status										
Disabled	27	74.1	38.9	50	11.1	66.7	35.8	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	78.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	169	95.9	27.5	41.2	31.4	85.6	70.9	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	200	100	48.9	40.9	10.2	70.4	59.6	81.9	No	Yes
Gender										
Male	89	100	59	28.9	12	65.1	56.7	79.9	N/A	N/A
Female	111	100	40.8	50.5	8.7	74.8	62.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	21	100	14.3	52.4	33.3	90.5	74.2	88.9	I/S	I/S
African American	176	100	53.7	39.6	6.7	67.7	57.8	71.4	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	65.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
Disability Status										
Disabled	27	100	91.7	4.2	4.2	25	15.3	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	66.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	169	100	52.2	39	8.8	66	57.8	74.9	No	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	142	98.6	57.1	35.3	7.5	42.9	45.3	68.6
Gender								
Male	67	100	51.6	37.1	11.3	48.4	47.8	68.3
Female	75	97.3	62	33.8	4.2	38	42.9	68.9
Racial/Ethnic Group								
White	13	100	23.1	61.5	15.4	76.9	69.4	80.7
African American	127	99.2	61.3	32.8	5.9	38.7	42.7	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
Disability Status								
Disabled	21	100	N/AV	N/AV	N/AV	21.1	14.2	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	60.7
Socio-Economic Status								
Subsidized meals	122	98.4	59.5	33.6	6.9	40.5	43.9	57.3
Social Studies								
All Students	140	97.9	26.2	54.6	19.2	73.8	52.4	72.5
Gender								
Male	60	98.3	33.9	46.4	19.6	66.1	49.9	72
Female	80	97.5	20.3	60.8	18.9	79.7	54.7	73.1
Racial/Ethnic Group								
White	15	100	13.3	46.7	40	86.7	62	81
African American	123	98.4	28.1	56.1	15.8	71.9	51.6	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	1	I/S	N/A	N/A	N/A	N/A	50	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
Disability Status								
Disabled	16	100	57.1	35.7	7.1	42.9	19.8	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	69.7
Socio-Economic Status								
Subsidized meals	117	98.3	28.2	54.5	17.3	71.8	51.3	62.9

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	61	100	14.5	41.8	43.6	85.5	60.9	73.2	95.8	95.6
Gender										
Male	25	100	26.1	39.1	34.8	73.9	55.7	67.2	95.5	95.4
Female	36	100	6.3	43.8	50	93.8	65.9	79.4	96	95.9
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	80.4	81.5	93.8	92.9
African American	56	100	15.4	44.2	40.4	84.6	58.2	61.3	96	95.9
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	87	98.6	97.7
Hispanic	1	I/S	N/A	N/A	N/A	N/A	I/S	66.7	99.3	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	92.2	94.4
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	9.3	26	94.8	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	98.5	97.8
Socio-Economic Status										
Subsidized meals	52	100	17	46.8	36.2	83	59.3	63.2	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							
2010	3	78	93.6	13.5	29.7	56.8	86.5
	4	57	91.2	26.9	46.2	26.9	73.1
	5	59	98.3	18.5	51.9	29.6	81.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	58	93.1	19.6	21.6	58.8	80.4
	4	82	96.3	25.3	53.3	21.3	74.7
	5	60	100	29.6	40.7	29.6	70.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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							
2010	3	78	100	40.5	31.1	28.4	59.5
	4	57	100	34.6	53.8	11.5	65.4
	5	59	100	30.9	45.5	23.6	69.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	58	100	50.9	32.7	16.4	49.1
	4	82	100	46.8	41.6	11.7	53.2
	5	60	100	50	48.1	1.9	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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							
2010	3	40	100	54.1	35.1	10.8	45.9
	4	57	100	50	44.2	5.8	50
	5	30	100	32.1	60.7	7.1	67.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	29	100	53.6	28.6	17.9	46.4
	4	82	100	57.1	39	3.9	42.9
	5	31	93.6	60.7	32.1	7.1	39.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	38	100	8.1	59.5	32.4	91.9
	4	57	100	28.8	51.9	19.2	71.2
	5	29	96.6	42.3	53.8	3.8	57.7
	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
2011	3	29	96.6	7.4	48.1	44.4	92.6
	4	82	100	23.4	64.9	11.7	76.6
	5	29	93.1	53.8	30.8	15.4	46.2
	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							
2010	3	77	100	27	29.7	43.2	73
	4	57	98.3	33.3	43.1	23.5	66.7
	5	60	98.3	20.4	53.7	25.9	79.6
	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
2011	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	61	100	14.5	41.8	43.6	85.5
	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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