



## Gilbert Elementary School

314 Main Street  
Gilbert, SC 29054

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	672 Students	
<b>Principal</b>	Tim Oswald	803-821-1600
<b>Superintendent</b>	Dr. Karen C. Woodward	803-821-1000
<b>Board Chair</b>	Cynthia S. Smith	803-957-5095

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Good</b>	<b>Good</b>
2011	Good	Good
2010	Good	Good
2009	Good	Good
2008	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://www.eoc.sc.gov>

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

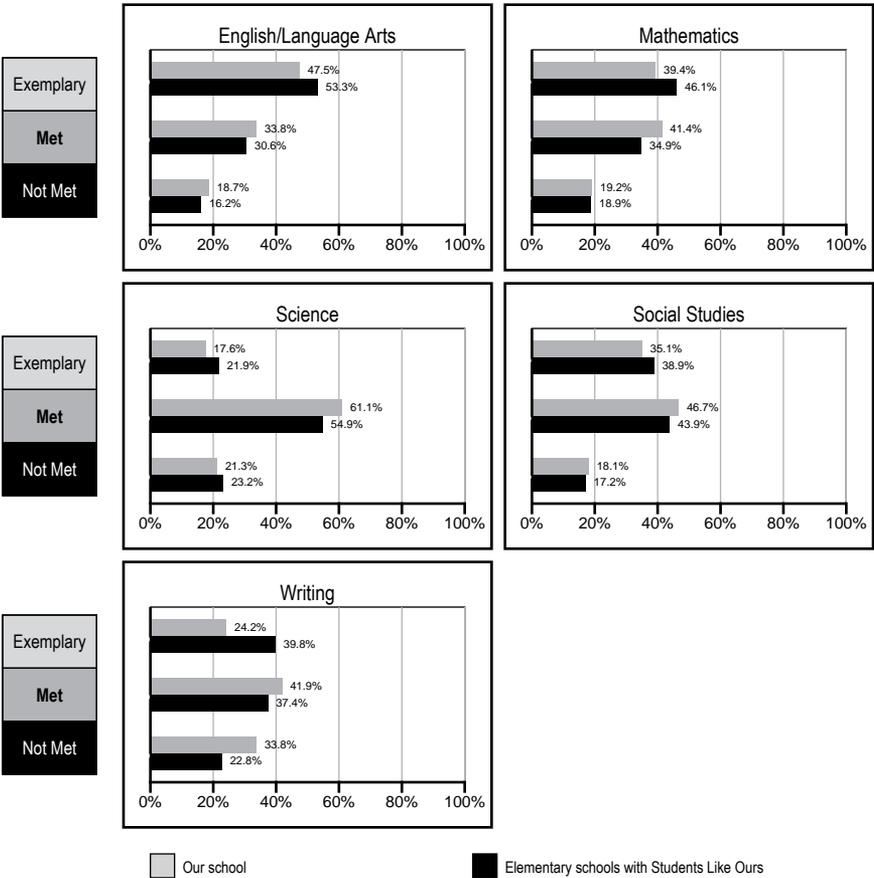
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 99.3%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
41	23	6	1	0

\* Ratings are calculated with data available by 11/07/2012.

**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
<b>Students (n=672)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.1%	Down from 0.3%	0.7%	1.0%
Attendance rate	96.6%	Up from 96.2%	96.9%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=42)</b>				
Teachers with advanced degrees	61.9%	Down from 62.5%	62.4%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	92.9%	No Change	90.1%	88.7%
Teacher attendance rate	95.9%	Up from 95.8%	95.0%	95.1%
Average teacher salary*	\$47,384	Down 0.7%	\$48,843	\$47,210
Professional development days/teacher	0.5 days	Down from 11.8 days	10.3 days	10.5 days
<b>School</b>				
Principal's years at school	11.0	Up from 10.0	5.0	4.0
Student-teacher ratio in core subjects	22.5 to 1	Up from 14.1 to 1	20.5 to 1	20.0 to 1
Prime instructional time	92.3%	Up from 91.1%	90.8%	90.5%
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	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,781	Down 1.7%	\$6,866	\$7,247
Percent of expenditures for instruction**	59.1%	Down from 62.2%	69.7%	68.2%
Percent of expenditures for teacher salaries**	58.2%	Down from 61.2%	67.7%	65.7%

\* 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**

"Celebrating 10 years of Growing Excellence and Success" was the theme enjoyed by our school as we celebrated our 10th year. Gilbert Elementary School believes that our students hold the key to the future and continue their preparation for this 21st century global society.

GES continues to face challenges that come with a diverse socioeconomic population as well as growth. More students need financial assistance and help with learning barriers, and social and emotional needs. The School Improvement Council and PTA support the staff as we work to ensure student success by providing strategy-based instruction and personalized learning designed to meet the needs of all our children. We use data from norm-referenced Measures of Academic Progress tests, benchmark Voyager testing, common assessments and Palmetto Assessment of State Standards (PASS) to track student progress. Students and their teachers continue to set goals together and measure student growth throughout the year.

Teachers continue to grow through Professional Learning Communities and Team Learning. Our teacher leaders are engaged in a book study of "Focus" by Mike Schmoker as they do an in-depth study of best practices for enhancing students' writing skills. Our staff continues to implement a PBIS model based on "The Leader in Me" by Steven Covey, which supports the efforts of our faculty and staff to provide a positive learning culture for all students.

Mathematics Coach Heather Price worked with faculty to implement the "First in Math" lab program and worked with teachers to provide effective instruction through Everyday Math. Amber Buzhardt, our technology integration specialist, continued to share innovative methods for incorporating technology in daily instruction. Teachers use Response to Intervention strategies to implement meaningful, results-based instruction.

We created a GES Student Advisory Council who made suggestions that we implemented for expanding technology, including new laptops and iPads for student research and project-based learning, in our new Learning Commons.

The S.C. State Department of Education acknowledged GES's academic improvement and excellence by awarding us the Palmetto Silver Award for academic performance. The S.C. Early Childhood Association named Principal Tim Oswald Administrator of the Year for implementing creative professional development opportunities of "best practices" for instruction. GES supported Relay For Life, raising \$11,916 and winning a Top Team award. Our school, a proud supporter of St. Jude Children's Research Hospital, participated in the annual Math-A-Thon, resulting in 420 students raising \$6,765. Many of our teachers received awards such as Bright Ideas Grants for "iPads in the Classroom."

In partnership with our community, we continue to prepare our children to be 21st century global learners and citizens.

Principal Timothy F. Oswald and SIC Chair Staci Randall

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	44	197	103
Percent satisfied with learning environment	97.7%	90.2%	87.0%
Percent satisfied with social and physical environment	100.0%	92.8%	93.2%
Percent satisfied with school-home relations	93.2%	91.8%	86.4%

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

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**ESEA/Federal Accountability Rating System**

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child’s district or school.

<b>Overall Weighted Points Total</b>	<b>93.1</b>
<b>Overall Grade Conversion</b>	<b>A</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

**Accountability Indicator for Title I Schools**

Gilbert Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

**Teacher Quality and Student Attendance**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.4%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

\* Or greater than last year

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	665.8	658.4	632.5	647.4	99.4	99.4
Male	659.8	657.3	633.9	651.6	98.8	98.8
Female	672.3	659.5	631.0	642.8	100.0	100.0
White	669.6	661.1	635.1	649.1	99.3	99.3
African American	648.7	644.4	611.0	634.1	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	639.1	640.1	617.8	643.5	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	614.3	608.0	595.3	612.2	98.5	98.5
Limited English Proficient	634.9	636.6	617.0	637.1	100.0	100.0
Subsidized meals	652.1	642.9	621.2	632.3	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2011</b>	3	245	99.6	19.7	24.5	55.8	80.3
	4	199	100	18	45.4	36.6	82
	5	219	99.5	17.9	39.2	42.9	82.1
	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
<b>2012</b>	3	222	99.6	14.5	22.2	63.3	85.5
	4	243	99.6	21.3	37.9	40.9	78.7
	5	206	99	18.4	41.8	39.8	81.6
	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
<b>Mathematics</b>							
<b>2011</b>	3	245	100	29.9	35.5	34.6	70.1
	4	199	100	11.9	38.7	49.5	88.1
	5	219	99.5	11.8	32.1	56.1	88.2
	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
<b>2012</b>	3	222	99.6	22.2	38.6	39.1	77.8
	4	243	99.6	14.9	41.3	43.8	85.1
	5	206	99	19.4	45.4	35.2	80.6
	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
<b>Science</b>							
<b>2011</b>	3	123	99.2	32.2	43.2	24.6	67.8
	4	199	100	19.1	65.5	15.5	80.9
	5	110	100	27.5	48.6	23.9	72.5
	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
<b>2012</b>	3	110	100	28.2	47.6	24.3	71.8
	4	243	99.6	19.6	67.7	12.8	80.4
	5	103	99	17.3	60.2	22.4	82.7
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2011</b>	3	122	99.2	23.3	37.9	38.8	76.7
	4	199	100	13.9	53.6	32.5	86.1
	5	108	99.1	15.5	40.8	43.7	84.5
	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
<b>2012</b>	3	112	97.3	22.9	37.1	40	77.1
	4	243	99.6	15.3	52.8	31.9	84.7
	5	103	97.1	17.3	43.9	38.8	82.7
	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
<b>Writing</b>							
<b>2011</b>	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	217	99.5	17.5	39.6	42.9	82.5
	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
<b>2012</b>	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	207	100	33.8	41.9	24.2	66.2
	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

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