



St James-Gaillard Elementary

PO Box 250
Eutawville, SC 29048

| | | |
|-----------------------|-------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 363 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 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------------|
| 2009 | Average | Below Average |
| 2008 | Average | At-Risk |
| 2007 | Average | At-Risk |
| 2006 | Average | At-Risk |
| 2005 | Good | 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

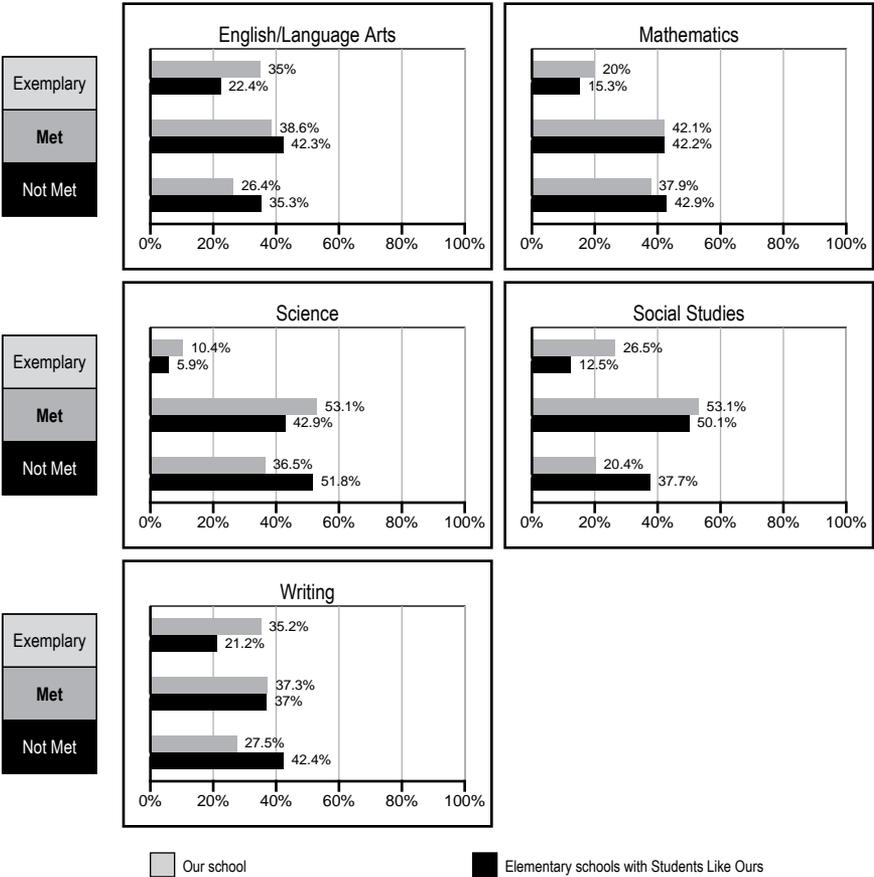
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 92.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 1 | 3 | 74 | 63 | 32 |

* 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=363) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 2.5% | Up from 2.4% | 2.5% | 1.9% |
| Attendance rate | 96.8% | Up from 95.9% | 96.0% | 96.3% |
| Eligible for gifted and talented | 2.5% | Up from 0.0% | 3.3% | 10.0% |
| With disabilities other than speech | 5.1% | Up from 4.5% | 7.6% | 7.7% |
| Older than usual for grade | 0.0% | Down from 1.0% | 1.1% | 0.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=25) | | | | |
| Teachers with advanced degrees | 68.0% | Up from 62.5% | 57.1% | 59.4% |
| Continuing contract teachers | 80.0% | Down from 83.3% | 71.8% | 80.0% |
| Teachers with emergency or provisional certificates | 4.2% | Up from 0.0% | 0.0% | 0.0% |
| Teachers returning from previous year | 93.9% | Down from 95.3% | 82.1% | 85.9% |
| Teacher attendance rate | 94.6% | Down from 96.1% | 95.2% | 95.1% |
| Average teacher salary* | \$50,600 | Up 4.1% | \$45,790 | \$47,149 |
| Professional development days/teacher | 11.8 days | Down from 14.5 days | 10.9 days | 11.1 days |
| School | | | | |
| Principal's years at school | 11.0 | Up from 10.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 20.7 to 1 | Down from 21.2 to 1 | 16.8 to 1 | 18.8 to 1 |
| Prime instructional time | 90.6% | Up from 89.8% | 90.1% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 80.5% | Down from 86.2% | 100.0% | 100.0% |
| Character development program | Average | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$8,242 | Up 5.3% | \$8,621 | \$7,458 |
| Percent of expenditures for instruction** | 63.3% | No Change | 68.3% | 68.8% |
| Percent of expenditures for teacher salaries** | 59.6% | Up from 58.4% | 62.1% | 63.2% |

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

St. James-Gaillard Elementary School had a very exciting and productive 2008-2009 school year. We continue to strive for excellence through goal setting, teamwork, hard work, and a vision for success. St. James-Gaillard is 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 on the 2008 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.

This year, we went through the process of reaccreditation by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI). Our school received an overall assessment level of "Highly Functional" and met the standards for accreditation. The process for reaccreditation allowed the administration, faculty, and staff to take a look at our entire school program. We were able to come up with an action plan to further improve our instructional program and the policies and procedures of our school.

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. We also continue to implement a very formal remediation and enrichment program called Nifty Fifty.

For the continued development of the administrators and faculty, staff development sessions were well planned to meet the needs of our school. Teachers and aides were able to work consistently with facilitators to help enhance their knowledge of current trends in education. 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.

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

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|-----------------|------------------|-----------------|
| Number of surveys returned | 26 | 43 | 33 |
| Percent satisfied with learning environment | 100.0% | 85.7% | 84.8% |
| Percent satisfied with social and physical environment | 100.0% | 86.0% | 84.8% |
| Percent satisfied with school-home relations | 92.3% | 88.4% | 90.3% |

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

YES

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

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 | 9.2% | 5.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 1.8% | 0.0% | No |
| Student attendance rate | 96.8% | 94.0%* | Yes |

* Or greater than last year

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* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 153 | 100 | 26.4 | 38.6 | 35 | 87.1 | 69.9 | 82.8 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 76 | 100 | 32.8 | 32.8 | 34.3 | 86.6 | 66.6 | 79.3 | N/A | N/A |
| Female | 77 | 100 | 20.5 | 43.8 | 35.6 | 87.7 | 73.1 | 86.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 15 | 100 | 16.7 | 50 | 33.3 | 83.3 | 82.3 | 89.5 | I/S | I/S |
| African American | 136 | 100 | 27.3 | 37.5 | 35.2 | 87.5 | 68.5 | 73.7 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 92.3 | I/S | I/S |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 70.6 | 76.5 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 82.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 25 | 100 | 63.6 | 18.2 | 18.2 | 63.6 | 40.7 | 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 | 66.7 | 75.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 134 | 100 | 28.7 | 41.8 | 29.5 | 85.2 | 69.2 | 75.5 | Yes | Yes |

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

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 153 | 100 | 37.9 | 42.1 | 20 | 76.4 | 60.9 | 78.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 76 | 100 | 41.8 | 37.3 | 20.9 | 73.1 | 57.1 | 77 | N/A | N/A |
| Female | 77 | 100 | 34.2 | 46.6 | 19.2 | 79.5 | 64.7 | 80.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 15 | 100 | 16.7 | 50 | 33.3 | 100 | 77 | 87.2 | I/S | I/S |
| African American | 136 | 100 | 39.8 | 41.4 | 18.8 | 74.2 | 59.2 | 66.7 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 93 | I/S | I/S |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 58.8 | 76 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 79.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 25 | 100 | 77.3 | 9.1 | 13.6 | 36.4 | 23.1 | 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 | 58.3 | 76.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 134 | 100 | 42.6 | 41.8 | 15.6 | 73 | 59.5 | 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 | 104 | 98.1 | 36.5 | 53.1 | 10.4 | 63.5 | 49.3 | 67.5 |
| Gender | | | | | | | | |
| Male | 49 | 95.9 | 32.6 | 53.5 | 14 | 67.4 | 51.1 | 67 |
| Female | 55 | 100 | 39.6 | 52.8 | 7.5 | 60.4 | 47.6 | 68 |
| Racial/Ethnic Group | | | | | | | | |
| White | 10 | I/S | I/S | I/S | I/S | I/S | 70.1 | 79.5 |
| African American | 93 | 98.9 | 37.5 | 52.3 | 10.2 | 62.5 | 47.3 | 50.3 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 84.3 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 33.3 | 60.7 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 14 | 100 | 61.5 | 23.1 | 15.4 | 38.5 | 20 | 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 | I/S | 59.6 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 90 | 97.8 | 42.2 | 53 | 4.8 | 57.8 | 47.6 | 55.1 |
| Social Studies | | | | | | | | |
| All Students | 105 | 100 | 20.4 | 53.1 | 26.5 | 79.6 | 58.1 | 72.3 |
| Gender | | | | | | | | |
| Male | 52 | 100 | 23.4 | 46.8 | 29.8 | 76.6 | 55 | 71.5 |
| Female | 53 | 100 | 17.6 | 58.8 | 23.5 | 82.4 | 61.3 | 73.2 |
| Racial/Ethnic Group | | | | | | | | |
| White | 11 | 100 | I/S | I/S | I/S | I/S | 67.1 | 80.7 |
| African American | 93 | 100 | 19.3 | 54.5 | 26.1 | 80.7 | 57 | 60 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 88.5 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 68 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 72.2 |
| Disability Status | | | | | | | | |
| Disabled | 18 | 100 | 56.3 | 25 | 18.8 | 43.8 | 32.9 | 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 | I/S | 67.9 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 90 | 100 | 23.8 | 54.8 | 21.4 | 76.2 | 56.8 | 62.1 |

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 | 157 | 99.4 | 27.5 | 37.3 | 35.2 | 72.5 | 55 | 70.2 | 96.8 | 95.4 |
| Gender | | | | | | | | | | |
| Male | 80 | 98.8 | 31.9 | 44.9 | 23.2 | 68.1 | 48.9 | 63.2 | 96.4 | 94.9 |
| Female | 77 | 100 | 23.3 | 30.1 | 46.6 | 76.7 | 61 | 77.5 | 97.1 | 95.9 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 16 | 100 | 8.3 | 50 | 41.7 | 91.7 | 69.3 | 79.1 | 95.6 | 92.8 |
| African American | 141 | 99.3 | 29.2 | 36.2 | 34.6 | 70.8 | 53.4 | 57.6 | 97 | 95.8 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 86.2 | N/A | 98.5 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 58.8 | 62.6 | 95.3 | 95.4 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 68.7 | N/A | 95.5 |
| Disability Status | | | | | | | | | | |
| Disabled | 27 | 100 | 62.5 | 8.3 | 29.2 | 37.5 | 16 | 26.1 | 96.4 | 94.4 |
| 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 | 66.7 | 61.2 | N/A | 97.1 |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 137 | 100 | 29.6 | 40 | 30.4 | 70.4 | 53.9 | 58.9 | 96.6 | 95.4 |

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 | 48 | 100 | 29.3 | 26.8 | 43.9 | 70.7 |
| | 4 | 56 | 100 | 20.4 | 40.7 | 38.9 | 79.6 |
| | 5 | 49 | 100 | 31.1 | 46.7 | 22.2 | 68.9 |
| | 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 | 48 | 100 | 51.2 | 31.7 | 17.1 | 48.8 |
| | 4 | 56 | 100 | 29.6 | 46.3 | 24.1 | 70.4 |
| | 5 | 49 | 100 | 35.6 | 46.7 | 17.8 | 64.4 |
| | 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 |
| Science | | | | | | | |
| 2009 | 3 | 23 | 95.7 | 45 | 40 | 15 | 55 |
| | 4 | 56 | 100 | 31.5 | 59.3 | 9.3 | 68.5 |
| | 5 | 25 | 96 | 40.9 | 50 | 9.1 | 59.1 |
| | 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 |
| Social Studies | | | | | | | |
| 2009 | 3 | 25 | 100 | 28.6 | 38.1 | 33.3 | 71.4 |
| | 4 | 56 | 100 | 13 | 55.6 | 31.5 | 87 |
| | 5 | 24 | 100 | 30.4 | 60.9 | 8.7 | 69.6 |
| | 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 |
| Writing | | | | | | | |
| 2009 | 3 | 49 | 100 | 31 | 19 | 50 | 69 |
| | 4 | 58 | 100 | 16.4 | 54.5 | 29.1 | 83.6 |
| | 5 | 50 | 98 | 37.8 | 33.3 | 28.9 | 62.2 |
| | 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 |

Abbreviations for Missing Data

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