



J K Gourdin Elementary

1649 Highway 45
Pineville, SC 29468

Grades	PK-5 Elementary School	
Enrollment	185 Students	
Principal	Lorene Bradley	843-567-3637
Superintendent	Dr. J. Chester Floyd	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Good*
2007	At-Risk	Below Average
2006	Below Average	At-Risk
2005	Average	At-Risk
2004	Average	Below Average

* The School's 2008 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 DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

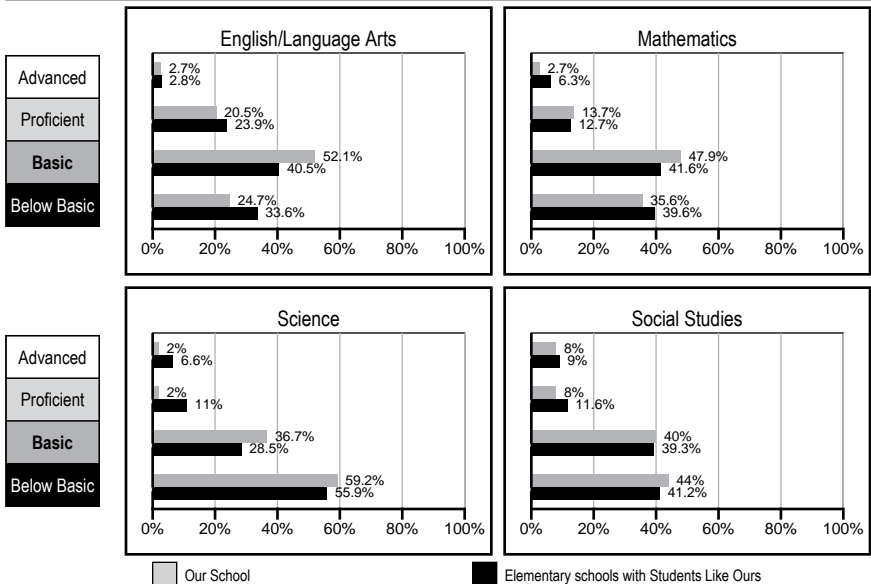
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	2	19	34

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=185)				
First graders who attended full-day kindergarten	96.8%	Down from 100.0%	100.0%	100.0%
Retention rate	4.2%	Up from 2.7%	3.1%	2.3%
Attendance rate	97.8%	Up from 96.4%	96.0%	96.3%
Eligible for gifted and talented	2.5%	Up from 2.1%	2.7%	10.4%
With disabilities other than speech	2.6%	Up from 2.5%	7.6%	7.5%
Older than usual for grade	1.5%	Up from 1.4%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=13)				
Teachers with advanced degrees	61.5%	Up from 53.8%	52.9%	56.7%
Continuing contract teachers	76.9%	No Change	66.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.6%	Up from 84.5%	81.5%	86.4%
Teacher attendance rate	90.7%	Down from 94.9%	94.8%	94.9%
Average teacher salary	\$47,700	Up 8.2%	\$43,737	\$45,345
Professional development days/teacher	15.2 days	Up from 8.4 days	13.7 days	12.6 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	15.0 to 1	Down from 17.6 to 1	16.1 to 1	18.5 to 1
Prime instructional time	84.9%	Down from 89.7%	89.3%	89.8%
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	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$9,366	Up 18.4%	\$8,435	\$7,052
Percent of expenditures for instruction*	53.3%	Up from 53.0%	68.3%	69.1%
Percent of expenditures for teacher salaries*	47.3%	Down from 48.9%	60.5%	64.2%

* 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

J.K. Gourdin Elementary School is located in the Pineville-Russellville community of Berkeley County. Our mission is to ensure a quality education for all students within a safe environment and prepare them for the future. Our school serves a total of 185 students in a 4K through fifth grade educational setting. We are a schoolwide Title 1 school fully accredited by the Southern Association of Colleges and Schools. During the 2007-2008 school year, we were awarded a Twenty-First Century Community Learning Center Grant. This after-school program provided extended day services to promote reading, math, and homework assistance. Social and cultural enrichment activities encouraged students' growth and development. Our school community is rich in family values, which are exhibited in our family friendly atmosphere.

In order to achieve our mission, our primary goals were to increase student achievement as measured by the Palmetto Achievement Challenged Test (PACT), 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 a diverse amount of technology to enhance the instructional program. Students participated daily in reading and math computer assisted instruction in the Success Maker Computer Lab. An additional computer lab was 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 curriculum focus meetings, conferences, workshops, and mentoring initiatives to promote collaboration, planning, and instruction. Teachers participated in Comprehensive Literacy, SMART Board, Data Analysis, Six Plus One Writing Traits, 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, science fair, spelling bee, holiday programs, and pageants. The Roscoe Reader program served as a major schoolwide reading program. Most students in grades 2-5 received awards.

We thank the PTA, parents, volunteers, and the community for playing an integral part in the educational program. We solicit your continued support in improving student growth and achievement.

Lorene Bradley, Principal
Valerie Mayrant, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	12	25	18
Percent satisfied with learning environment	66.7%	84.0%	77.8%
Percent satisfied with social and physical environment	75.0%	96.0%	82.4%
Percent satisfied with school-home relations	75.0%	88.0%	94.4%

* 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

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

Newly Identified

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. Sanction: Implement the restructuring plan.
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	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.4%	0.0%	No
Student attendance rate	97.8%	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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	78	100	24.7	52.1	20.5	2.7	34.2	48.6	48.2	Yes	Yes
Gender											
Male	48	100	31.8	54.5	13.6	0	25	40.8	41.7	N/A	N/A
Female	30	100	13.8	48.3	31	6.9	48.3	56.8	55	N/A	N/A
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	55.4	60	I/S	I/S
African American	77	100	24.7	52.1	20.5	2.7	34.2	36.5	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	12.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.4	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	77	100	25	52.8	20.8	1.4	33.3	38.5	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	78	100	35.6	47.9	13.7	2.7	28.8	44.2	45.8	No	Yes
Gender											
Male	48	100	34.1	52.3	11.4	2.3	29.5	44.4	45.6	N/A	N/A
Female	30	100	37.9	41.4	17.2	3.4	27.6	43.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	52.8	59	I/S	I/S
African American	77	100	35.6	47.9	13.7	2.7	28.8	28.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	70.4	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.5	46.2	I/S	I/S
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	14.6	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.6	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	77	100	36.1	48.6	13.9	1.4	27.8	33.8	31.4	No	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	52	100	59.2	36.7	2	2	4.1	35.1	35.7	97.8	96.4
Gender											
Male	34	100	59.4	34.4	3.1	3.1	6.3	36.3	37.4	97.7	96.3
Female	18	100	58.8	41.2	0	0	0	33.9	33.8	97.8	96.5
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	44.8	49.2	95.8	96
African American	52	100	59.2	36.7	2	2	4.1	18.5	17	97.8	96.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.3	58	98.3	97.5
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.8	24.9	95	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.7	37.4	N/A	95.2
Disability Status											
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	9.8	14	97.6	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	24.3	24.4	95	96.9
Socio-Economic Status											
Subsidized meals	52	100	59.2	36.7	2	2	4.1	23.7	21.1	97.8	96.1
Social Studies											
All Students	53	100	44	40	8	8	16	34.6	34	97.8	96.4
Gender											
Male	35	100	46.9	34.4	9.4	9.4	18.8	36.3	36.6	97.7	96.3
Female	18	100	38.9	50	5.6	5.6	11.1	32.8	31.3	97.8	96.5
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	40.9	44.5	95.8	96
African American	52	100	44	40	8	8	16	22.7	19.1	97.8	96.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	59.5	58.9	98.3	97.5
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.3	27.5	95	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.8	32.7	N/A	95.2
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	11.8	14.4	97.6	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	29.6	27.3	95	96.9
Socio-Economic Status											
Subsidized meals	52	100	44.9	40.8	8.2	6.1	14.3	25.5	21	97.8	96.1

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	33	100	36.7	36.7	26.7	0	26.7
	4	27	100	29.6	55.6	14.8	0	14.8
	5	31	100	31	44.8	20.7	3.4	24.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	23	100	4.8	57.1	38.1	0	38.1
	4	27	100	38.5	50	11.5	0	11.5
	5	28	100	26.9	50	15.4	7.7	23.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	33	100	60	30	10	0	10
	4	27	100	40.7	44.4	11.1	3.7	14.8
	5	31	100	51.7	34.5	10.3	3.4	13.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	23	100	38.1	61.9	0	0	0
	4	27	100	42.3	46.2	7.7	3.8	11.5
	5	28	100	26.9	38.5	30.8	3.8	34.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	16	100	80	13.3	0	6.7	6.7
	4	27	100	63	22.2	14.8	0	14.8
	5	16	100	64.3	28.6	7.1	0	7.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	11	100	60	40	0	0	0
	4	27	100	53.8	38.5	3.8	3.8	7.7
	5	14	100	69.2	30.8	0	0	0
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	17	100	20	80	0	0	0
	4	27	100	55.6	40.7	3.7	0	3.7
	5	15	100	66.7	26.7	6.7	0	6.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	12	100	45.5	54.5	0	0	0
	4	27	100	46.2	42.3	3.8	7.7	11.5
	5	14	100	38.5	23.1	23.1	15.4	38.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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