



Gilbert Elementary

314 Main Street
Gilbert, South Carolina

Grades	3-5 Elementary School	
Enrollment	643 Students	
Principal	Timothy F. Oswald	803-892-1000
Superintendent	Dr. Karen C. Woodward	803-951-8363
Board Chair	G. Edwin Harmon, Ph.D.	803-359-0844



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

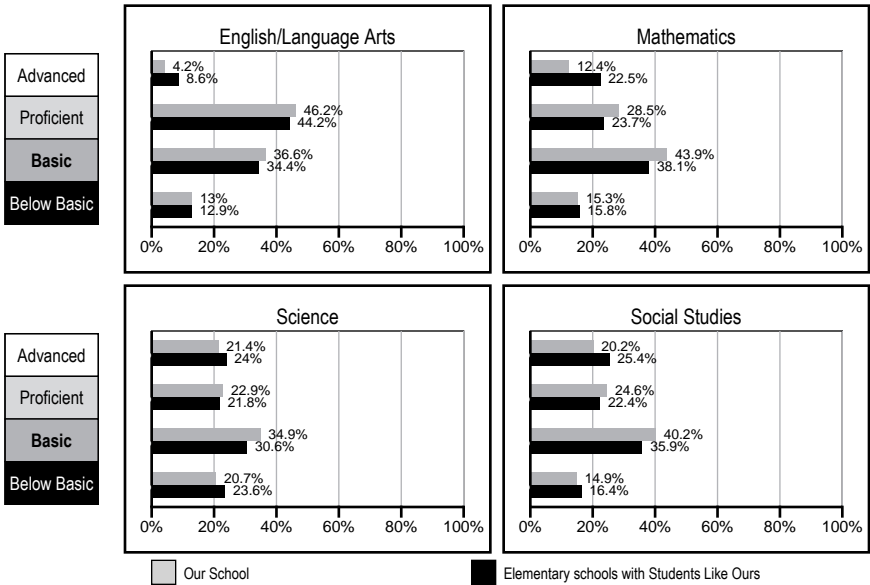
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	26	41	1	0

* 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=643)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	No Change	1.7%	2.3%
Attendance rate	96.3%	Down from 96.5%	96.6%	96.3%
Eligible for gifted and talented	12.3%	Up from 11.5%	18.0%	10.4%
With disabilities other than speech	6.2%	Down from 8.6%	6.4%	7.5%
Older than usual for grade	0.5%	Down from 0.7%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	53.3%	Up from 51.2%	60.7%	56.7%
Continuing contract teachers	71.1%	Down from 82.9%	78.9%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.4%	Down from 83.0%	87.6%	86.4%
Teacher attendance rate	94.8%	Down from 94.9%	95.1%	94.9%
Average teacher salary	\$45,108	Down 0.2%	\$46,566	\$45,345
Professional development days/teacher	13.2 days	Up from 12.3 days	12.2 days	12.6 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	23.0 to 1	Down from 23.8 to 1	19.8 to 1	18.5 to 1
Prime instructional time	89.6%	Down from 90.1%	90.3%	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	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,207	Down 4.3%	\$6,441	\$7,052
Percent of expenditures for instruction*	62.4%	Down from 63.9%	70.5%	69.1%
Percent of expenditures for teacher salaries*	60.5%	Down from 61.9%	66.9%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

"Our School is Four Walls with Tomorrow Inside." This theme continues to be the cornerstone of Gilbert Elementary School's focus as we prepare our students for the future. The School Improvement Council and the faculty work diligently to foster a positive learning environment for our children.

GES continues to face challenges that come with a diverse socio-economic population. We see increasing numbers of students who need financial assistance and who arrive with learning barriers as well as social and emotional needs. We find ourselves challenged but poised to meet the needs of all of our children.

To further professional growth this year, the district supported the implementation of Response to Intervention training. Teachers gained knowledge about research-based best practices that use interventions to bring students up to grade level in reading. Our literacy coach, Amy White, was a viable resource as we continued implementing balanced literacy. Teachers received a variety of professional books and attended workshops on "best practices" designed to improve students' reading strategies and comprehension skills. Our mathematics coach, Heather Price, worked with teachers to continue using Riverdeep software to support math instruction. Mrs. Price and our technology integration specialist, Amber Buzhardt, showed teachers how to integrate technology into their daily instruction. The district also added an interventionist, Colleen Pelley, who supported RTI implementation for students and staff.

Teachers continued using information provided from the norm-referenced Measure of Academic Progress test. After the fall assessment, teachers had individual conferences with students and talked about the students' strengths and areas of concern. The students set mathematics and reading goals for the year, and listed strategies that could help them achieve their goals. Math focus groups worked throughout the year emphasizing math practices needed to address areas identified through testing.

A number of students wrote letters of thanks and encouragement to men and women serving in our armed forces. Our live "Good Afternoon Gilbert TV Show" expanded to involve every classroom in the production and broadcast. Our "GES Third Grade Transition Video," featuring students and staff, received state acclaim from the South Carolina Chapter of the National School Public Relations Association with an Excellence in Special Purpose Video Production award. Gilbert Elementary also supported the Relay For Life event, raised \$12,661.23, and won a Top Team award. Our Family Literacy Night was the most successful to date with more than 750 students and parents going "hog wild over reading."

Through the help and support of the GES PTA, parents, community, district and staff, we feel confident that we are preparing our students to be productive and conscientious members of society.

Timothy F. Oswald, Principal
Anna Duvall, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	214	137
Percent satisfied with learning environment	100.0%	91.0%	94.1%
Percent satisfied with social and physical environment	100.0%	87.9%	91.9%
Percent satisfied with school-home relations	96.2%	94.4%	86.7%

* 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 18 out of 19 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. 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	1.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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

All Students	639	99.8	12.9	36.6	46.3	4.2	65.5	57.1	48.2	Yes	Yes
Gender											
Male	325	99.7	15.2	38.1	44.2	2.6	62.3	50	41.7	N/A	N/A
Female	314	100	10.5	35.2	48.4	5.9	68.8	64.6	55	N/A	N/A
Racial/Ethnic Group											
White	555	99.8	12	34.4	49.3	4.3	67.9	59.6	60	Yes	Yes
African American	38	100	18.4	55.3	23.7	2.6	52.6	37.8	31.7	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	75.4	70.4	I/S	I/S
Hispanic	41	100	21.6	51.4	21.6	5.4	40.5	39.7	38.4	I/S	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	61.5	47	I/S	I/S
Disability Status											
Disabled	72	100	42.6	33.8	22.1	1.5	35.3	17.3	16	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	36	100	21.2	51.5	21.2	6.1	39.4	41.7	36.9	I/S	I/S
Socio-Economic Status											
Subsidized meals	264	100	17.7	46	33.9	2.4	54.8	38.7	34	Yes	Yes

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

All Students	639	100	15.3	43.9	28.5	12.4	54.3	54.6	45.8	Yes	Yes
Gender											
Male	325	100	13.5	43.4	27	16.1	58.5	55.3	45.6	N/A	N/A
Female	314	100	17.1	44.4	29.9	8.6	50	53.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	555	100	12.9	43.3	30.8	13.1	57.3	57.7	59	Yes	Yes
African American	38	100	44.7	31.6	13.2	10.5	34.2	30.5	26.9	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	71.6	71.3	I/S	I/S
Hispanic	41	100	21.6	64.9	8.1	5.4	29.7	37.5	38.1	I/S	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	59	46.2	I/S	I/S
Disability Status											
Disabled	72	100	36.8	48.5	11.8	2.9	22.1	20.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	36	100	21.2	63.6	9.1	6.1	33.3	42	38.7	I/S	I/S
Socio-Economic Status											
Subsidized meals	264	100	23.8	50	21	5.2	39.9	36.3	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	418	100	20.7	34.9	22.9	21.4	44.4	50.3	35.7	96.3	96.1
Gender											
Male	219	100	20.1	31.6	20.6	27.8	48.3	51.7	37.4	96.3	96.1
Female	199	100	21.4	38.5	25.5	14.6	40.1	48.7	33.8	96.3	96.1
Racial/Ethnic Group											
White	358	100	17.7	34.2	24.9	23.2	48.1	53.7	49.2	96.3	96.1
African American	26	100	42.3	42.3	7.7	7.7	15.4	25.1	17	96.4	96.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	65.8	58	99.3	96.8
Hispanic	30	100	40.7	37	14.8	7.4	22.2	31.9	24.9	96.8	95.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	65.2	37.4	95.2	94.8
Disability Status											
Disabled	44	100	41.5	36.6	14.6	7.3	22	20	14	95	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.1
English Proficiency											
Limited English Proficient	27	100	41.7	37.5	12.5	8.3	20.8	28.9	24.4	97.6	96.4
Socio-Economic Status											
Subsided meals	174	100	31.1	38.4	18.9	11.6	30.5	31.8	21.1	95.5	94.9
Social Studies											
All Students	424	100	14.9	40.2	24.6	20.2	44.9	47.1	34	96.3	96.1
Gender											
Male	213	100	11.3	36.8	25.5	26.5	52	52	36.6	96.3	96.1
Female	211	100	18.4	43.7	23.8	14.1	37.9	41.9	31.3	96.3	96.1
Racial/Ethnic Group											
White	376	100	15.1	37.4	26.1	21.4	47.5	49.4	44.5	96.3	96.1
African American	25	100	20	56	16	8	24	29.2	19.1	96.4	96.1
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	64.2	58.9	99.3	96.8
Hispanic	19	100	5.6	77.8	5.6	11.1	16.7	28	27.5	96.8	95.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	55.6	32.7	95.2	94.8
Disability Status											
Disabled	48	100	39.1	30.4	19.6	10.9	30.4	21.6	14.4	95	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.1
English Proficiency											
Limited English Proficient	15	100	6.7	73.3	6.7	13.3	20	30.5	27.3	97.6	96.4
Socio-Economic Status											
Subsided meals	181	100	20.1	49.1	18.9	11.8	30.8	28.2	21	95.5	94.9

* 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	198	100	13.3	31.4	50.5	4.8	55.3
	4	219	100	8.9	31.9	54.9	4.2	59.2
	5	192	99.5	20.3	42.2	36.9	0.5	37.4
	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	214	99.5	8.3	30.4	54.9	6.4	61.3
	4	204	100	18.9	30.6	46.9	3.6	50.5
	5	221	100	11.7	48.1	37.4	2.8	40.2
	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	198	100	11.7	58	22.9	7.4	30.3
	4	219	100	10.8	38.5	28.6	22.1	50.7
	5	192	100	17.6	45.7	22.9	13.8	36.7
	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	214	100	14.1	43.4	24.9	17.6	42.4
	4	204	100	18.4	44.4	26.5	10.7	37.2
	5	221	100	13.6	43.9	33.6	8.9	42.5
	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
Science								
2007	3	99	100	21.5	48.4	23.7	6.5	30.1
	4	219	100	12.7	31.9	28.2	27.2	55.4
	5	99	100	21.1	33.7	22.1	23.2	45.3
	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	106	100	18.8	32.7	29.7	18.8	48.5
	4	204	100	22.4	36.2	21.9	19.4	41.3
	5	108	100	19.2	34.6	18.3	27.9	46.2
	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	99	100	9.5	42.1	35.8	12.6	48.4
	4	219	100	12.7	45.5	26.3	15.5	41.8
	5	93	100	25.8	38.7	16.1	19.4	35.5
	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	108	100	7.7	48.1	27.9	16.3	44.2
	4	203	100	21.9	37.8	22.4	17.9	40.3
	5	113	100	9.1	37.3	25.5	28.2	53.6
	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

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