



## St James-Gaillard Elementary

PO Box 250  
Eutawville, SC 29048

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	374 Students	
<b>Principal</b>	Michelle Aiken Wilson	803-492-7927
<b>Superintendent</b>	David Longshore, Jr.	803-496-3288
<b>Board Chair</b>	Robert Williams	803-496-3288

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>At-Risk</b>
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	At-Risk
2004	Average	At-Risk

## 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**

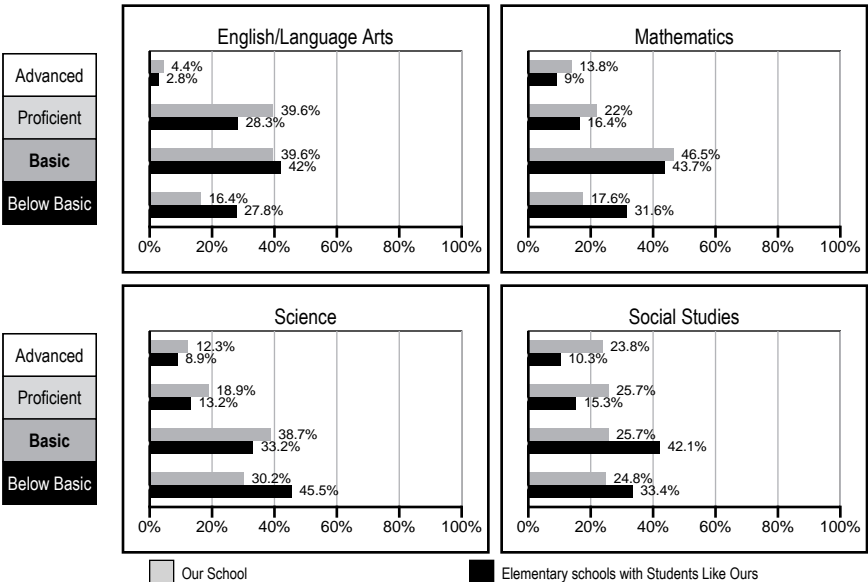
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.2%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	20	64	16

\* 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
<b>Students (n=374)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.4%	Down from 7.0%	3.0%	2.3%
Attendance rate	95.9%	Down from 96.2%	96.0%	96.3%
Eligible for gifted and talented	0.0%	Down from 5.1%	3.8%	10.4%
With disabilities other than speech	4.5%	Down from 6.5%	7.9%	7.5%
Older than usual for grade	1.0%	Down from 1.1%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=24)</b>				
Teachers with advanced degrees	62.5%	No Change	54.7%	56.7%
Continuing contract teachers	83.3%	Down from 87.5%	70.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	95.3%	No Change	83.4%	86.4%
Teacher attendance rate	96.1%	Up from 94.9%	95.0%	94.9%
Average teacher salary	\$48,610	Up 4.8%	\$43,916	\$45,345
Professional development days/teacher	14.5 days	Up from 12.4 days	13.3 days	12.6 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	3.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 20.3 to 1	16.8 to 1	18.5 to 1
Prime instructional time	89.8%	Down from 89.9%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	86.2%	Down from 91.6%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil*	\$7,830	Up 1.7%	\$7,930	\$7,052
Percent of expenditures for instruction*	63.3%	Down from 63.7%	69.1%	69.1%
Percent of expenditures for teacher salaries*	58.4%	Up from 57.0%	63.1%	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

St. James-Gaillard Elementary School had a very exciting and productive 2007-2008 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 82.7% of our students receiving free and reduced meals. Our students continue to promote 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 2007 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 implemented a very formal remediation and enrichment program called Nifty Fifty. During this block of time, students were grouped according to specific needs to receive additional instruction. This program allowed all students, child development through fifth grade, an opportunity to receive extra help five days a week. Major progress was seen in the early grades with the students who struggled the most.

For the continued development of the administrators and faculty, the district implemented several early release days that allowed for more staff development. 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.

Our school family was especially proud that principal Michelle A. Wilson was named the 2008 South Carolina Elementary Principal of the Year by the South Carolina Association of School Administrators.

Cynthia White, SIC Chairperson  
Michelle A. Wilson, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	57	47
Percent satisfied with learning environment	100.0%	87.7%	89.1%
Percent satisfied with social and physical environment	100.0%	94.7%	82.6%
Percent satisfied with school-home relations	91.7%	94.6%	80.9%

\* 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. 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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	9.8%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	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	166	100	16.4	39.6	39.6	4.4	57.2	29.5	48.2	Yes	Yes
<b>Gender</b>											
Male	87	100	16.3	44.2	38.4	1.2	53.5	22.8	41.7	N/A	N/A
Female	79	100	16.4	34.2	41.1	8.2	61.6	36.6	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	11	100	9.1	36.4	54.5	0	63.6	38.5	60	I/S	I/S
African American	155	100	16.9	39.9	38.5	4.7	56.8	28.6	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	21	100	47.6	28.6	19	4.8	38.1	7.7	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	127	100	18.7	43.1	35	3.3	50.4	26.6	34	Yes	Yes

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

All Students	166	100	17.6	46.5	22	13.8	52.2	25	45.8	Yes	Yes
<b>Gender</b>											
Male	87	100	18.6	47.7	18.6	15.1	51.2	24.3	45.6	N/A	N/A
Female	79	100	16.4	45.2	26	12.3	53.4	25.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	11	100	9.1	54.5	0	36.4	54.5	35	59	I/S	I/S
African American	155	100	18.2	45.9	23.6	12.2	52	23.9	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	21	100	47.6	23.8	14.3	14.3	38.1	10.4	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	127	100	19.5	49.6	18.7	12.2	47.2	22.5	31.4	Yes	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
<b>Science</b>											
All Students	109	100	30.2	38.7	18.9	12.3	31.1	17.6	35.7	95.9	95.8
<b>Gender</b>											
Male	55	100	27.8	46.3	11.1	14.8	25.9	18.2	37.4	95.5	95.5
Female	54	100	32.7	30.8	26.9	9.6	36.5	16.8	33.8	96.2	96
<b>Racial/Ethnic Group</b>											
White	6	I/S	I/S	I/S	I/S	I/S	I/S	32.1	49.2	92	93.1
African American	103	100	29	40	19	12	31	16.1	17	96.2	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	N/A	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	91.5
<b>Disability Status</b>											
Disabled	13	100	53.8	30.8	0	15.4	15.4	5.8	14	95.6	94.9
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	N/A	98
<b>Socio-Economic Status</b>											
Subsidized meals	83	100	34.6	37	16	12.3	28.4	16.9	21.1	96	95.8
<b>Social Studies</b>											
All Students	110	100	24.8	25.7	25.7	23.8	49.5	22	34	95.9	95.8
<b>Gender</b>											
Male	60	100	28.3	28.3	23.3	20	43.3	21	36.6	95.5	95.5
Female	50	100	20	22.2	28.9	28.9	57.8	23.2	31.3	96.2	96
<b>Racial/Ethnic Group</b>											
White	9	I/S	I/S	I/S	I/S	I/S	I/S	33.8	44.5	92	93.1
African American	101	100	26	25	27.1	21.9	49	20.7	19.1	96.2	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58.9	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	N/A	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	91.5
<b>Disability Status</b>											
Disabled	14	100	57.1	21.4	14.3	7.1	21.4	8.2	14.4	95.6	94.9
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	N/A	98
<b>Socio-Economic Status</b>											
Subsidized meals	85	100	26.5	27.7	26.5	19.3	45.8	20.7	21	96	95.8

\* 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*	
<b>English/Language Arts</b>									
<b>2007</b>	3	50	98	16.7	25	52.1	6.3	58.3	
	4	56	96.4	17.3	46.2	34.6	1.9	36.5	
	5	49	98	44.4	37.8	17.8	0	17.8	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	56	100	5.8	23.1	61.5	9.6	71.2	
	4	53	100	17.3	40.4	40.4	1.9	42.3	
	5	57	100	25.5	54.5	18.2	1.8	20	
	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	
<b>Mathematics</b>									
<b>2007</b>	3	50	100	18.4	40.8	20.4	20.4	40.8	
	4	56	98.2	13.2	49.1	22.6	15.1	37.7	
	5	49	100	34.8	34.8	21.7	8.7	30.4	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	56	100	11.5	40.4	30.8	17.3	48.1	
	4	53	100	13.5	55.8	15.4	15.4	30.8	
	5	57	100	27.3	43.6	20	9.1	29.1	
	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	
<b>Science</b>									
<b>2007</b>	3	25	100	8.3	45.8	37.5	8.3	45.8	
	4	56	98.2	50.9	28.3	13.2	7.5	20.8	
	5	24	100	47.8	17.4	13	21.7	34.8	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	28	100	11.1	37	40.7	11.1	51.9	
	4	53	100	50	25	11.5	13.5	25	
	5	28	100	11.1	66.7	11.1	11.1	22.2	
	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	
<b>Social Studies</b>									
<b>2007</b>	3	25	96	16.7	29.2	20.8	33.3	54.2	
	4	56	98.2	18.9	49.1	26.4	5.7	32.1	
	5	25	100	30.4	47.8	13	8.7	21.7	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	28	100	4	4	32	60	92	
	4	53	100	21.2	34.6	30.8	13.5	44.2	
	5	29	100	50	28.6	10.7	10.7	21.4	
	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