



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

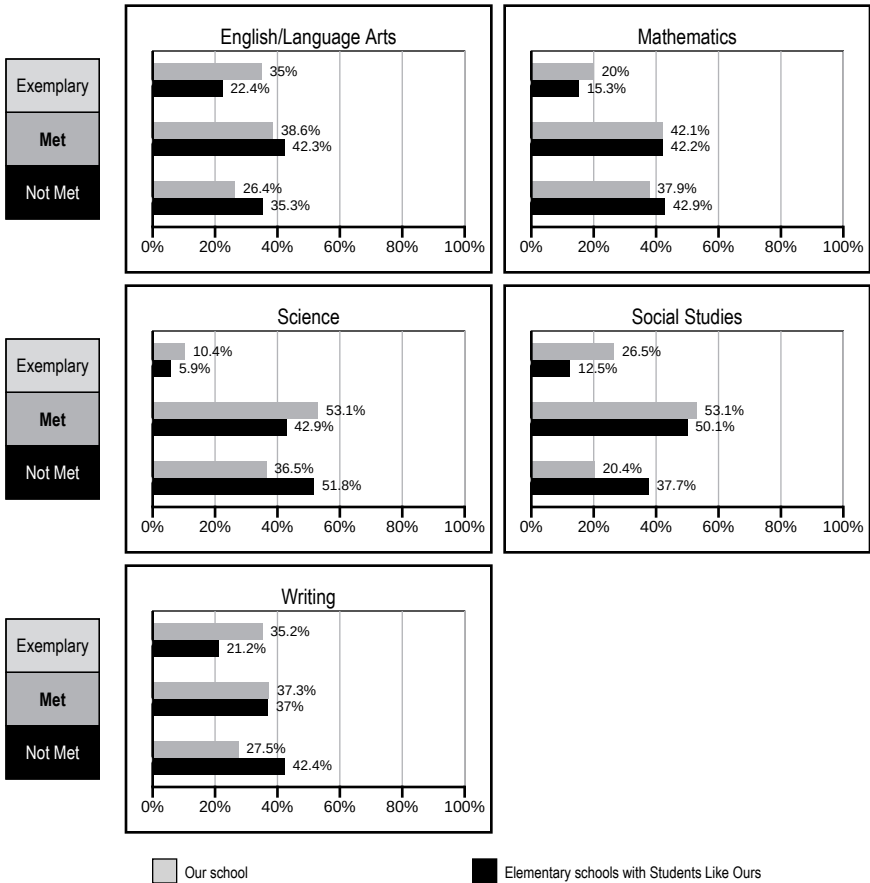
92.9%

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

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.

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										
Subsidized 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