



GILBERT ELEMENTARY

314 Main Street
Gilbert, South Carolina

Grades	3-5 Elementary School	
Enrollment	644 Students	
Principal	Timothy F. Oswald	803-821-1600
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	Cynthia S. Smith	803-957-5095

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Good	Good
2008	Average	At-Risk
2007	Good	Good
2006	Good	Average

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

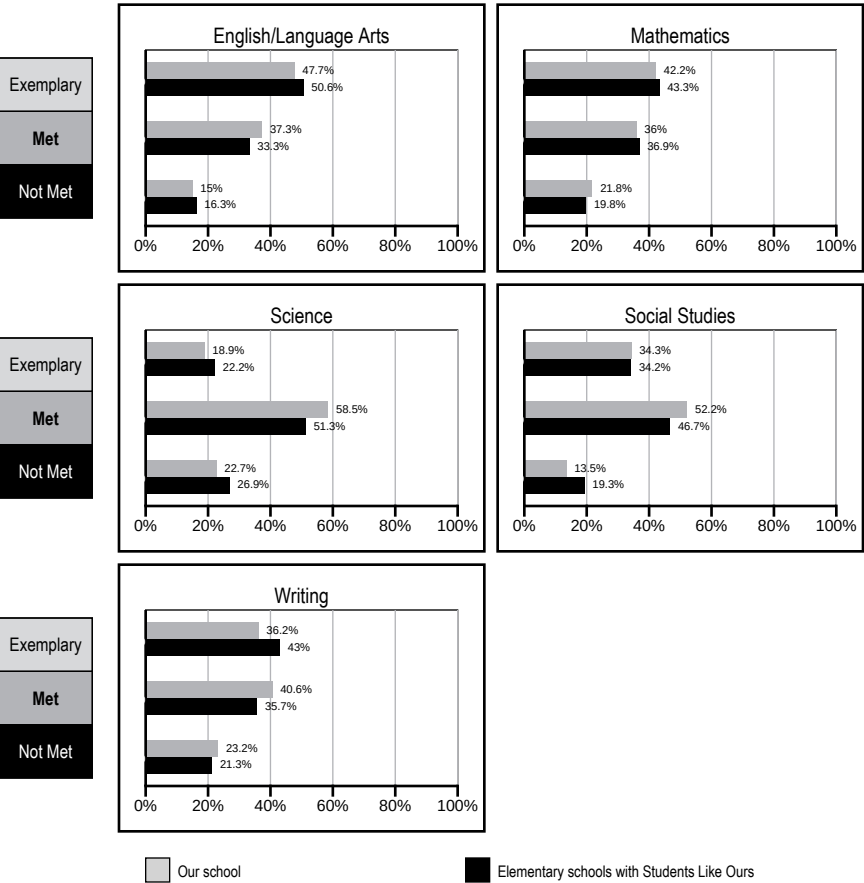
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 99.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
30	29	16	0	0

* Ratings are calculated with data available by 03/09/2011.

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=644)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	No Change	0.8%	1.2%
Attendance rate	99.9%	Up from 96.2%	96.5%	96.1%
Eligible for gifted and talented	17.0%	Up from 12.7%	17.0%	11.7%
With disabilities other than speech	6.7%	Up from 5.7%	6.8%	8.0%
Older than usual for grade	0.3%	No Change	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	56.1%	Down from 59.5%	62.2%	60.5%
Continuing contract teachers	87.8%	Up from 76.2%	86.1%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.0%	Up from 83.3%	89.3%	87.0%
Teacher attendance rate	96.1%	Up from 96.0%	95.8%	95.4%
Average teacher salary*	\$48,911	Up 2.8%	\$48,305	\$47,288
Professional development days/teacher	12.9 days	Up from 12.0 days	11.7 days	10.5 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	22.3 to 1	Down from 24.8 to 1	19.8 to 1	19.2 to 1
Prime instructional time	94.8%	Up from 91.5%	91.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,024	Up 2.4%	\$7,202	\$7,548
Percent of expenditures for instruction**	61.9%	Down from 63.4%	69.4%	68.7%
Percent of expenditures for teacher salaries**	60.9%	Up from 47.7%	66.2%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

"Our School is Four Walls with Tomorrow Inside." Gilbert Elementary School has continued this theme for several years because we believe we hold the key to the future with students who are inside the walls of our school. We are preparing students for a 21st century global society. The School Improvement Council and faculty work together as a team to ensure student success and to maintain a positive learning environment.

GES continues to grow and with that growth comes a more diverse population. Students have many barriers to overcome due to socio-economic, social and emotional needs. We are striving to meet the needs of our students by learning more about how to deal with students of varied backgrounds through professional development and by using strategy-based instruction and personalized learning.

Teachers and faculty continue to grow through Professional Learning Communities and Professional Learning Teams. The collaboration allows teachers and faculty to have "crucial" conversations about student growth and to focus on each student's individual strengths and weaknesses. Having a data room provides teachers with opportunities to plan and develop small group instruction based on trends seen in the school-wide and grade-level data. Response to Intervention also provides us a way to give students targeted instruction designed to close their achievement gaps. The mathematics coach assists teachers with Everyday Mathematics instruction, modeling, planning and providing computer-based learning before school. In addition to this support, the math coach was instrumental in piloting the "Mathematics Navigator" and "First In Math" programs with all students. The technology integration specialist continues to help teachers integrate technology into instruction as we prepare students to be global learners in the 21st century society.

GES uses benchmark testing throughout the year such as Measure of Academic Progress, Voyager Passport Vital Indicators of Progress, common assessments, and Palmetto Assessment of State Standards. We set goals and measure each grade and student's individual growth throughout the year.

GES celebrated its academic improvement and excellence by receiving the Palmetto Silver Award from the S.C. Department of Education.

Our School Improvement Council, Parent Teacher Association and faculty support the community by participating in Relay For Life. In 2009–2010 we raised \$16,000. GES offers many family nights and events that give community members and faculty a chance to "show case" our students' talents. The events include Curriculum Nights, Family Literacy Night, Arts Alive, Declamation Contest and various musical programs.

The support given to GES by all stakeholders enables us to continue our goal of closing the achievement gap and creating 21st century global learners and citizens.

Timothy F. Oswald, Principal
Staci Randall, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	197	85
Percent satisfied with learning environment	76.2%	87.3%	82.4%
Percent satisfied with social and physical environment	88.1%	88.8%	85.9%
Percent satisfied with school-home relations	90.5%	93.9%	77.6%

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

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 25 out of 25 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	
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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	0.6%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.9%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	639	100	15	37.3	47.7	91.5	89	83.5	Yes	Yes
Gender										
Male	323	100	17.9	39.7	42.3	89.6	86.2	80.1	N/A	N/A
Female	316	100	12.1	34.9	53.1	93.5	91.9	87	N/A	N/A
Racial/Ethnic Group										
White	536	100	11.7	37.5	50.8	93.8	90.7	89.6	Yes	Yes
African American	34	100	36.7	43.3	20	76.7	76.9	74.6	I/S	I/S
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95.4	92.7	I/S	I/S
Hispanic	58	100	34	37.7	28.3	75.5	82.4	79.6	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	89.3	85.1	I/S	I/S
Disability Status										
Disabled	71	100	50	32.4	17.6	64.7	53.9	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	45	100	36.2	36.2	27.7	74.5	83.3	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	302	100	23.9	42.5	33.7	86	80.1	76.9	Yes	Yes

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

All Students	639	100	21.8	36	42.2	87.6	86.2	80.4	Yes	Yes
Gender										
Male	323	100	22.5	34.5	43	87.3	84.9	78.4	N/A	N/A
Female	316	100	21.2	37.5	41.4	87.9	87.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	536	100	18.5	36	45.6	90.2	88.2	87.8	Yes	Yes
African American	34	100	56.7	20	23.3	63.3	72	69.3	I/S	I/S
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93.9	93.5	I/S	I/S
Hispanic	58	100	37.7	41.5	20.8	73.6	78.2	78.3	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	87.5	83.2	I/S	I/S
Disability Status										
Disabled	71	100	52.9	32.4	14.7	63.2	52.7	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	45	100	36.2	42.6	21.3	72.3	81.4	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	302	100	33	37.5	29.5	80	76.1	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	431	100	22.7	58.5	18.9	77.3	80.7	67.3
Gender								
Male	217	100	22.4	58.6	19	77.6	80.2	66.9
Female	214	100	23	58.4	18.7	77	81.2	67.7
Racial/Ethnic Group								
White	364	100	18.8	61	20.2	81.2	83.4	79.6
African American	20	100	44.4	38.9	16.7	55.6	59.9	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90.4	84.4
Hispanic	39	100	45.9	48.6	5.4	54.1	70	59.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	76.2	69.5
Disability Status								
Disabled	47	100	50	45.7	4.3	50	46.5	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	33	100	45.5	48.5	6.1	54.5	69.9	58.6
Socio-Economic Status								
Subsidized meals	210	100	32.5	55.2	12.3	67.5	68	55.4

Social Studies

All Students	427	100	13.5	52.2	34.3	86.5	81.5	70.9
Gender								
Male	213	100	12.5	45.5	42	87.5	81.5	70.1
Female	214	100	14.4	58.7	26.9	85.6	81.4	71.7
Racial/Ethnic Group								
White	363	100	12.8	50.7	36.5	87.2	82.9	79.2
African American	22	100	26.3	57.9	15.8	73.7	68.5	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.3	86.8
Hispanic	36	100	12.5	65.6	21.9	87.5	78.6	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.9	71.2
Disability Status								
Disabled	49	100	30.4	58.7	10.9	69.6	49.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	27	100	13.8	69	17.2	86.2	79.2	68
Socio-Economic Status								
Subsidized meals	189	100	18.3	56.6	25.1	81.7	69.1	60.8

Abbreviations for Missing Data

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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	644	99.4	22.8	40.8	36.4	77.2	79.4	72.1	99.9	97.1
Gender										
Male	325	99.1	30.3	43.2	26.5	69.7	73.4	65.2	99.9	97.1
Female	319	99.7	15.3	38.3	46.4	84.7	85.6	79.2	99.9	97.2
Racial/Ethnic Group										
White	540	99.3	19.5	41.4	39.1	80.5	81.6	80.8	99.9	97.1
African American	35	100	46.7	43.3	10	53.3	65.2	59.7	99.9	97.3
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	87.7	87	99.9	97.9
Hispanic	58	100	41.8	36.4	21.8	58.2	66.3	64.6	99.9	97.2
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	82.8	73.4	99.9	96.3
Disability Status										
Disabled	72	100	60	28.6	11.4	40	35.6	27.7	99.9	96.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	46	100	46.9	34.7	18.4	53.1	67.1	63.7	99.9	97.8
Socio-Economic Status										
Subsidized meals	306	99.4	30.7	42.8	26.6	69.3	66.5	61.9	99.9	96.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	223	100	16.3	27	56.7	83.7
	4	213	99.5	16.7	37.9	45.3	83.3
	5	206	100	13.9	43.6	42.6	86.1
	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
2010	3	204	100	15.8	28.6	55.6	84.2
	4	219	100	16.4	37.1	46.5	83.6
	5	216	100	12.7	45.9	41.5	87.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	223	100	21.9	35.3	42.8	78.1
	4	213	100	17.2	52.2	30.5	82.8
	5	206	100	21.8	58.9	19.3	78.2
	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
2010	3	204	100	31.6	28.1	40.3	68.4
	4	219	100	15.5	31	53.5	84.5
	5	216	100	19	48.8	32.2	81
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	111	100	23.6	55.7	20.8	76.4
	4	213	100	14.3	65	20.7	85.7
	5	102	100	19.2	62.6	18.2	80.8
	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
2010	3	106	100	38.8	40.8	20.4	61.2
	4	219	100	17.8	63.8	18.3	82.2
	5	106	100	16.5	65	18.4	83.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	111	99.1	9.3	55.1	35.5	90.7
	4	213	100	8.9	57.6	33.5	91.1
	5	103	100	20.6	50	29.4	79.4
	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
2010	3	98	100	15.1	46.2	38.7	84.9
	4	219	100	11.7	52.1	36.2	88.3
	5	110	100	15.7	57.8	26.5	84.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	222	99.6	22.7	28.2	49.1	77.3
	4	216	99.1	17.2	48.3	34.5	82.8
	5	206	99.5	22.9	42.3	34.8	77.1
	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
2010	3	208	99.5	27.9	39.8	32.3	72.1
	4	219	100	23	32.4	44.6	77
	5	217	98.6	17.6	50.5	31.9	82.4
	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

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