



GILBERT PRIMARY

520 Main Street
Gilbert, SC 29054

Grades	PK-2 Primary School	
Enrollment	812 Students	
Principal	Loretta Arnette	803-821-1400
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	Excellent	Excellent
2009	Excellent	Good
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good

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.

ABSOLUTE RATINGS OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	0	0

* Ratings are calculated with data available by 03/09/2011. Primary Schools with Students like Ours are primary schools with Poverty Indices of no more than 5% above or below the index for this school.

Performance Rating Criteria

Prime instructional time	93.3%
Student-teacher ratio in core subjects	19.5 to 1
Teachers with advanced degrees	46.9%
Teachers returning from previous year	89.8%
Percent of parents attending conferences	100.0%
Days of professional development devoted exclusively to knowledge and skills working with children less than eight years old	12.4 days

Types Of Accreditation (More Than One May Apply)

	Not pursuing accreditation
	Conducting a self-study
X	South Carolina Department of Education
X	Southern Association of Colleges and School
	American Montessori Society
	National Association for the Education of Young Children

School Profile

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n=812)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Up from 0.9%	1.1%	2.8%
Attendance rate	99.9%	Up from 95.3%	99.9%	95.6%
With disabilities other than speech	3.6%	Up from 3.5%	3.6%	4.0%
Older than usual for grade	0.0%	Down from 0.2%	0.0%	0.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	46.9%	Down from 51.0%	46.9%	62.2%
Continuing contract teachers	77.6%	Up from 67.3%	77.6%	90.9%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.8%	Up from 84.9%	89.8%	89.8%
Teacher attendance rate	94.6%	Down from 95.2%	94.6%	95.1%
Average teacher salary*	\$43,743	Up 1.1%	\$43,743	\$47,006
Professional development days/teacher	14.1 days	Up from 13.0 days	14.1 days	17.1 days
School				
Principal's years at school	9.0	Up from 8.0	9.0	5.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 20.6 to 1	19.5 to 1	19.3 to 1
Prime instructional time	93.3%	Up from 89.8%	93.3%	90.1%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,617	Up 8.2%	\$6,617	\$7,207
Percent of expenditures for instruction**	65.9%	Up from 65.7%	65.9%	68.5%
Percent of expenditures for teacher salaries**	63.8%	Up from 47.8%	63.8%	65.1%

* 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

Gilbert Primary School had a successful 2009–2010 year as reflected by our accomplishments.

Student behavior improved based on our discipline data. In an effort to nurture and to teach all children to become responsible global citizens, we continue to use best practices and Positive Behavior Intervention Support. As part of PBIS, we set school-wide expectations to “Act safely, Be responsible, and Care for others, self, and the environment” (the ABCs of GPS).

For the second time, GPS received the Red Carpet Award. This honor recognizes our efforts to maintain a family-friendly environment.

Parental involvement, education, and support continue to be a priority. We began the 2009–2010 year with more than 700 parents and students at our Back to School Ice Cream Social. Our Parent Teacher Association and our staff partnered to introduce our new mathematics curriculum, Everyday Mathematics, with an Everyday Mathematics Night in which more than 600 parents and students participated. We held parenting workshops throughout the year, including Love and Logic workshops. Our paraprofessionals also received Love and Logic training in the Nine Essential Skills needed to enhance our positive relationships, high expectations of behavior, and positive classroom environment.

As a primary school with 822 children from 3 to 8 years of age, we continue to face the challenge of meeting our young students’ academic needs, especially in the areas of comprehension and fluency. We provide a school environment that enhances learning and a rigorous and relevant curriculum. Our academic program emphasizes balanced literacy and numeracy skills. All teachers received additional training in balanced literacy this summer as well as additional training in providing guided reading, fluency, differentiated instruction, and comprehension during 2010–2011.

Indicators show that we are making improvements. Seventy-two percent of our second-graders met their growth target in mathematics, a 19% increase. Seventy-eight percent of our second graders met their growth target in reading, a 22% increase. Our kindergarten students improved from 63% to 86% on track in Phoneme Segmentation Fluency, 52% to 84% on track in all Voyager Intervention Program Reading measures, and 63% to 78% on or above grade in text levels since the beginning of the year. First-grade students improved from 81% to 98% on track in PSF and 58% to 73% on or above grade in text levels since the beginning of the year.

Our student growth also presents challenges evidenced by having to add three classrooms after the start of the 2009–2010 school year. Growth will continue to challenge us as will higher teacher to student ratios due to budget cuts across the state.

Loretta Arnette, Principal
Renee Padgett, SIC Chair

Evaluations by Teachers

	Teachers
Number of surveys returned	40
Percent satisfied with learning environment	90.0%
Percent satisfied with social and physical environment	100.0%
Percent satisfied with school-home relations	100.0%

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School Adequate Yearly Progress

YES

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.

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