

J K GOURDIN ELEMENTARY

1649 Highway 45
Pineville, SC 29468

Grades	PK-5 Elementary School	
Enrollment	184 Students	
Principal	Lorene Bradley	843-567-3637
Superintendent	Rodney Thompson	843-899-8600
Board Chair	Kathy Schwalbe	843-797-5815

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Good*
2010	Average	Good
2009	Average	Average
2008	Below Average	Good
2007	At-Risk	Below Average

* The School's 2011 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

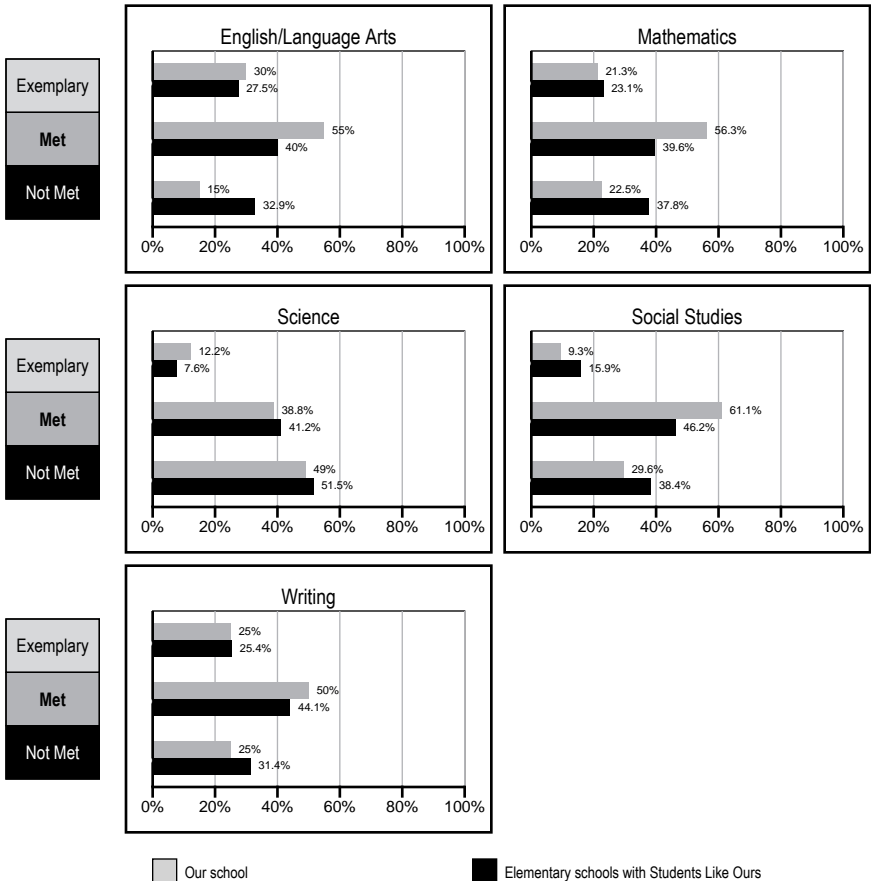
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	9	108	53	22

* Ratings are calculated with data available by 11/09/2011.

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=184)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 4.2%	1.5%	1.1%
Attendance rate	97.0%	Down from 98.1%	95.9%	96.2%
Served by gifted and talented program	11.8%	Up from 6.7%	6.0%	13.4%
With disabilities other than speech	3.6%	Down from 5.1%	4.3%	4.1%
Older than usual for grade	2.1%	Down from 3.4%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=14)				
Teachers with advanced degrees	50.0%	Up from 46.7%	61.5%	62.5%
Continuing contract teachers	92.9%	Up from 80.0%	83.3%	88.2%
Teachers returning from previous year	95.6%	Up from 92.5%	85.4%	87.8%
Teacher attendance rate	94.5%	Down from 94.7%	95.1%	95.2%
Average teacher salary*	\$48,073	Up 1.4%	\$45,250	\$46,773
Professional development days/teacher	6.9 days	Down from 13.1 days	10.5 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	3.5	4.0
Student-teacher ratio in core subjects	13.6 to 1	Down from 15.5 to 1	17.7 to 1	19.9 to 1
Prime instructional time	91.3%	Down from 92.7%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$12,180	Down 1.8%	\$8,267	\$7,447
Percent of expenditures for instruction**	55.4%	Up from 54.9%	67.9%	68.4%
Percent of expenditures for teacher salaries**	50.6%	Up from 50.0%	64.5%	65.8%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

J.K. Gourdin Elementary School is a schoolwide Title 1 School fully accredited by the Southern Association of Colleges and Schools, located in the Pineville-Russellville community of Berkeley County. Our school serves a total of 190 students in a 4K through fifth grade educational setting. Our mission is to ignite in every student a passion for life-long learning. We will continue to provide dynamic instruction, create partnerships, and provide exceptional support.

In order to achieve our mission, our primary goals are to increase student achievement as measured by the Palmetto Assessment of State Standards (PASS), provide opportunities for teachers to participate in professional training based on best practices, exhibit a safe and orderly positive learning environment, and create an environment that fosters a working partnership between the home and school. We will provide opportunities for all students to be successful.

During the 2010-2011 school year, we continued to operate an extended day program through volunteer services by our teachers. This after-school initiative provided extended day services promoting reading, math, and homework assistance to students with the greatest needs in grades 1-5.

The use of computers and SMART boards provided technology to enhance the instructional program. Students participated daily in reading and math computer assisted instruction in the SuccessMaker Computer Lab. An additional computer lab is used for special class projects to allow students to engage in research, complete Accelerated Reader tests, and participate in the district's benchmark (Measures of Academic Progress) which is used to monitor students' progress and achievement in reading, language, and math.

Teachers were provided opportunities to participate actively in weekly Professional Learning Communities (PLC) activities, conferences, workshops, and mentoring initiatives to promote collaboration, planning, and instruction.

Our students were celebrated with incentives and other rewards for demonstrating positive attitudes, respectful behavior, and academic achievement through our PBIS initiative. They participated in Family Math Night, Oratorical Contest, Spelling Bee, holiday programs, and pageants. We celebrated our school for making (AYP) Adequate Yearly Progress in 2010.

We thank the PTA, parents, volunteers, and the community for playing an integral part in the educational program. Special thanks to Alcoa, Georgia Pacific, St. Stephen IGA, and Moncks Corner Rotary Club. We solicit your continued support in improving student growth and achievement.

Lorene Bradley, Principal
 Cathy Wood, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	7	28	22
Percent satisfied with learning environment	100.0%	96.4%	68.2%
Percent satisfied with social and physical environment	100.0%	88.9%	72.7%
Percent satisfied with school-home relations	100.0%	71.4%	72.7%

* 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

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	2.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	94.0%**	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	85	100	15	55	30	91.3	85.3	82.4	Yes	Yes
Gender										
Male	40	100	18.9	48.6	32.4	86.5	81.3	78.7	N/A	N/A
Female	45	100	11.6	60.5	27.9	95.3	89.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	N/A	N/A	N/A	N/A	89	88.9	I/S	I/S
African American	81	100	15.2	54.4	30.4	91.1	78.6	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	85	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	83	I/S	I/S
Disability Status										
Disabled	21	100	36.8	47.4	15.8	78.9	54.4	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	84.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	84	100	15.2	55.7	29.1	91.1	80.4	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	85	100	22.5	56.3	21.3	87.5	84.4	81.9	Yes	Yes
Gender										
Male	40	100	21.6	54.1	24.3	86.5	82.7	79.9	N/A	N/A
Female	45	100	23.3	58.1	18.6	88.4	86.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	N/A	N/A	N/A	N/A	88.6	88.9	I/S	I/S
African American	81	100	22.8	57	20.3	87.3	77.1	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.2	94.6	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	83.3	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	84.4	I/S	I/S
Disability Status										
Disabled	21	100	52.6	36.8	10.5	73.7	53	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	83.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	84	100	22.8	55.7	21.5	87.3	79.5	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	54	100	49	38.8	12.2	51	70.9	68.6
Gender								
Male	24	100	42.9	42.9	14.3	57.1	70.4	68.3
Female	30	100	53.6	35.7	10.7	46.4	71.4	68.9
Racial/Ethnic Group								
White	3	I/S	N/A	N/A	N/A	N/A	79.9	80.7
African American	50	100	50	37.5	12.5	50	56.5	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.1	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	64.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	67.4	70.8
Disability Status								
Disabled	15	100	N/AV	N/AV	N/AV	46.2	39.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	65.3	60.7
Socio-Economic Status								
Subsidized meals	54	100	49	38.8	12.2	51	61.8	57.3
Social Studies								
All Students	56	100	29.6	61.1	9.3	70.4	75.7	72.5
Gender								
Male	26	100	36	56	8	64	74.3	72
Female	30	100	24.1	65.5	10.3	75.9	77.1	73.1
Racial/Ethnic Group								
White	1	I/S	N/A	N/A	N/A	N/A	81.1	81
African American	55	100	29.6	61.1	9.3	70.4	66.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.7	89
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	73.2	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.5	73.5
Disability Status								
Disabled	11	100	54.5	36.4	9.1	45.5	43.5	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	73.4	69.7
Socio-Economic Status								
Subsidized meals	55	100	30.2	60.4	9.4	69.8	68.4	62.9

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	29	100	25	50	25	75	73.5	73.2	97	96.3
Gender										
Male	12	100	41.7	50	8.3	58.3	66.8	67.2	96.7	96.3
Female	17	100	12.5	50	37.5	87.5	80.6	79.4	97.4	96.3
Racial/Ethnic Group										
White	1	I/S	N/A	N/A	N/A	N/A	78.5	81.5	96.8	95.9
African American	28	100	25	50	25	75	64.8	61.3	97.1	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87	87	N/A	97.1
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	72.1	66.7	95.6	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	72.2	N/A	95.5
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	27.7	26	97.3	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	69	65.7	93.3	97
Socio-Economic Status										
Subsidized meals	29	100	25	50	25	75	65.4	63.2	97	96

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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							
2010	3	30	100	23.1	46.2	30.8	76.9
	4	26	100	20	52	28	80
	5	31	100	10	73.3	16.7	90
	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
2011	3	31	100	20.7	34.5	44.8	79.3
	4	25	100	13	65.2	21.7	87
	5	29	100	10.7	67.9	21.4	89.3
	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							
2010	3	30	100	30.8	38.5	30.8	69.2
	4	26	100	20	56	24	80
	5	31	100	33.3	53.3	13.3	66.7
	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
2011	3	31	100	31	37.9	31	69
	4	25	100	26.1	65.2	8.7	73.9
	5	29	100	10.7	67.9	21.4	89.3
	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							
2010	3	16	100	N/A	N/A	N/A	35.7
	4	26	100	60	32	8	40
	5	15	93.3	64.3	28.6	7.1	35.7
	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
2011	3	15	100	53.8	23.1	23.1	46.2
	4	25	100	43.5	52.2	4.3	56.5
	5	14	100	53.8	30.8	15.4	46.2
	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

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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							
2010	3	14	92.9	27.3	63.6	9.1	72.7
	4	26	100	32	56	12	68
	5	16	100	N/A	N/A	N/A	40
	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
2011	3	16	100	N/AV	N/AV	N/AV	81.3
	4	25	100	21.7	65.2	13	78.3
	5	15	100	53.3	33.3	13.3	46.7
	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							
2010	3	28	100	42.3	30.8	26.9	57.7
	4	27	100	48	40	12	52
	5	32	100	10	70	20	90
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	29	100	25	50	25	75
	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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