



GILBERT ELEMENTARY

314 Main Street
Gilbert, South Carolina

Grades	3-5 Elementary School	
Enrollment	676 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 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

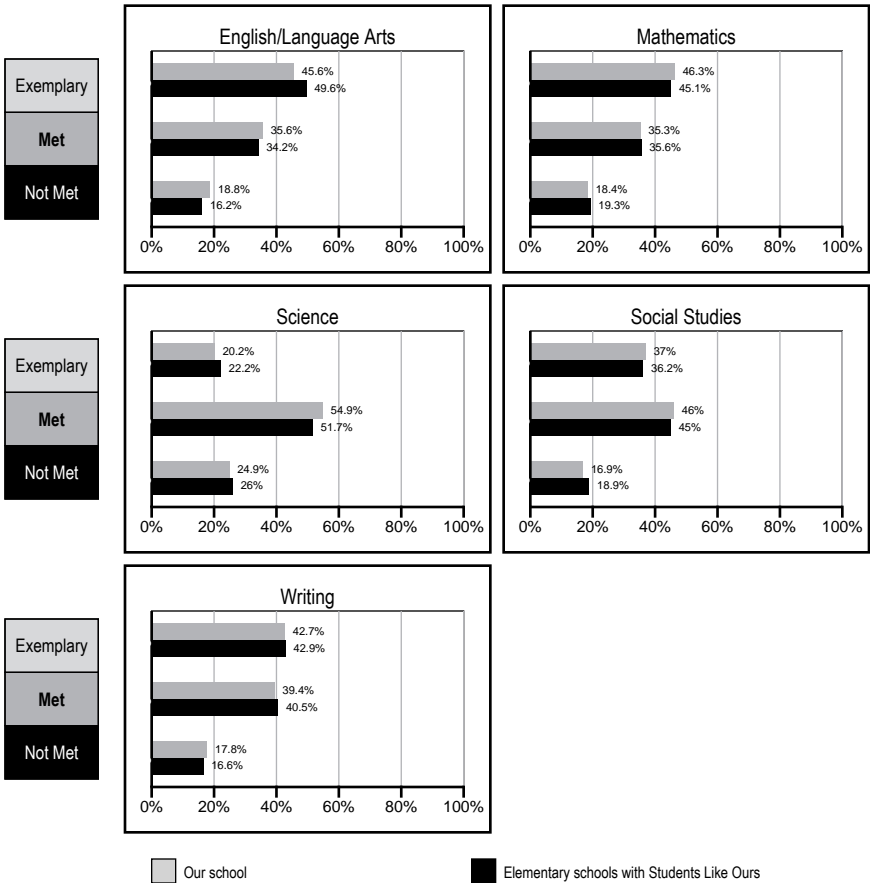
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
30	32	11	0	0

* 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=676)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.3%	Up from 0.0%	0.9%	1.1%
Attendance rate	96.2%	Down from 99.9%	96.2%	96.2%
Served by gifted and talented program	17.3%	Up from 17.0%	19.9%	13.4%
With disabilities other than speech	4.9%	Down from 6.7%	3.4%	4.1%
Older than usual for grade	0.1%	Down from 0.3%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	62.5%	Up from 56.1%	65.9%	62.5%
Continuing contract teachers	87.5%	Down from 87.8%	89.7%	88.2%
Teachers returning from previous year	92.9%	Up from 86.0%	90.2%	87.8%
Teacher attendance rate	95.8%	Down from 96.1%	94.9%	95.2%
Average teacher salary*	\$47,699	Down 2.5%	\$48,492	\$46,773
Professional development days/teacher	11.8 days	Down from 12.9 days	11.0 days	10.5 days
School				
Principal's years at school	10.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	14.1 to 1	Down from 22.3 to 1	20.8 to 1	19.9 to 1
Prime instructional time	91.1%	Down from 94.8%	90.3%	90.4%
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**	\$6,899	Down 1.8%	\$6,911	\$7,447
Percent of expenditures for instruction**	62.2%	Up from 61.9%	69.1%	68.4%
Percent of expenditures for teacher salaries**	61.2%	Up from 60.9%	67.0%	65.8%

* 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

Gilbert Elementary School continues its “Our School is Four Walls with Tomorrow Inside” theme for the 10th year. We do this because we believe that what we do positively affects our students’ futures.

We see increasing numbers of students who need financial assistance and increasing numbers of students who arrive with learning barriers as well as social and emotional needs. We find ourselves challenged but poised to meet the needs of all of our children through professional development and by using strategy-based instruction and personalized learning.

As part of our 21st century collaborative effort, the School Improvement Council, PTA and faculty work together as a team to ensure student success and to maintain a positive learning environment. Teachers continue to grow through Professional Learning Communities and Team Learning. Our Literacy Coach led the implementation of our balanced literacy program. As a Positive Behavioral Interventions and Supports school, teachers and staff received Steven Covey’s “The Leader in Me” book to support our efforts to provide a positive learning culture. It has been very beneficial as we model and cultivate positive behaviors in and out of the classroom.

Our mathematics coach worked with teachers on our First in Math lab program and supported teachers in the Everyday Mathematics program that provides students with opportunities to improve their math skills. Our technology integration specialist continued to give teachers strategies on how to use technology in their daily lessons. Response to Intervention also targets strategic ways that teachers can implement meaningful instruction and continue closing the achievement gap.

Teachers continue to use data provided by norm-referenced Measure of Academic Progress tests, benchmark testing from Voyager Passport Vital Indicators of Progress, common assessments and the Palmetto Assessment of State Standards tests. With this data, students and teachers set goals together and measure each student’s individual growth throughout the year.

The S.C. Department of Education once again celebrated GES’s academic improvement and excellence by giving us a Palmetto Silver Award. GES also received a visit from a Palmetto’s Finest Team after submitting an application for this prestigious award. GES supported Relay For Life by raising \$15,735.44. In recognition of our efforts, GES won a Top Team award. One of the many grants received was “Project Playground,” a new beautification program that brought trees, picnic tables, benches and shrubbery to the GES playground. A “Carolina Garden” grant we received also helped give our campus a new and fresh look.

Through the help and support of all stakeholders, we feel confident we are preparing our children to be 21st century global learners and citizens.

Timothy F. Oswald, Principal
Staci Randall, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	208	108
Percent satisfied with learning environment	95.5%	90.7%	93.5%
Percent satisfied with social and physical environment	100.0%	90.4%	92.5%
Percent satisfied with school-home relations	100.0%	90.2%	91.6%

* 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

NO

This school met 23 out of 27 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	0.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	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	663	99.7	18.6	35.7	45.7	88.1	88	82.4	Yes	Yes
Gender										
Male	343	99.7	21.8	39.6	38.7	86.4	84.9	78.7	N/A	N/A
Female	320	99.7	15.3	31.5	53.2	89.9	91.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	562	99.6	15.6	35.4	49	90.3	90	88.9	Yes	Yes
African American	40	100	40.5	24.3	35.1	67.6	74.6	72.9	I/S	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	54	100	35.3	47.1	17.6	80.4	81.2	79.3	Yes	Yes
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	92	83	I/S	I/S
Disability Status										
Disabled	72	98.6	65.7	24.3	10	48.6	51.1	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	49	100	35.4	45.8	18.8	79.2	80.3	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	312	99.7	27	34.9	38.1	80.3	78.6	75.4	Yes	Yes

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

All Students	663	99.9	18.4	35.3	46.3	87.7	88	81.9	Yes	Yes
Gender										
Male	343	100	19	34.9	46.1	85.8	86.5	79.9	N/A	N/A
Female	320	99.7	17.9	35.7	46.4	89.6	89.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	562	99.8	15.9	34.4	49.6	90.1	89.8	88.9	Yes	Yes
African American	40	100	35.1	40.5	24.3	70.3	75.3	71.4	I/S	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	95.4	94.6	I/S	I/S
Hispanic	54	100	33.3	45.1	21.6	74.5	82	81.1	No	Yes
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	90	84.4	I/S	I/S
Disability Status										
Disabled	72	100	59.2	25.4	15.5	52.1	52.3	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	49	100	35.4	41.7	22.9	72.9	83.1	81.4	No	Yes
Socio-Economic Status										
Subsidized meals	312	100	26.2	40	33.8	80.3	78.1	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	432	99.8	24.9	54.9	20.2	75.1	80.1	68.6
Gender								
Male	222	99.6	23.5	54.8	21.7	76.5	79.7	68.3
Female	210	100	26.5	54.9	18.6	73.5	80.5	68.9
Racial/Ethnic Group								
White	360	99.7	20.8	57	22.2	79.2	82.8	80.7
African American	32	100	54.8	38.7	6.5	45.2	60.6	51.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.8	85.3
Hispanic	34	100	41.2	50	8.8	58.8	70.5	61.6
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	88.6	70.8
Disability Status								
Disabled	48	100	57.4	31.9	10.6	42.6	45.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	31	100	41.9	45.2	12.9	58.1	70.6	60.7
Socio-Economic Status								
Subsidized meals	208	99.5	34.5	55.3	10.2	65.5	66.5	57.3
Social Studies								
All Students	429	99.5	16.9	46	37	83.1	82.8	72.5
Gender								
Male	225	99.1	14.3	50.2	35.5	85.7	82.5	72
Female	204	100	19.9	41.3	38.8	80.1	83	73.1
Racial/Ethnic Group								
White	366	99.7	15.2	46.3	38.5	84.8	84.7	81
African American	21	100	26.3	47.4	26.3	73.7	69.4	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.1	89
Hispanic	37	97.3	32.4	44.1	23.5	67.6	74.5	69.6
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	82.9	73.5
Disability Status								
Disabled	53	100	34.6	51.9	13.5	65.4	49.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	32	96.9	32.3	41.9	25.8	67.7	76	69.7
Socio-Economic Status								
Subsidized meals	199	99	25.7	50.3	24	74.3	70.3	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	217	99.5	17.5	39.6	42.9	82.5	79.6	73.2	96.2	95.7
Gender										
Male	110	100	22.2	46.3	31.5	77.8	74.1	67.2	96.4	95.7
Female	107	99.1	12.5	32.7	54.8	87.5	85.3	79.4	96	95.8
Racial/Ethnic Group										
White	190	99.5	15	38.5	46.5	85	81.6	81.5	96.2	95.7
African American	11	100	I/S	I/S	I/S	I/S	65.3	61.3	97.1	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93	87	96.7	96.6
Hispanic	16	100	20	66.7	13.3	80	68.2	66.7	96	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.9	72.2	94.6	94.9
Disability Status										
Disabled	25	100	72	20	8	28	30.7	26	96.5	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	21.4	64.3	14.3	78.6	69.7	65.7	96.4	96.3
Socio-Economic Status										
Subsidized meals	96	100	29.3	37	33.7	70.7	67.4	63.2	95.8	94.8

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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	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
2011	3	245	99.6	19.7	24.5	55.8	80.3
	4	199	100	18	45.4	36.6	82
	5	219	99.5	17.9	39.2	42.9	82.1
	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
Mathematics							
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
2011	3	245	100	29.9	35.5	34.6	70.1
	4	199	100	11.9	38.7	49.5	88.1
	5	219	99.5	11.8	32.1	56.1	88.2
	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
Science							
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
2011	3	123	99.2	32.2	43.2	24.6	67.8
	4	199	100	19.1	65.5	15.5	80.9
	5	110	100	27.5	48.6	23.9	72.5
	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	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
2011	3	122	99.2	23.3	37.9	38.8	76.7
	4	199	100	13.9	53.6	32.5	86.1
	5	108	99.1	15.5	40.8	43.7	84.5
	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	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
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	217	99.5	17.5	39.6	42.9	82.5
	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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