



## MT GALLANT ELEMENTARY

4664 Mt. Gallant Road  
Rock Hill, SC 29732

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	501 Students	
<b>Principal</b>	Latoya N. Dixon	803-981-1360
<b>Superintendent</b>	Lynn P. Moody	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-981-1000

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Good</b>
2009	Good	Average
2008	Average	At-Risk
2007	Good	At-Risk
2006	Good	Below 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

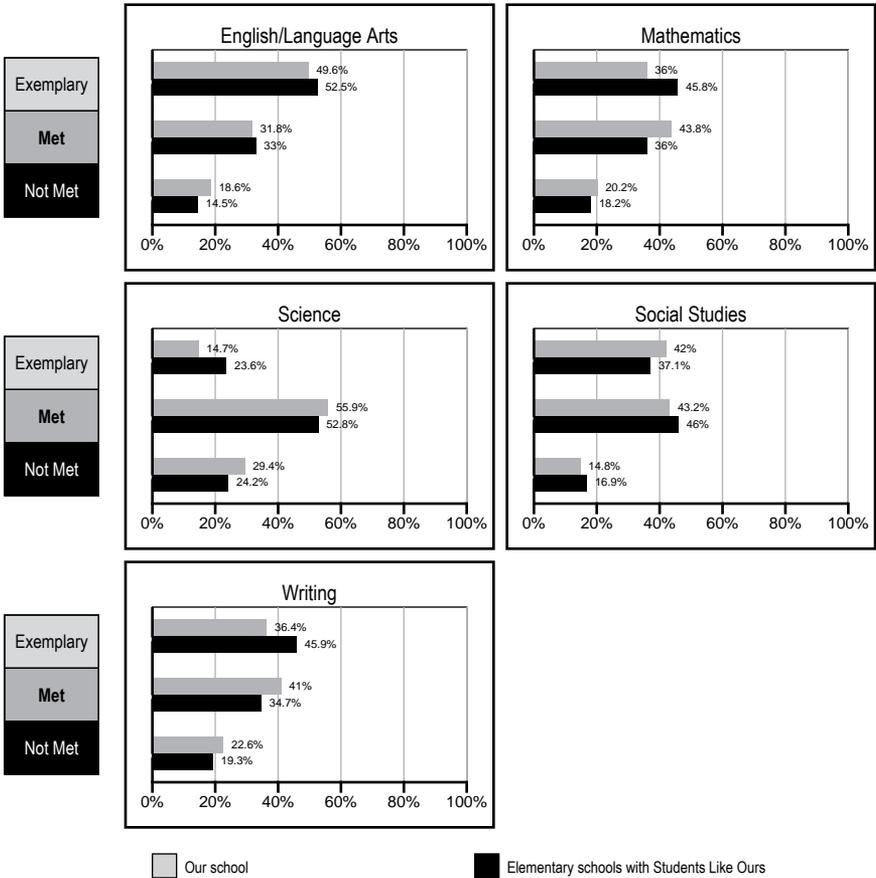
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
24	21	4	1	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
<b>Students (n=501)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 92.9%	100.0%	100.0%
Retention rate	0.2%	No Change	0.8%	1.2%
Attendance rate	96.4%	Down from 96.9%	96.5%	96.1%
Eligible for gifted and talented	14.6%	Up from 12.5%	19.7%	11.7%
With disabilities other than speech	8.2%	Down from 10.1%	7.9%	8.0%
Older than usual for grade	0.2%	Up from 0.0%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=32)</b>				
Teachers with advanced degrees	68.8%	Up from 67.6%	66.3%	60.5%
Continuing contract teachers	81.3%	Down from 88.2%	86.0%	84.6%
Teachers with emergency or provisional certificates	3.3%	Up from 3.1%	0.0%	0.0%
Teachers returning from previous year	85.4%	Down from 86.7%	88.5%	87.0%
Teacher attendance rate	96.4%	Up from 94.3%	95.9%	95.4%
Average teacher salary*	\$52,636	Down 0.1%	\$48,688	\$47,288
Professional development days/teacher	5.7 days	Down from 5.9 days	10.4 days	10.5 days
<b>School</b>				
Principal's years at school	2.5	Up from 1.5	3.5	4.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 23.2 to 1	20.4 to 1	19.2 to 1
Prime instructional time	92.3%	Up from 90.3%	92.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.0%	Down from 95.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,600	Up 0.7%	\$7,033	\$7,548
Percent of expenditures for instruction**	74.1%	Down from 75.4%	70.6%	68.7%
Percent of expenditures for teacher salaries**	72.0%	Down from 73.5%	67.8%	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

Mt. Gallant Elementary School strives for continuous improvement each school year. We are proud of the accomplishments of our staff, parents, and students. Our school has a longstanding tradition of excellence, and we work continuously to make forward progress in the area of student achievement each school year. Our teachers worked diligently in Professional Learning Teams during the 2009-2010 school year to analyze data, plan collaboratively, and use data to inform their instruction. Our students, staff, parents, and school community continued to make a collaborative effort to make forward progress in the area of student achievement each school year.

During this school year, the PTA provided support by recruiting volunteers, sponsoring school activities, and raising funds for school projects. Mt. Gallant Elementary parents and community members contributed a tremendous amount of hours as school volunteers, field trip chaperones, and helpers at PTA-sponsored events. The PTA purchased over \$10,000.00 in math manipulatives and tools to aid teachers in implementing the Rock Hill School District Math Guide initiative and continue working to improve student achievement in the area of Math.

The Mt. Gallant School Improvement Council met numerous times during the year to discuss pending education-related legislation and other topics of interest. Topics of the most interest included the current budget reductions facing our public schools and continuous development of ways to involve parents and provide parent education opportunities to impact student achievement. We continued discussing ways to improve parent education and contact. Our SIC hosted a parent workshop to share the new math guide and instructional methods being learned and used in our district.

In addition to our character-education program, "The Knightway is The Right Way," we were able to develop a character club called Knights of the Roundtable for young men in grades four and five. We earned a grant to fund the club from the Rock Hill Education Foundation. The first year of our club was a huge success with the help of students, teachers, parents, and the greater community.

We are deeply committed to being a professional learning community and working to ensure that we are providing quality instruction for every child. We believe that working together with students, parents, and the community is necessary in order for us to accomplish the goals we have set for our school and our students. Our commitment to providing an engaging educational experience for each child is unwavering, and we will continue to work with great diligence to prepare our future, one child at a time.

Latoya N. Dixon, Principal  
 Paula Brown, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	93	53
Percent satisfied with learning environment	96.4%	96.8%	92.3%
Percent satisfied with social and physical environment	100.0%	96.7%	92.5%
Percent satisfied with school-home relations	96.3%	93.5%	90.4%

\* 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 17 out of 17 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	270	99.6	18.6	31.8	49.6	87.6	85	83.5	Yes	Yes
<b>Gender</b>										
Male	126	100	23.8	32	44.3	86.1	81.2	80.1	N/A	N/A
Female	144	99.3	14	31.6	54.4	89	88.9	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	164	100	12.4	30.4	57.1	93.2	91.6	89.6	Yes	Yes
African American	85	98.8	36.4	36.4	27.3	72.7	75.8	74.6	Yes	Yes
Asian/Pacific Islander	12	100	N/A	N/A	N/A	100	97.4	92.7	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	78.1	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	36	100	52.9	41.2	5.9	70.6	55.3	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	74.9	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	119	100	31.8	35.5	32.7	77.3	77.5	76.9	Yes	Yes

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

All Students	270	99.6	20.2	43.8	36	87.2	83.7	80.4	Yes	Yes
<b>Gender</b>										
Male	126	100	21.3	40.2	38.5	86.1	81.2	78.4	N/A	N/A
Female	144	99.3	19.1	47.1	33.8	88.2	86.3	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	164	100	13	42.2	44.7	91.9	90.7	87.8	Yes	Yes
African American	85	98.8	40.3	46.8	13	74	73.3	69.3	Yes	Yes
Asian/Pacific Islander	12	100	N/A	N/A	N/A	100	95.4	93.5	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	80.3	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	36	100	N/A	N/A	N/A	61.8	51.1	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	78.1	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	119	100	36.4	47.3	16.4	76.4	75.3	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	179	100	29.4	55.9	14.7	70.6	70.3	67.3
<b>Gender</b>								
Male	85	100	29.6	55.6	14.8	70.4	69.8	66.9
Female	94	100	29.2	56.2	14.6	70.8	70.9	67.7
<b>Racial/Ethnic Group</b>								
White	110	100	17.8	61.7	20.6	82.2	83.7	79.6
African American	57	100	56.9	41.2	2	43.1	50.7	49.7
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	91.1	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	61.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	65.5	69.5
<b>Disability Status</b>								
Disabled	26	100	N/A	N/A	N/A	48	38.9	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	58.3	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	80	100	48.6	44.4	6.9	51.4	56.4	55.4
<b>Social Studies</b>								
All Students	182	100	14.8	43.2	42	85.2	74.3	70.9
<b>Gender</b>								
Male	90	100	14.8	37.5	47.7	85.2	73	70.1
Female	92	100	14.8	48.9	36.4	85.2	75.6	71.7
<b>Racial/Ethnic Group</b>								
White	113	100	8.9	41.1	50	91.1	82.9	79.2
African American	55	100	29.4	49	21.6	70.6	61.2	58.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	91.8	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69.6	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	68.2	71.2
<b>Disability Status</b>								
Disabled	21	100	40	50	10	60	43.2	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	73.1	68
<b>Socio-Economic Status</b>								
Subsidized meals	77	100	29.2	45.8	25	70.8	63.4	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
<b>Writing</b>										
All Students	270	100	22.6	41	36.4	77.4	73.5	72.1	96.4	96.5
<b>Gender</b>										
Male	125	100	27.6	43.1	29.3	72.4	66.5	65.2	96.6	96.4
Female	144	100	18.1	39.1	42.8	81.9	80.7	79.2	96.3	96.6
<b>Racial/Ethnic Group</b>										
White	162	100	13.7	43.5	42.9	86.3	83.5	80.8	96.6	96.4
African American	87	100	46.3	33.8	20	53.8	59.2	59.7	95.8	96.7
Asian/Pacific Islander	12	100	N/AV	N/AV	N/AV	100	92.1	87	97.8	97.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	64.3	64.6	96.5	96.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	64.3	73.4	97.7	94.9
<b>Disability Status</b>										
Disabled	36	100	61.8	35.3	2.9	38.2	32.4	27.7	96.4	95.6
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	60.1	63.7	97.3	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	116	100	40.5	38.7	20.7	59.5	61.6	61.9	95.6	96

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	85	100	22	26.8	51.2	78
	4	91	100	27.3	29.5	43.2	72.7
	5	84	98.8	10.8	41	48.2	89.2
	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
<b>2010</b>	3	79	100	16.7	25.6	57.7	83.3
	4	93	98.9	23.9	39.8	36.4	76.1
	5	98	100	15.2	29.3	55.4	84.8
	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
<b>Mathematics</b>							
<b>2009</b>	3	85	100	26.8	39	34.1	73.2
	4	91	100	27.3	46.6	26.1	72.7
	5	84	98.8	18.1	42.2	39.8	81.9
	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
<b>2010</b>	3	79	100	19.2	37.2	43.6	80.8
	4	93	98.9	19.3	54.5	26.1	80.7
	5	98	100	21.7	39.1	39.1	78.3
	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
<b>Science</b>							
<b>2009</b>	3	43	100	21.4	47.6	31	78.6
	4	91	100	31.8	58	10.2	68.2
	5	41	100	24.4	48.8	26.8	75.6
	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
<b>2010</b>	3	39	100	39.5	42.1	18.4	60.5
	4	92	100	29.5	62.5	8	70.5
	5	48	100	20.5	54.5	25	79.5
	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
<b>Social Studies</b>							
<b>2009</b>	3	42	100	15	35	50	85
	4	91	100	10.2	44.3	45.5	89.8
	5	42	100	19	35.7	45.2	81
	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
<b>2010</b>	3	40	100	7.5	15	77.5	92.5
	4	92	100	15.9	58	26.1	84.1
	5	50	100	18.8	39.6	41.7	81.3
	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
<b>Writing</b>							
<b>2009</b>	3	84	98.8	23.2	36.6	40.2	76.8
	4	88	100	29.5	34.1	36.4	70.5
	5	85	98.8	22.6	39.3	38.1	77.4
	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
<b>2010</b>	3	80	100	20.3	36.7	43	79.7
	4	93	100	27.8	47.8	24.4	72.2
	5	97	100	19.6	38	42.4	80.4
	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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