



## Gateway Elementary

200 Hawkins Rd.  
Travelers Rest, SC 29690

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	676 Students	
<b>Principal</b>	Glenn Wright	864-355-5200
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Dr. Keith Ray	864-288-0476

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Good*</b>
2007	Average	Below Average
2006	Average	Below Average
2005	Average	Average
2004	Good	At-Risk

\* The School's 2008 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 DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

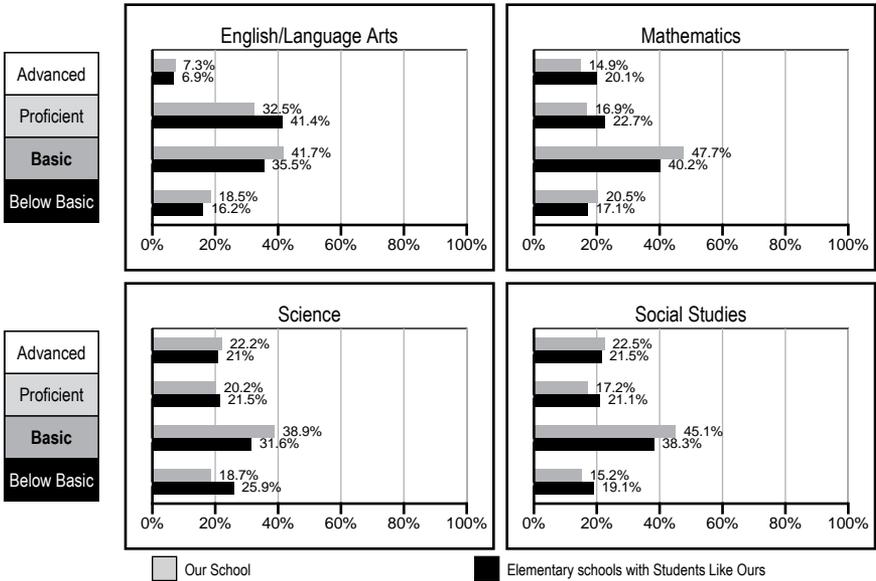
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	24	53	5	0

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=676)</b>				
First graders who attended full-day kindergarten	94.3%	Down from 99.0%	100.0%	100.0%
Retention rate	1.8%	Down from 2.5%	2.2%	2.3%
Attendance rate	96.6%	Up from 96.5%	96.4%	96.3%
Eligible for gifted and talented	9.8%	Up from 8.2%	14.5%	10.4%
With disabilities other than speech	9.6%	Up from 8.9%	6.9%	7.5%
Older than usual for grade	0.6%	Down from 0.8%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=42)</b>				
Teachers with advanced degrees	42.9%	Down from 46.5%	56.7%	56.7%
Continuing contract teachers	69.0%	Up from 67.4%	79.2%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.6%	Up from 87.4%	88.9%	86.4%
Teacher attendance rate	95.8%	Down from 98.4%	94.9%	94.9%
Average teacher salary	\$41,936	Up 2.3%	\$45,998	\$45,345
Professional development days/teacher	14.2 days	Up from 8.9 days	12.2 days	12.6 days
<b>School</b>				
Principal's years at school	26.0	Up from 25.0	5.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Up from 18.7 to 1	19.3 to 1	18.5 to 1
Prime instructional time	91.3%	Down from 91.4%	90.3%	89.8%
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*	\$6,690	Up 11.6%	\$6,405	\$7,052
Percent of expenditures for instruction*	67.8%	Up from 66.3%	69.9%	69.1%
Percent of expenditures for teacher salaries*	60.7%	Down from 66.3%	65.7%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

Each day in school has excitement and challenges. After many years of observing teachers and students, I am pleased with the excitement I see when students connect with a teacher and understand a new concept. Much of the learning process is based on the student-teacher relationship. We must always look for ways to support and improve on building relationships within our school setting.

Our new staff members have become a vital part of our team. They have shared many new ideas, and we look forward to implementing these during our school year.

We are pleased to be working with the Carolina First Center for Excellence this year to implement the Baldrige program at our school. This program will assist us in our goal of continuous quality improvement to our classrooms and school.

Glenn Wright, Principal  
Teresa Bennett, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	37	90	60
Percent satisfied with learning environment	89.2%	86.7%	93.3%
Percent satisfied with social and physical environment	100.0%	92.0%	90.0%
Percent satisfied with school-home relations	91.9%	92.0%	90.0%

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

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School Adequate Yearly Progress

NO

This school met 20 out of 21 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. Sanction: Implement the restructuring plan.
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	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	323	100	18.5	41.7	32.5	7.3	58.6	52.4	48.2	Yes	Yes
<b>Gender</b>											
Male	176	100	26.8	41.1	28.6	3.6	50	46.1	41.7	N/A	N/A
Female	147	100	8.2	42.5	37.3	11.9	69.4	59.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	243	100	14.9	43	32.8	9.4	62.1	62.3	60	Yes	Yes
African American	52	100	35.7	40.5	23.8	0	35.7	31.7	31.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	19	100	29.4	29.4	41.2	0	58.8	36.7	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	55	100	59.6	23.1	15.4	1.9	25	20.3	16	Yes	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	12	100	40	40	20	0	50	36.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	161	100	29.1	43.3	24.8	2.8	47.5	34.3	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	323	100	20.5	47.7	16.9	14.9	46.7	49.5	45.8	Yes	Yes
<b>Gender</b>											
Male	176	100	20.8	48.8	17.3	13.1	48.8	49.9	45.6	N/A	N/A
Female	147	100	20.1	46.3	16.4	17.2	44	49	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	243	100	19.6	45.5	17.9	17	49.4	59.4	59	Yes	Yes
African American	52	100	26.2	61.9	7.1	4.8	31	27.2	26.9	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	19	100	23.5	47.1	17.6	11.8	41.2	37.4	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	55	100	51.9	38.5	5.8	3.8	23.1	20.1	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	12	100	30	40	30	0	40	38.4	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	161	100	29.8	49.6	14.2	6.4	38.3	32.2	31.4	Yes	Yes

\* Adj - 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

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	217	99.5	18.3	39.1	20.3	22.3	42.6	39.3	35.7	96.6	96.5
<b>Gender</b>											
Male	118	99.2	19.5	34.5	22.1	23.9	46	41.6	37.4	96.3	96.4
Female	99	100	16.9	44.9	18	20.2	38.2	36.9	33.8	96.9	96.6
<b>Racial/Ethnic Group</b>											
White	160	99.4	11.7	42.2	22.1	24	46.1	49.7	49.2	96.6	96.4
African American	38	100	50	23.3	13.3	13.3	26.7	18.2	17	96.5	96.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	97.8	97.7
Hispanic	12	100	25	41.7	8.3	25	33.3	23.7	24.9	96.9	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	93.2	95.3
<b>Disability Status</b>											
Disabled	33	100	43.8	37.5	6.3	12.5	18.8	16.3	14	95.9	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	22.6	24.4	97.3	97.2
<b>Socio-Economic Status</b>											
Subsided meals	105	99.1	29.7	41.8	14.3	14.3	28.6	21.3	21.1	95.9	95.8
<b>Social Studies</b>											
All Students	218	100	15.2	45.1	17.2	22.5	39.7	38.1	34	96.6	96.5
<b>Gender</b>											
Male	113	100	16.8	44.9	10.3	28	38.3	41	36.6	96.3	96.4
Female	105	100	13.4	45.4	24.7	16.5	41.2	35	31.3	96.9	96.6
<b>Racial/Ethnic Group</b>											
White	165	100	13.7	43.5	18	24.8	42.9	46.1	44.5	96.6	96.4
African American	35	100	25	50	10.7	14.3	25	20.5	19.1	96.5	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	97.8	97.7
Hispanic	11	100	22.2	55.6	11.1	11.1	22.2	27.7	27.5	96.9	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	93.2	95.3
<b>Disability Status</b>											
Disabled	39	100	29.7	48.6	8.1	13.5	21.6	17.1	14.4	95.9	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	27.6	27.3	97.3	97.2
<b>Socio-Economic Status</b>											
Subsided meals	110	100	20.8	54.2	14.6	10.4	25	22.8	21	95.9	95.8

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	118	100	18.3	33	44	4.6	48.6
	4	102	100	14.9	43.6	41.5	0	41.5
	5	89	100	25.9	44.7	28.2	1.2	29.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	112	100	19.4	41.7	33	5.8	38.8
	4	112	100	16.2	37.1	38.1	8.6	46.7
	5	99	100	20.2	46.8	25.5	7.4	33
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	118	100	26.6	60.6	10.1	2.8	12.8
	4	102	100	25.5	42.6	20.2	11.7	31.9
	5	89	100	18.8	45.9	21.2	14.1	35.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	112	100	26.2	56.3	8.7	8.7	17.5
	4	112	100	18.1	47.6	18.1	16.2	34.3
	5	99	100	17	38.3	24.5	20.2	44.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	59	100	37	42.6	18.5	1.9	20.4
	4	102	100	35.1	25.5	23.4	16	39.4
	5	43	100	21.4	33.3	11.9	33.3	45.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	55	100	25.5	49	19.6	5.9	25.5
	4	112	100	15.2	37.1	21.9	25.7	47.6
	5	50	98	17.4	32.6	17.4	32.6	50
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	59	100	7.3	58.2	23.6	10.9	34.5
	4	102	100	16	39.4	20.2	24.5	44.7
	5	45	100	18.2	52.3	18.2	11.4	29.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	57	100	13.5	57.7	19.2	9.6	28.8
	4	112	100	13.3	40	18.1	28.6	46.7
	5	49	100	21.3	42.6	12.8	23.4	36.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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