



Gallman Elementary

255 Hawkins Rd
Newberry, SC 29108

Grades	PK-5 Elementary School	
Enrollment	456 Students	
Principal	Cathryn H. Hartzog	803-321-2655
Superintendent	Mr. Bennie Bennett	803-321-2600
Board Chair	Mr. Don Saylor	803-276-9765

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Average	Good
2005	Below Average	Below Average
2004	Average	At-Risk

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

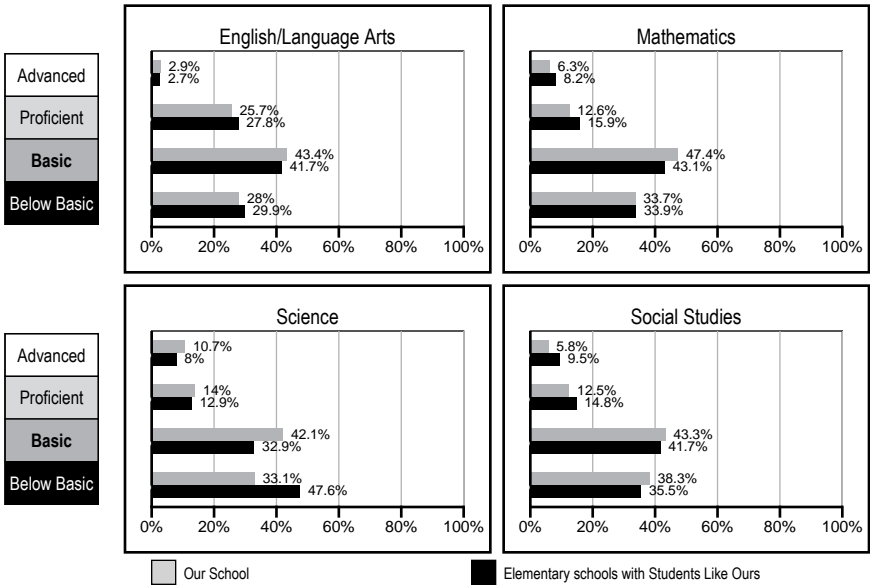
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	16	66	23

* 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
Students (n=456)				
First graders who attended full-day kindergarten	96.4%	Down from 100.0%	100.0%	100.0%
Retention rate	5.8%	Up from 5.1%	3.0%	2.3%
Attendance rate	96.1%	No Change	96.0%	96.3%
Eligible for gifted and talented	6.5%	Down from 7.1%	6.2%	10.4%
With disabilities other than speech	7.9%	Up from 7.5%	8.2%	7.5%
Older than usual for grade	2.8%	Up from 1.6%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	66.7%	Up from 59.5%	54.2%	56.7%
Continuing contract teachers	66.7%	Down from 75.7%	71.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.0%	Up from 73.6%	84.9%	86.4%
Teacher attendance rate	94.2%	Down from 99.5%	94.9%	94.9%
Average teacher salary	\$43,454	Up 4.3%	\$44,314	\$45,345
Professional development days/teacher	18.2 days	Down from 20.0 days	13.1 days	12.6 days
School				
Principal's years at school	11.0	Up from 10.0	3.8	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 17.4 to 1	17.2 to 1	18.5 to 1
Prime instructional time	90.2%	Down from 94.1%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.8%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,712	Down 7.7%	\$7,684	\$7,052
Percent of expenditures for instruction*	78.1%	Up from 77.7%	69.1%	69.1%
Percent of expenditures for teacher salaries*	71.5%	No Change	62.9%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Gallman Elementary continues "Leaping into Learning" as we complete the fourth year in our new school. The staff, parents, and community continue to work together to provide quality educational opportunities for all our students. Students have thrived in our warm, caring environment and have reached out to others through activities supported by the school, such as Adopt-A-Family, Pennies for Patients, Jump Rope for Heart, Math-a-thon, and our extensive recycling programs. Student support and donations continue to surpass our expectations. This reinforces our spirit of giving and caring for others.

As we began the 2007-08 school year, our School Leadership Team met to analyze all current data and surveys on our students and our school. The analysis of this data, which was shared with our SIC, teachers, and parents, was very encouraging as we continued to show school-wide improvement across most subject areas. We were recognized by the Education Oversight Committee (EOC) for our effort to close the Achievement Gap among students of differing economic, racial, and ethnic groups.

Gallman teachers have been offered many opportunities to expand their knowledge and expertise through attendance at workshops, working with site-based consultants, taking technology training, and by pursuing advanced degrees. Approximately 7% of our teachers are working on advanced degrees. One of our teachers, Peggy Wilson, was named Teacher of the Year for the District of Newberry County for 2008.

Several school-wide programs and activities have been implemented to promote achievement and encourage students to exemplify good habits, such as an Awards/Celebration Day held each nine weeks and Brag Tags that are sent home to parents to recognize positive accomplishments. Many parenting events were held, such as lunch with grandparents, Hispanic Parent workshop, and Family Science night. Our PTO organization continues to provide outstanding assistance and incentives to the students, teachers, and the school. Through their fundraising efforts this year, we now have a beautiful stage curtain.

Additional highlights of our year include a 21st Century After-School program; the purchasing of more SmartBoards, Senteo systems, and document cameras with Title One funds; Newberry County Memorial Hospital Healthy Hearts grant; the awarding of first place in the EdVenture Hallowonka Candy Sculpture statewide contest; and the selection of a fourth-grade student's drawing in the Safe Kids Calendar. We have had a winner in this contest for three consecutive years.

Learning with high expectations in a safe, nurturing environment with the support of families and the community continues to be our focus at Gallman Elementary School.

Cathie Hartzog, Principal
Katrina Minick, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	55	21
Percent satisfied with learning environment	94.4%	78.2%	95.2%
Percent satisfied with social and physical environment	97.2%	83.6%	95.2%
Percent satisfied with school-home relations	88.9%	79.1%	100.0%

* 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 15 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	0.0%	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	5.4%	0.0%	No
Student attendance rate	96.1%	94.0%	Yes

* Or greater than last year

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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	206	100	28	44.1	24.2	3.8	39.8	38.5	48.2	No	Yes
Gender											
Male	109	100	36.7	36.7	22.4	4.1	34.7	30.2	41.7	N/A	N/A
Female	97	100	18.2	52.3	26.1	3.4	45.5	47.6	55	N/A	N/A
Racial/Ethnic Group											
White	45	100	14	41.9	37.2	7	60.5	53.3	60	Yes	Yes
African American	119	100	31.8	43.9	20.6	3.7	34.6	21.8	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	42	100	33.3	47.2	19.4	0	30.6	32	38.4	I/S	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	38	100	51.5	36.4	6.1	6.1	18.2	10.8	16	I/S	I/S
Migrant Status											
Migrant	6	I/S	I/S	I/S	I/S	I/S	I/S	22.9	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	41	100	34.3	48.6	17.1	0	28.6	28.8	36.9	I/S	Yes
Socio-Economic Status											
Subsided meals	163	100	31.9	45.8	20.1	2.1	33.3	24.8	34	No	Yes

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

All Students	206	100	33.9	47.3	12.4	6.5	31.2	39.1	45.8	No	Yes
Gender											
Male	109	100	42.9	38.8	9.2	9.2	34.7	37.5	45.6	N/A	N/A
Female	97	100	23.9	56.8	15.9	3.4	27.3	40.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	45	100	23.3	41.9	16.3	18.6	55.8	55	59	Yes	Yes
African American	119	100	40.2	44.9	12.1	2.8	24.3	21	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	42	100	27.8	61.1	8.3	2.8	22.2	33.6	38.1	I/S	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	38	100	60.6	27.3	6.1	6.1	27.3	13.9	17.1	I/S	I/S
Migrant Status											
Migrant	6	I/S	I/S	I/S	I/S	I/S	I/S	20	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	41	100	28.6	62.9	5.7	2.9	20	32.1	38.7	I/S	Yes
Socio-Economic Status											
Subsided meals	163	100	38.2	46.5	11.1	4.2	27.1	26.2	31.4	No	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
Science											
All Students	142	100	34.1	41.1	13.2	11.6	24.8	30.2	35.7	96.1	95.9
Gender											
Male	72	100	39.7	36.5	11.1	12.7	23.8	30.6	37.4	96	95.7
Female	70	100	28.8	45.5	15.2	10.6	25.8	29.6	33.8	96.2	96.2
Racial/Ethnic Group											
White	30	100	21.4	25	21.4	32.1	53.6	45.2	49.2	96	96
African American	81	100	43.8	42.5	8.2	5.5	13.7	12.9	17	96.2	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	93.8	95.5
Hispanic	31	100	21.4	53.6	17.9	7.1	25	26.2	24.9	95.9	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	96.6
Disability Status											
Disabled	26	100	60.9	30.4	0	8.7	8.7	8	14	94.1	94.8
Migrant Status											
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	10	21.9	96.2	96.1
English Proficiency											
Limited English Proficient	30	100	22.2	55.6	14.8	7.4	22.2	24.8	24.4	96.3	96.1
Socio-Economic Status											
Subsided meals	115	100	35.9	44.7	11.7	7.8	19.4	17.4	21.1	96.1	95.4
Social Studies											
All Students	138	100	37.8	44.1	12.6	5.5	18.1	24.2	34	96.1	95.9
Gender											
Male	79	100	36.5	43.2	14.9	5.4	20.3	25.1	36.6	96	95.7
Female	59	100	39.6	45.3	9.4	5.7	15.1	23.4	31.3	96.2	96.2
Racial/Ethnic Group											
White	25	100	25	45.8	8.3	20.8	29.2	34.3	44.5	96	96
African American	82	100	39.5	42.1	15.8	2.6	18.4	13.1	19.1	96.2	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	93.8	95.5
Hispanic	31	100	44.4	48.1	7.4	0	7.4	21.1	27.5	95.9	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.6
Disability Status											
Disabled	27	100	52.2	39.1	8.7	0	8.7	7.9	14.4	94.1	94.8
Migrant Status											
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	8.3	22.6	96.2	96.1
English Proficiency											
Limited English Proficient	30	100	46.2	50	3.8	0	3.8	18.3	27.3	96.3	96.1
Socio-Economic Status											
Subsided meals	109	100	43.9	44.9	8.2	3.1	11.2	14.6	21	96.1	95.4

* 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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	63	100	7.4	46.3	46.3	0	46.3	
	4	56	100	33.3	37.5	29.2	0	29.2	
	5	61	100	36.2	48.3	15.5	0	15.5	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	70	100	23.3	31.7	38.3	6.7	45	
	4	71	100	23.9	53.7	19.4	3	22.4	
	5	65	100	37.3	45.8	15.3	1.7	16.9	
	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	
Mathematics									
2007	3	63	100	27.8	63	5.6	3.7	9.3	
	4	56	100	20.8	43.8	18.8	16.7	35.4	
	5	61	100	29.3	48.3	17.2	5.2	22.4	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	70	100	38.3	43.3	11.7	6.7	18.3	
	4	71	100	29.9	52.2	10.4	7.5	17.9	
	5	65	100	33.9	45.8	15.3	5.1	20.3	
	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	
Science									
2007	3	33	100	31	44.8	17.2	6.9	24.1	
	4	56	100	41.7	35.4	12.5	10.4	22.9	
	5	34	100	30.4	52.2	8.7	8.7	17.4	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	35	100	43.3	33.3	20	3.3	23.3	
	4	71	100	22.4	52.2	13.4	11.9	25.4	
	5	36	100	50	25	6.3	18.8	25	
	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	
Social Studies									
2007	3	30	100	20	40	32	8	40	
	4	56	100	35.4	39.6	20.8	4.2	25	
	5	36	100	57.7	19.2	15.4	7.7	23.1	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	35	100	23.3	60	10	6.7	16.7	
	4	70	100	33.3	50	12.1	4.5	16.7	
	5	33	100	61.3	16.1	16.1	6.5	22.6	
	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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