



Mt Gallant Elementary

4664 Mt. Gallant Road
Rock Hill, SC 29732

Grades	K-5 Elementary School	
Enrollment	545 Students	
Principal	Latoya N. Dixon	803-981-1360
Superintendent	Dr. Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

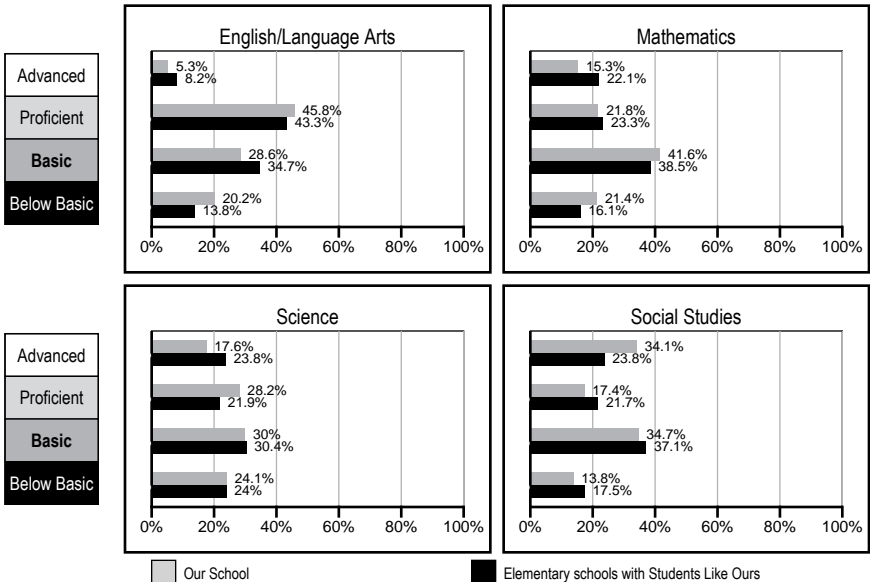
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	33	55	3	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
Students (n=545)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.7%	Up from 0.5%	1.8%	2.3%
Attendance rate	96.6%	Down from 96.7%	96.5%	96.3%
Eligible for gifted and talented	11.3%	Down from 14.2%	18.0%	10.4%
With disabilities other than speech	9.5%	Down from 11.2%	6.6%	7.5%
Older than usual for grade	0.2%	No Change	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	70.0%	Up from 67.5%	61.0%	56.7%
Continuing contract teachers	85.0%	Down from 92.5%	80.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.5%	Down from 98.1%	88.0%	86.4%
Teacher attendance rate	95.4%	Down from 95.8%	94.9%	94.9%
Average teacher salary	\$51,515	Up 3.8%	\$46,861	\$45,345
Professional development days/teacher	12.2 days	Up from 11.6 days	13.0 days	12.6 days
School				
Principal's years at school	0.5	Down from 5.5	3.5	4.0
Student-teacher ratio in core subjects	N/R	N/R	19.5 to 1	18.5 to 1
Prime instructional time	90.7%	No Change	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	82.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$6,015	Up 4.0%	\$6,542	\$7,052
Percent of expenditures for instruction*	76.1%	Down from 76.6%	69.9%	69.1%
Percent of expenditures for teacher salaries*	73.8%	Down from 74.2%	66.7%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Mt. Gallant Elementary School has a long standing tradition of excellence and we work to make forward progress in the area of student achievement each school year. Our school is fortunate to have a great deal of support from parents and the broader school community. In the 2007-2008 school year, our PTA worked to raise funds for instructional supplies in the area of mathematics, technology equipment, etc. Our School Improvement Council continued work to update our courtyard area as teachers and students were able to use it for instruction and learning. The support of our PTA and School Improvement Council stands as evidence of our school community working together in the best interest of students.

The students at Mt. Gallant Elementary are exposed to a variety of programs and activities to help them learn and prepare them for the future. Our Accelerated Reader program encourages students to read and rewards them for their efforts. Our Cross Curriculum Technology Coach continued work with teachers in the areas of math and science, developed classroom data notebooks, and provided training for teachers on the use of data for academic improvement. We will continue to add Promethean Board packages to additional classrooms as we strive to provide engaging instruction for all students.

Mt. Gallant Elementary is an exceptional school due to the efforts of teachers, students, parents, and community members. This school year, we were able to earn two grants, both of which were deemed as superlative by the Rock Hill Education Foundation grant committee. "Step into Fitness", an integrated fitness and math program and our new character education theme, "The Knight Way is the Right Way," will both be of great benefit to our students and the greater school community during the 2008-2009 school year. We are committed to a continuous strive for excellence as we work together to prepare our future, one child at a time.

Latoya N. Dixon, Principal
Ashley Ghent, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	13	101	52
Percent satisfied with learning environment	100.0%	91.1%	98.0%
Percent satisfied with social and physical environment	100.0%	87.8%	92.3%
Percent satisfied with school-home relations	92.3%	90.1%	96.2%

* 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	2.4%	1.8%	
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%	
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	16.3%	0.0%	No
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	279	99.6	19.9	28.7	46	5.4	60.5	51.1	48.2	Yes	Yes
Gender											
Male	156	99.4	24.1	32.4	36.6	6.9	51.7	44.3	41.7	N/A	N/A
Female	123	100	14.7	24.1	57.8	3.4	71.6	58.3	55	N/A	N/A
Racial/Ethnic Group											
White	183	100	12.6	28.6	53.1	5.7	70.3	63.9	60	Yes	Yes
African American	77	98.7	42.3	31	26.8	0	32.4	31.8	31.7	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	69	70.4	I/S	I/S
Hispanic	11	100	0	28.6	71.4	0	71.4	40.9	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	40.5	47	I/S	I/S
Disability Status											
Disabled	50	100	63.3	22.4	12.2	2	16.3	17.9	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	11	100	0	37.5	62.5	0	62.5	35.3	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	110	99.1	28.9	36.1	33	2.1	42.3	33.6	34	No	Yes

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

All Students	279	100	21.4	41.6	21.8	15.3	49.2	51.1	45.8	Yes	Yes
Gender											
Male	156	100	23.3	38.4	19.2	19.2	48.6	50.3	45.6	N/A	N/A
Female	123	100	19	45.7	25	10.3	50	52.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	183	100	10.3	45.1	26.9	17.7	57.7	64.6	59	Yes	Yes
African American	77	100	48.6	40.3	6.9	4.2	23.6	30	26.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	72.2	71.3	I/S	I/S
Hispanic	11	100	28.6	14.3	28.6	28.6	57.1	42.7	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	46.8	46.2	I/S	I/S
Disability Status											
Disabled	50	100	53.1	36.7	6.1	4.1	14.3	19	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	11	100	37.5	0	37.5	25	62.5	38.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	110	100	37.8	42.9	13.3	6.1	30.6	35	31.4	No	Yes

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

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*	School Attendance Rate	District Attendance Rate
Science											
All Students	182	100	24.1	30	28.2	17.6	45.9	37.8	35.7	96.6	96.6
Gender											
Male	106	100	23.7	27.8	23.7	24.7	48.5	38.2	37.4	96.5	96.5
Female	76	100	24.7	32.9	34.2	8.2	42.5	37.4	33.8	96.7	96.7
Racial/Ethnic Group											
White	115	100	12.8	28.4	35.8	22.9	58.7	51.3	49.2	96.8	96.6
African American	55	100	50	34.6	9.6	5.8	15.4	17	17	96.2	96.6
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	52.9	58	98.1	97.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	26.2	24.9	96.8	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.1	37.4	97.2	94.8
Disability Status											
Disabled	31	100	53.3	33.3	6.7	6.7	13.3	16.1	14	96.3	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	24.7	24.4	96.7	96.6
Socio-Economic Status											
Subsided meals	71	100	39.1	37.5	20.3	3.1	23.4	19.5	21.1	95.8	95.9
Social Studies											
All Students	179	100	13.8	34.7	17.4	34.1	51.5	38.8	34	96.6	96.6
Gender											
Male	103	100	18.6	30.9	15.5	35.1	50.5	40.3	36.6	96.5	96.5
Female	76	100	7.1	40	20	32.9	52.9	37.3	31.3	96.7	96.7
Racial/Ethnic Group											
White	121	100	10.3	31.6	18.8	39.3	58.1	49.4	44.5	96.8	96.6
African American	46	100	26.8	46.3	14.6	12.2	26.8	22.6	19.1	96.2	96.6
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	52.9	58.9	98.1	97.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	30.9	27.5	96.8	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	31.3	32.7	97.2	94.8
Disability Status											
Disabled	32	100	35.5	54.8	0	9.7	9.7	18	14.4	96.3	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	25.3	27.3	96.7	96.6
Socio-Economic Status											
Subsided meals	68	100	22.4	46.6	19	12.1	31	24	21	95.8	95.9

* 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	101	99	4.3	35.5	50.5	9.7	60.2	
	4	108	100	16	34	49	1	50	
	5	102	100	19.4	48	27.6	5.1	32.7	
	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	96	100	15.4	17.6	56	11	67	
	4	82	98.8	25.7	29.7	40.5	4.1	44.6	
	5	101	100	19.8	38.5	40.6	1	41.7	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	101	99	12.9	46.2	28	12.9	40.9	
	4	108	100	12	42	23	23	46	
	5	102	100	24.5	49	19.4	7.1	26.5	
	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	96	100	18.7	36.3	22	23.1	45.1	
	4	82	100	21.3	48	18.7	12	30.7	
	5	101	100	24	41.7	24	10.4	34.4	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	49	100	19.6	26.1	37	17.4	54.3	
	4	108	100	21	23	28	28	56	
	5	52	100	26	28	16	30	46	
	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	49	100	21.3	31.9	36.2	10.6	46.8	
	4	82	100	24	30.7	26.7	18.7	45.3	
	5	51	100	27.1	27.1	22.9	22.9	45.8	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	51	100	0	36.2	29.8	34	63.8	
	4	108	100	13	25	30	32	62	
	5	50	100	27.1	22.9	8.3	41.7	50	
	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	47	100	6.8	34.1	15.9	43.2	59.1	
	4	82	100	14.7	37.3	20	28	48	
	5	50	100	18.8	31.3	14.6	35.4	50	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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