

## GATEWAY ELEMENTARY

200 Hawkins Rd.  
Travelers Rest, SC 29690

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	674 Students	
<b>Principal</b>	Susan Stublely	864-355-5200
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Roger Meek	864-233-8587

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Average</b>
2010	Average	Excellent
2009	Average	Average
2008	Average	Good
2007	Average	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 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

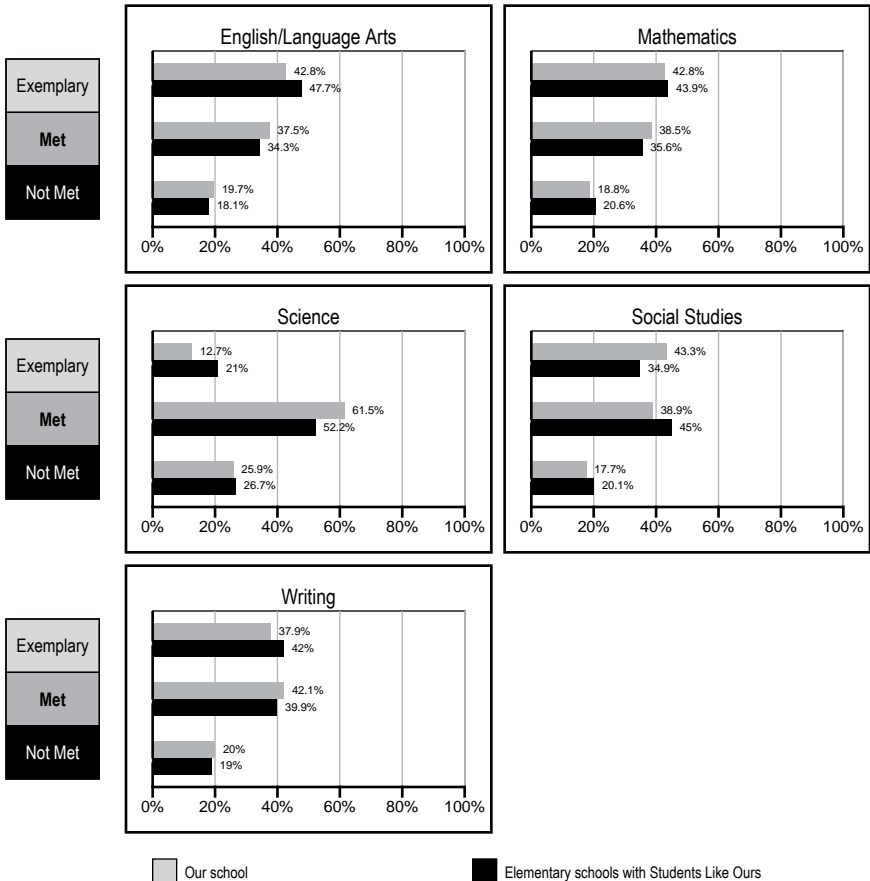
97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
31	40	24	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
<b>Students (n=674)</b>				
First graders who attended full-day kindergarten	97.2%	Up from 91.8%	100.0%	100.0%
Retention rate	1.4%	Down from 1.8%	1.0%	1.1%
Attendance rate	96.5%	Up from 96.2%	96.2%	96.2%
Served by gifted and talented program	15.0%	Up from 14.0%	18.1%	13.4%
With disabilities other than speech	5.6%	Down from 10.9%	3.9%	4.1%
Older than usual for grade	0.1%	Up from 0.0%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=39)</b>				
Teachers with advanced degrees	64.1%	Up from 54.8%	62.9%	62.5%
Continuing contract teachers	97.4%	Up from 90.5%	90.3%	88.2%
Teachers returning from previous year	90.9%	Down from 93.2%	89.3%	87.8%
Teacher attendance rate	90.0%	Down from 97.2%	95.3%	95.2%
Average teacher salary*	\$45,111	Up 0.3%	\$47,825	\$46,773
Professional development days/teacher	10.5 days	Up from 6.0 days	11.7 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 28.0	5.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 18.2 to 1	20.8 to 1	19.9 to 1
Prime instructional time	90.2%	Down from 93.6%	90.2%	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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,024	Down 3.1%	\$7,021	\$7,447
Percent of expenditures for instruction**	66.0%	Down from 67.9%	68.8%	68.4%
Percent of expenditures for teacher salaries**	65.0%	Up from 64.7%	66.1%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## Report of Principal and School Improvement Council

Gateway Elementary School is an award winning elementary school located at the base of Paris Mountain in Travelers Rest, South Carolina. Most recently, our efforts were recognized at the state level as we received two prestigious awards; The Palmetto Gold Award that recognized the outstanding academic achievement of all students, and The Closing the Gap Silver Award that recognized growth in our low performing subgroups.

The foundation for learning at Gateway Elementary School is based upon our belief that we are all learners in a quest for continuous improvement. We believe that by developing a culture that embraces a professional learning community model, we will continue to attain optimal student achievement results. Our faculty, staff and all major stakeholders collaborate to identify goals that are included in our five year School Strategic Plan. Our Student Achievement goals are directly aligned to the Greenville County School District Education Plan and include :The percentage of third – fifth grade students scoring Met and Exemplary on the PASS Math test will increase from 72.4% in 2008-2009 to 80.4% in 2012-2013; The percentage of third – fifth grade students scoring Met and Exemplary on the PASS English Language Arts test will increase from 77% in 2008-2009 to 85.0% in 2012-2013; Maintain at least a 95.5% attendance rate for all students and all student subgroups from 2008-2009 through 2012-2013.

At Gateway Elementary School, our goal is to ignite a curiosity and unique love of learning in all of our students, building the necessary foundation that will allow them to become creative, twenty first century learners, and successful adults. In keeping with this perspective, Gateway implements the principles of Continuous Quality Improvement into the design of our daily lesson plans to foster student ownership through Quality Tools strategies. Additionally, we believe that effective utilization of instructional technology is a vital component in preparing our students to become college and career ready adults. Our classrooms are equipped with internet-accessible computers, interactive Promethean or Smart Boards, and all students have regular access to multiple computer labs as well as two portable laptop labs.

The success of our students is rooted in the strong bond that we enjoy with our surrounding community, and other major stakeholders. It is important that our students recognize and are active participants in community outreach projects that stretch beyond and within our walls. This year, students participated in Jump Rope for Heart, Travelers Rest High School Spirit Week, Box Tops for Education, the Gateway Talent Show, St. Jude Math-a-Thon, Relay for Life, Spring Sing, food drives and parent/ grandparent luncheons.

Gateway Elementary School is committed to providing our students with a high quality, student centered educational program that represents a true learning community. We will continue to cultivate relationships within our community and provide opportunities for all students to become productive citizens.

Susan Stuble, Principal  
Kristen Short, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	92	66
Percent satisfied with learning environment	100.0%	98.9%	98.5%
Percent satisfied with social and physical environment	100.0%	95.7%	93.8%
Percent satisfied with school-home relations	100.0%	94.6%	95.4%

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

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 18 out of 19 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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.7%	0.0%	No
Student attendance rate	96.5%	94.0%**	Yes

\* Or greater than last year

**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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	321	100	19.7	37.5	42.8	87.2	84.1	82.4	Yes	Yes
<b>Gender</b>										
Male	158	100	23	35.8	41.2	85.1	80.8	78.7	N/A	N/A
Female	163	100	16.7	39.1	44.2	89.1	87.7	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	252	100	16.7	37.1	46.3	89.6	89.7	88.9	Yes	Yes
African American	40	100	34.3	34.3	31.4	80	72.2	72.9	I/S	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	26	100	30.8	50	19.2	73.1	79.2	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.8	83	I/S	I/S
<b>Disability Status</b>										
Disabled	53	100	61.2	22.4	16.3	49	48.6	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	16	100	31.3	56.3	12.5	68.8	79.3	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	185	100	26.9	42.7	30.4	81.9	75.7	75.4	Yes	Yes

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

All Students	321	100	18.8	38.5	42.8	88.2	84.4	81.9	Yes	Yes
<b>Gender</b>										
Male	158	100	18.2	39.2	42.6	89.2	82.9	79.9	N/A	N/A
Female	163	100	19.2	37.8	42.9	87.2	86.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	252	100	15	37.5	47.5	90.4	89.4	88.9	Yes	Yes
African American	40	100	34.3	34.3	31.4	80	72	71.4	I/S	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	26	100	34.6	53.8	11.5	76.9	82.7	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.3	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	53	100	51	32.7	16.3	63.3	47.1	47.3	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	16	100	37.5	50	12.5	81.3	83.6	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	185	100	26.3	41.5	32.2	83	76.5	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

**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	216	100	25.9	61.5	12.7	74.1	71.6	68.6
<b>Gender</b>								
Male	104	100	23.5	63.3	13.3	76.5	71.4	68.3
Female	112	100	28	59.8	12.1	72	71.9	68.9
<b>Racial/Ethnic Group</b>								
White	168	100	18.8	65.6	15.6	81.3	81	80.7
African American	27	100	45.8	50	4.2	54.2	52.3	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	20	100	N/AV	N/AV	N/AV	45	61.4	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.8	70.8
<b>Disability Status</b>								
Disabled	33	100	N/AV	N/AV	N/AV	29	34.8	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	13	100	N/AV	N/AV	N/AV	46.2	61.8	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	131	100	32.8	59.8	7.4	67.2	58.4	57.3

**Social Studies**

All Students	215	100	17.7	38.9	43.3	82.3	76.1	72.5
<b>Gender</b>								
Male	108	100	16.7	42.2	41.2	83.3	75.9	72
Female	107	100	18.8	35.6	45.5	81.2	76.2	73.1
<b>Racial/Ethnic Group</b>								
White	166	100	16.6	36.3	47.1	83.4	82.8	81
African American	29	100	19.2	50	30.8	80.8	61.5	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	18	100	27.8	50	22.2	72.2	69.6	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	75.5	73.5
<b>Disability Status</b>								
Disabled	36	100	42.4	36.4	21.2	57.6	41.9	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	13	100	23.1	53.8	23.1	76.9	70.5	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	116	100	24.5	43.4	32.1	75.5	65.2	62.9

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	98	99	19.1	42.6	38.3	80.9	76	73.2	96.5	96.4
Gender										
Male	42	97.6	15.8	42.1	42.1	84.2	70.2	67.2	96.6	96.3
Female	56	100	21.4	42.9	35.7	78.6	82.1	79.4	96.5	96.4
Racial/Ethnic Group										
White	82	98.8	17.7	44.3	38	82.3	83.1	81.5	96.6	96.2
African American	9	I/S	I/S	I/S	I/S	I/S	62.2	61.3	96.3	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.3	87	98.4	97.6
Hispanic	6	I/S	I/S	I/S	I/S	I/S	64.3	66.7	96	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	91.4	95.8
Disability Status										
Disabled	12	100	58.3	33.3	8.3	41.7	26.5	26	96	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	78.9	93.2
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	65.3	65.7	96.7	97.2
Socio-Economic Status										
Subsidized meals	54	98.2	26	44	30	74	63.7	63.2	96	95.9

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	107	100	22.6	34	43.4	77.4
	4	99	100	20.8	39.6	39.6	79.2
	5	105	100	20.4	51.5	28.2	79.6
	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	113	100	19.8	17.9	62.3	80.2
	4	110	100	19.2	46.2	34.6	80.8
	5	98	100	20.2	50	29.8	79.8
	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	107	100	36.8	32.1	31.1	63.2
	4	99	100	17.7	49	33.3	82.3
	5	105	100	31.1	44.7	24.3	68.9
	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	113	100	25.5	22.6	51.9	74.5
	4	110	100	17.3	44.2	38.5	82.7
	5	98	100	12.8	50	37.2	87.2
	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	54	100	33.3	42.6	24.1	66.7
	4	99	100	18.8	64.6	16.7	81.3
	5	53	98.1	40	56	4	60
	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	56	100	32.1	49.1	18.9	67.9
	4	110	100	24	65.4	10.6	76
	5	50	100	22.9	66.7	10.4	77.1
	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	53	100	25	40.4	34.6	75
	4	99	100	16.7	42.7	40.6	83.3
	5	52	100	34.6	36.5	28.8	65.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	57	100	22.6	24.5	52.8	77.4
	4	110	100	15.4	46.2	38.5	84.6
	5	48	100	17.4	39.1	43.5	82.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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	107	100	38.7	32.1	29.2	61.3
	4	97	99	16.8	36.8	46.3	83.2
	5	105	99.1	31.1	38.8	30.1	68.9
	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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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	98	99	19.1	42.6	38.3	80.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample