

GATEWAY ELEMENTARY

200 Hawkins Rd.
Travelers Rest, SC 29690

Grades	PK-5 Elementary School	
Enrollment	666 Students	
Principal	Susan Stublely	864-355-5200
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Excellent*
2009	Average	Average
2008	Average	Good
2007	Average	Below Average
2006	Average	Below Average

* The School's 2010 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 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

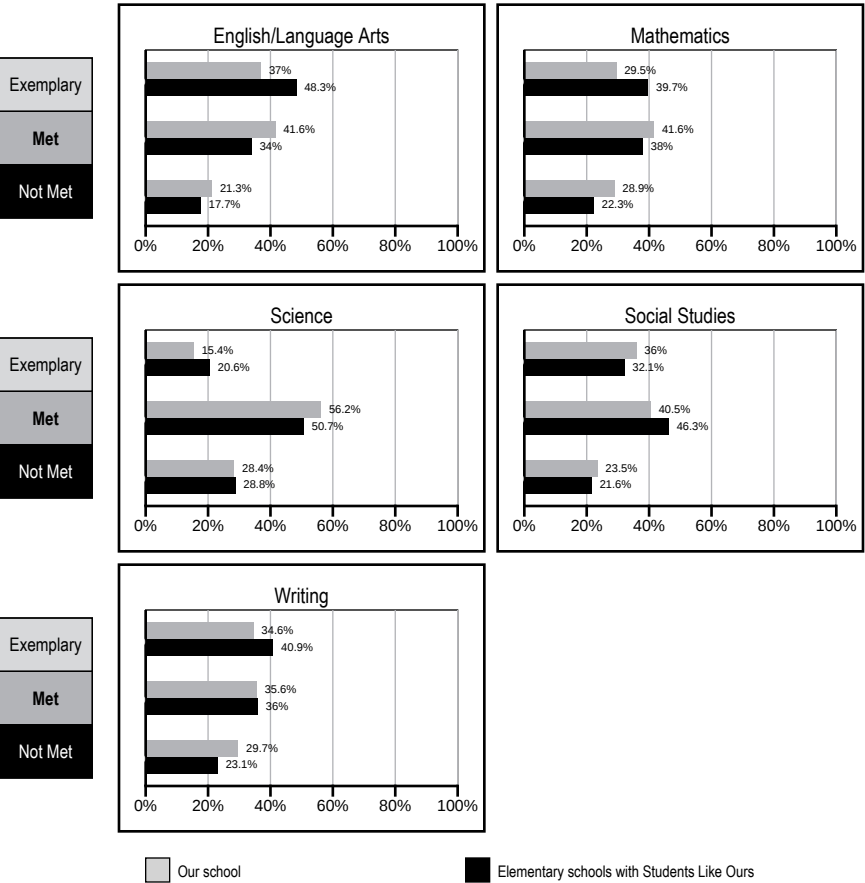
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	39	30	0	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
Students (n=666)				
First graders who attended full-day kindergarten	91.8%	Up from 71.9%	100.0%	100.0%
Retention rate	1.8%	Down from 2.6%	1.2%	1.2%
Attendance rate	96.2%	No Change	96.2%	96.1%
Eligible for gifted and talented	14.0%	Up from 12.2%	16.1%	11.7%
With disabilities other than speech	10.9%	Up from 10.8%	7.6%	8.0%
Older than usual for grade	0.0%	Down from 0.2%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	54.8%	Up from 54.5%	62.2%	60.5%
Continuing contract teachers	90.5%	Up from 81.8%	86.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.2%	Up from 89.9%	89.4%	87.0%
Teacher attendance rate	97.2%	Up from 95.5%	95.5%	95.4%
Average teacher salary*	\$44,971	Up 4.0%	\$48,096	\$47,288
Professional development days/teacher	6.0 days	Up from 5.7 days	10.9 days	10.5 days
School				
Principal's years at school	28.0	Up from 27.0	5.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 23.6 to 1	19.9 to 1	19.2 to 1
Prime instructional time	93.6%	Up from 91.3%	90.9%	90.8%
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**	\$6,215	Up 1.2%	\$6,984	\$7,548
Percent of expenditures for instruction**	67.9%	Up from 65.7%	69.2%	68.7%
Percent of expenditures for teacher salaries**	64.7%	Up from 61.8%	66.3%	65.1%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Gateway Elementary School is a community school that provides a positive, safe, and caring environment for all learners. Situated in northern Greenville County, the school serves approximately 675 students in 4K through 5th grade. 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. 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 a computer lab as well as two portable laptop labs.

Gateway Elementary School has been recognized by a numbers of awards and distinctions for academic excellence over the years. Most recently, we celebrated receiving the prestigious state Palmetto Silver Award.

At Gateway Elementary School, we believe that 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 Spirit Week, Book Fair, Box Tops for Education, Talent Show, St. Jude Math-a-Thon, Relay for Life, Christmas Program, Spring Concert, and parent/ grandparent luncheons.

Gateway Elementary School worked in collaboration with the Carolina First Center of Excellence to implement "Quality Learning Tools" for continuous improvement. This model puts accountability for learning in the student's hand as they develop academic and personal goals, and become active participants in tracking their individual successes. The main focus in implementing this model is using quality concepts, quality tools, and data collection in the classroom and school to monitor and motivate students. The model encourages effective communication, responsibility, and promotes positive social behavior.

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
Kathy Willis, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	97	46
Percent satisfied with learning environment	92.9%	84.4%	91.3%
Percent satisfied with social and physical environment	96.4%	88.5%	86.7%
Percent satisfied with school-home relations	92.9%	84.5%	80.4%

* 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 19 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. 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%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	311	100	21.3	41.6	37	88.9	84.7	83.5	Yes	Yes
Gender										
Male	157	100	23.7	43.6	32.7	85.3	81.3	80.1	N/A	N/A
Female	154	100	18.8	39.6	41.6	92.6	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	239	100	17.9	42.6	39.6	89.8	90	89.6	Yes	Yes
African American	44	100	39.5	32.6	27.9	81.4	73.4	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	25	100	20.8	54.2	25	91.7	78.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	89.7	85.1	I/S	I/S
Disability Status										
Disabled	53	100	58.5	30.2	11.3	58.5	53.3	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	26.7	60	13.3	93.3	78.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	163	100	28	45.2	26.8	84.7	76.1	76.9	Yes	Yes

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

All Students	311	100	28.9	41.6	29.5	82.6	82	80.4	Yes	Yes
Gender										
Male	157	100	28.8	44.9	26.3	82.1	80.5	78.4	N/A	N/A
Female	154	100	28.9	38.3	32.9	83.2	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	239	100	26	40.9	33.2	85.1	87.7	87.8	Yes	Yes
African American	44	100	44.2	44.2	11.6	72.1	68.4	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	25	100	29.2	45.8	25	79.2	78.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	79.5	83.2	I/S	I/S
Disability Status										
Disabled	53	100	60.4	28.3	11.3	52.8	46.1	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	40	46.7	13.3	66.7	79.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	163	100	35	45.2	19.7	78.3	72.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	206	99.5	28	56.5	15.5	72	70.6	67.3
Gender								
Male	99	99	28.6	56.1	15.3	71.4	70.1	66.9
Female	107	100	27.5	56.9	15.7	72.5	71.1	67.7
Racial/Ethnic Group								
White	161	99.4	24.4	57.7	17.9	75.6	80.2	79.6
African American	26	100	46.2	50	3.8	53.8	50.4	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	16	100	33.3	53.3	13.3	66.7	60.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.3	69.5
Disability Status								
Disabled	32	100	56.3	34.4	9.4	43.8	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	60.6	58.6
Socio-Economic Status								
Subsidized meals	108	100	35	53.4	11.7	65	57.1	55.4

Social Studies								
All Students	204	100	23.5	40.5	36	76.5	73.2	70.9
Gender								
Male	101	100	23	41	36	77	72.8	70.1
Female	103	100	24	40	36	76	73.7	71.7
Racial/Ethnic Group								
White	157	100	21.3	40.6	38.1	78.7	79.8	79.2
African American	28	100	40.7	37	22.2	59.3	57.9	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	17	100	18.8	50	31.3	81.3	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
Disability Status								
Disabled	39	100	51.3	33.3	15.4	48.7	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	69	68
Socio-Economic Status								
Subsidized meals	104	100	29	41	30	71	61.6	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
Writing										
All Students	309	99.4	29.3	35.9	34.9	70.7	74	72.1	96.2	96.2
Gender										
Male	158	99.4	35.3	36.5	28.2	64.7	67.2	65.2	96.4	96.2
Female	151	99.3	23	35.1	41.9	77	81.1	79.2	96.1	96.3
Racial/Ethnic Group										
White	237	99.2	27.5	34.8	37.8	72.5	81.6	80.8	96.2	96.1
African American	44	100	34.9	44.2	20.9	65.1	58.6	59.7	96.5	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.8	87	96.9	97.5
Hispanic	25	100	36	36	28	64	63.1	64.6	96.5	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.7	73.4	91.7	94.8
Disability Status										
Disabled	52	100	80.8	9.6	9.6	19.2	29.5	27.7	95.7	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	85.7	97.6
English Proficiency										
Limited English Proficient	16	100	43.8	31.3	25	56.3	62.9	63.7	97.1	97
Socio-Economic Status										
Subsidized meals	161	99.4	35.7	39.5	24.8	64.3	61.1	61.9	95.7	95.6

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	104	100	28.7	26.7	44.6	71.3
	4	109	100	25.5	53.8	20.8	74.5
	5	109	100	15.5	49.5	35	84.5
	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
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
Mathematics							
2009	3	104	100	36.6	32.7	30.7	63.4
	4	109	100	23.6	57.5	18.9	76.4
	5	109	100	22.3	44.7	33	77.7
	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
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
Science							
2009	3	53	100	37.3	41.2	21.6	62.7
	4	109	100	29.2	64.2	6.6	70.8
	5	54	100	14	72	14	86
	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
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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	51	100	18	38	44	82
	4	109	100	16	53.8	30.2	84
	5	55	100	24.5	50.9	24.5	75.5
	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
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
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	105	100	23.8	34.7	41.6	76.2
	4	111	99.1	27.4	45.3	27.4	72.6
	5	108	100	22.3	35.9	41.7	77.7
	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
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
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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