



Wallace Gregg Elementary

515 Francis Marion Road
Florence, South Carolina

Grades	K-6 Elementary School	
Enrollment	323 Students	
Principal	Gloria Muldrow	843-664-8481
Superintendent	Larry Jackson	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	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 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

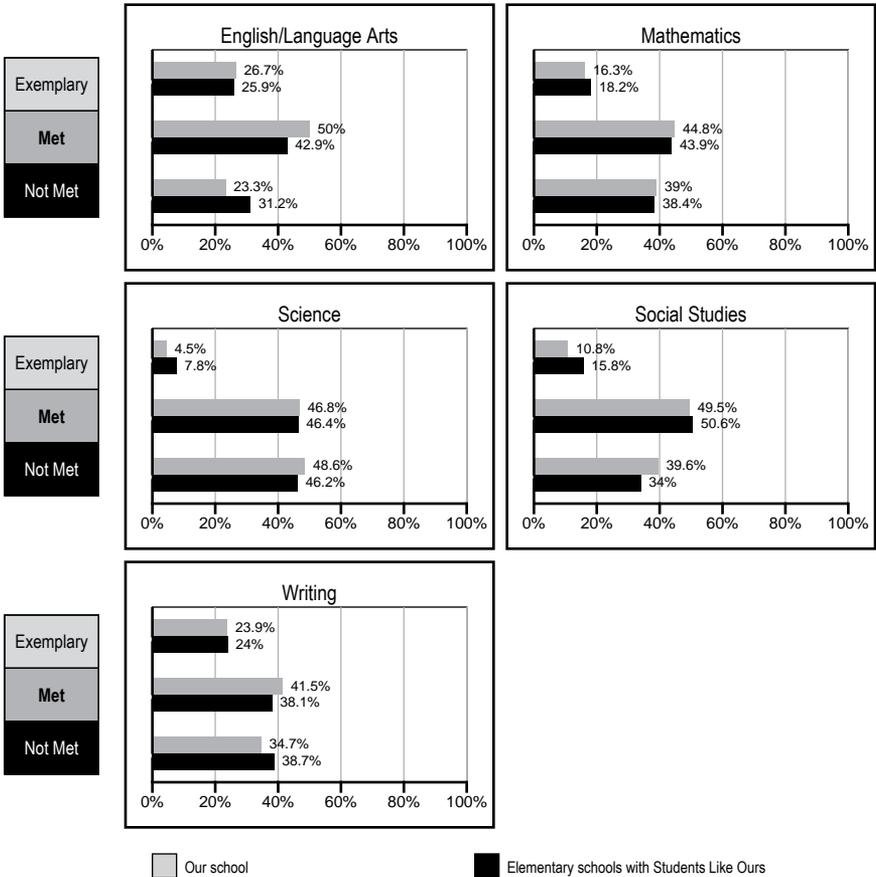
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 94.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	85	38	10

* Ratings are calculated with data available by 06/01/2010.

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=323)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.1%	Up from 2.0%	2.5%	1.9%
Attendance rate	95.9%	Up from 95.1%	96.1%	96.3%
Eligible for gifted and talented	4.4%	Up from 4.1%	5.6%	10.0%
With disabilities other than speech	17.3%	Up from 14.3%	8.6%	7.7%
Older than usual for grade	2.1%	Up from 1.6%	0.8%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	60.7%	Up from 50.0%	56.5%	59.4%
Continuing contract teachers	67.9%	Up from 57.1%	75.0%	80.0%
Teachers with emergency or provisional certificates	4.5%	Down from 5.0%	0.0%	0.0%
Teachers returning from previous year	71.9%	Down from 73.2%	84.7%	85.9%
Teacher attendance rate	95.6%	Up from 95.3%	95.2%	95.1%
Average teacher salary*	\$44,102	Up 2.8%	\$45,890	\$47,149
Professional development days/teacher	16.8 days	Down from 19.4 days	11.1 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	15.2 to 1	Down from 15.7 to 1	17.8 to 1	18.8 to 1
Prime instructional time	90.8%	Up from 88.4%	90.3%	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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,570	Up 10.1%	\$7,823	\$7,458
Percent of expenditures for instruction**	63.3%	Up from 62.9%	68.4%	68.8%
Percent of expenditures for teacher salaries**	60.6%	Up from 59.8%	62.1%	63.2%

* 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

The faculty and staff of Wallace Gregg school values the unique needs and abilities of all the students that we serve. The faculty and staff have set high expectations for all students. Our goal is to provide an environment that encourages all students to achieve the academic, technological, physical, social, and emotional skills necessary to reach their greatest potential. We are committed to the belief that all children can learn and we acknowledge that all of us (teachers, parents, and the administrators) working together can make a positive difference in the education of the students that we serve. Character Education is modeled and lived by the faculty and staff as well as the students in an effort to improve learning with emphasis on the school's climate. The majority of our faculty holds advanced degrees. Those who do not are presently working towards earning advanced degrees. The following accomplishments reflect our success in maintaining a school environment conducive to teaching and learning:

- International Reading Association Grants
- Model Classroom Certification for classroom teachers
- State Department of Education Red Carpet Recognition
- Grits for Grandparents, Principal's Coffee and Chat, Showcasing Wallace Gregg, and Family Fling Day
- Implementation of MAP RIT Groups; Math and Writing enrichment classes
- Continuation of the Literacy Lab for First Grade
- Fourth and Fifth Grade Duke TIP winners and Young Writer's Conference
- Reading is Fundamental, Terrific Kids Program, RIDDE, Character Education Program, Principal's "A" and A/B Honor Roll Program, Book Patrol, Honor Roll Banquet, Awards Day, and Principal's Brag Board
- Extracurricular activities such as Safety Patrols, School Yearbook, Art, Chorus, Spelling Bee Competition, Step Team, Dance Club, and the Science Fair
- Service Learning Projects (i.e. Yes We Can, Toy Drive, Jump Rope for Heart, Habitat for Humanity, Harvest Hope and Pennies for Patients)

Wallace Gregg is regionally accredited by the Southern Association of Colleges and Schools. Wallace Gregg has an active School Improvement Council (SIC), Association of Parents and Teachers (APT), and Title One Committee that provides supplies and materials for the school.

The faculty and staff of Wallace Gregg strive to create a safe and caring environment where high academic expectations and good character are promoted for all of our students. We will continue to help our students develop to their best potential by providing them with a quality education that is standards and data driven.

Gloria Muldrow, Principal
 Claire Langston, School Improvement Council Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	42	22
Percent satisfied with learning environment	96.7%	73.8%	81.8%
Percent satisfied with social and physical environment	100.0%	78.6%	85.7%
Percent satisfied with school-home relations	86.7%	81.0%	72.7%

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

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No Child Left Behind

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

CA

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	14.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	193	100	23.3	50	26.7	87.8	85	82.8	Yes	Yes
Gender										
Male	101	100	26.7	44.4	28.9	85.6	82.3	79.3	N/A	N/A
Female	92	100	19.5	56.1	24.4	90.2	87.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	87	100	13.8	48.8	37.5	95	91.7	89.5	Yes	Yes
African American	100	100	32.6	51.2	16.3	81.4	78.3	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	83.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	82.5	I/S	I/S
Disability Status										
Disabled	55	100	52.2	30.4	17.4	73.9	58.8	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	84.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	160	100	26.4	49.3	24.3	85	78.6	75.5	Yes	Yes

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

All Students	193	100	39	44.8	16.3	76.7	79	78.9	Yes	Yes
Gender										
Male	101	100	42.2	42.2	15.6	74.4	77	77	N/A	N/A
Female	92	100	35.4	47.6	17.1	79.3	81	80.9	N/A	N/A
Racial/Ethnic Group										
White	87	100	27.5	48.8	23.8	83.8	88.6	87.2	Yes	Yes
African American	100	100	50	40.7	9.3	69.8	69.3	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	82.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	79.5	I/S	I/S
Disability Status										
Disabled	55	100	69.6	21.7	8.7	47.8	47.6	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	81.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	160	100	42.1	43.6	14.3	73.6	70.6	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	122	99.2	48.2	47.3	4.5	51.8	67.8	67.5
Gender								
Male	62	98.4	44.6	50	5.4	55.4	68.2	67
Female	60	100	51.9	44.4	3.7	48.1	67.3	68
Racial/Ethnic Group								
White	55	98.2	40.8	55.1	4.1	59.2	81.5	79.5
African American	63	100	56.1	40.4	3.5	43.9	54.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.4	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	61.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	37	97.3	66.7	26.7	6.7	33.3	41.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	59.4	59.6
Socio-Economic Status								
Subsided meals	99	100	50.6	44.9	4.5	49.4	55.3	55.1
Social Studies								
All Students	124	100	39.6	49.5	10.8	60.4	72.3	72.3
Gender								
Male	67	100	40	45	15	60	71.7	71.5
Female	57	100	39.2	54.9	5.9	60.8	73	73.2
Racial/Ethnic Group								
White	57	100	35.8	50.9	13.2	64.2	81.7	80.7
African American	62	100	43.4	49.1	7.5	56.6	62.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	76.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	32	100	62.1	34.5	3.4	37.9	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	71.7	67.9
Socio-Economic Status								
Subsided meals	104	100	45.7	44.6	9.8	54.3	61.8	62.1

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	194	99.5	34.3	41.7	24	65.7	72.6	70.2	95.9	95.6
Gender										
Male	100	99	37.4	40.7	22	62.6	66	63.2	95.9	95.4
Female	94	100	31	42.9	26.2	69	79.3	77.5	95.8	95.8
Racial/Ethnic Group										
White	89	100	23.2	50	26.8	76.8	80.9	79.1	94.5	95.5
African American	99	99	43.7	35.6	20.7	56.3	64.1	57.6	97.1	95.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	86.2	N/A	97.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	71.6	62.6	96.2	95.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	68.7	N/A	95.9
Disability Status										
Disabled	53	100	75.6	15.6	8.9	24.4	30.9	26.1	95.6	94.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	20
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	66.3	61.2	97	96.1
Socio-Economic Status										
Subsided meals	161	99.4	37.1	39.9	23.1	62.9	62.9	58.9	95.8	95

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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	46	100	18.4	47.4	34.2	81.6
	4	53	100	24	54	22	76
	5	49	100	18.6	51.2	30.2	81.4
	6	45	100	31.7	46.3	22	68.3
	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							
2009	3	46	100	44.7	31.6	23.7	55.3
	4	53	100	32	56	12	68
	5	49	100	32.6	55.8	11.6	67.4
	6	45	100	48.8	31.7	19.5	51.2
	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							
2009	3	22	95.5	47.4	42.1	10.5	52.6
	4	53	100	56	42	2	44
	5	25	100	40.9	54.5	4.5	59.1
	6	22	100	36.8	57.9	5.3	63.2
	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
Social Studies							
2009	3	24	100	44.4	44.4	11.1	55.6
	4	53	100	40	50	10	60
	5	24	100	42.9	42.9	14.3	57.1
	6	23	100	31.8	59.1	9.1	68.2
	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							
2009	3	46	100	30.8	28.2	41	69.2
	4	53	100	37.3	54.9	7.8	62.7
	5	49	100	22.7	45.5	31.8	77.3
	6	46	97.8	46.3	34.1	19.5	53.7
	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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