



Wallace Gregg Elementary

515 Francis Marion Road
Florence, South Carolina

Grades	PK-6 Elementary School	
Enrollment	351 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 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

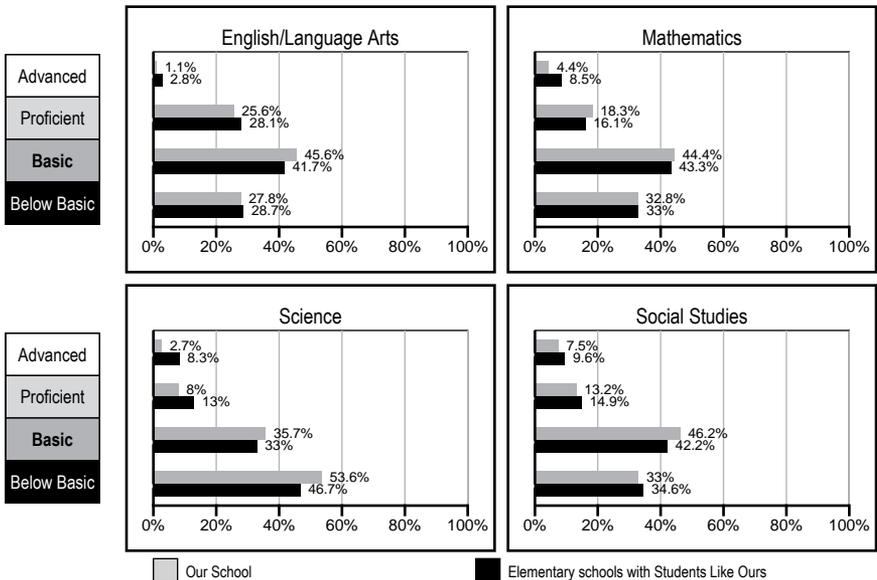
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	16	66	20

* 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=351)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.0%	Down from 4.3%	3.0%	2.3%
Attendance rate	95.1%	Down from 95.9%	96.0%	96.3%
Eligible for gifted and talented	4.1%	Up from 2.9%	6.2%	10.4%
With disabilities other than speech	14.3%	Up from 13.7%	8.4%	7.5%
Older than usual for grade	1.6%	Down from 2.3%	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=28)				
Teachers with advanced degrees	50.0%	Down from 53.6%	54.2%	56.7%
Continuing contract teachers	57.1%	Down from 67.9%	71.8%	77.3%
Teachers with emergency or provisional certificates	5.0%	Up from 4.8%	0.0%	0.0%
Teachers returning from previous year	73.2%	Down from 78.0%	85.0%	86.4%
Teacher attendance rate	95.3%	Down from 96.7%	94.8%	94.9%
Average teacher salary	\$42,917	Up 1.3%	\$44,314	\$45,345
Professional development days/teacher	19.4 days	Down from 20.2 days	13.1 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	15.7 to 1	Down from 16.8 to 1	17.5 to 1	18.5 to 1
Prime instructional time	88.4%	Down from 90.5%	88.9%	89.8%
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*	\$7,781	Down 1.3%	\$7,616	\$7,052
Percent of expenditures for instruction*	62.9%	Down from 65.5%	69.1%	69.1%
Percent of expenditures for teacher salaries*	59.8%	Down from 61.6%	62.9%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The goal of Wallace Gregg's faculty and staff is to create an environment that allows all students the opportunity to achieve their fullest personal and academic potential. We continue to strive toward maintaining an environment that fosters a unified staff which puts the continuous learning and growth of our students as our primary focus. Character Education is modeled and lived by the faculty and staff, as well as the students, in an effort to enhance learning.

The following accomplishments reflect our success in maintaining a school environment conducive to teaching and learning:

Pee Dee Federal Credit Union Teacher Grants

International Reading Association Grants

Model Classroom Certification for classroom teachers

State Department of Education Red Carpet Recognition

Focus teachers who work with students in small groups to provide math and reading remediation

Implementation of MAP RIT Groups, Early Bird computer classes

After School Homework Center and an Extended Day Program that provides help to students in math and reading

A Math Coach that provides instructional support to teachers in math and works with small groups as needed

Literacy Lab for First Grade and Reading Recovery

Students who attend REACH (Gifted and Talented Program), Fourth and Fifth Grade Duke TIP winners, and LT.

Governor's Writing Essay

Reading is Fundamental, Terrific Kids Program, RIDDE, Character Education Program, Principal, and A/B

Honor Roll program Honor Roll Banquet, Awards Day, and monthly student recognition programs

Extracurricular activities (i.e. Safety Patrols, School Yearbook, Horizons, Chorus, and Dance Club) and the annual Science Fair

Service Learning Projects (i.e. Yes We Can, Toy Drive, Jump Rope for Heart, and Pennies for Patients)

Wallace Gregg is accredited by the Southern Association of Colleges and Schools. Approximately 75% of our teachers have advanced degrees. Wallace Gregg has an active APT and Title One Committee that provide supplies and materials. Wallace Gregg also has a SIC that helps plan for needed improvements for enhancement and beautification of the school. We strive to create a safe and caring environment for all of the students that we serve.

The overall instructional practices and organizational conditions of Wallace Gregg are congruent with each other and aligned with the school and district mission statement and belief. We will continue to help our students develop to their best potential with a focus on education that is standards and data driven.

Gloria Muldrow, Principal

Claire Langston, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	40	27
Percent satisfied with learning environment	70.4%	65.0%	70.4%
Percent satisfied with social and physical environment	82.8%	61.5%	61.5%
Percent satisfied with school-home relations	62.1%	74.4%	61.5%

* 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 14 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

Continuing School Improvement

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	5.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	12.0%	0.0%	No
Student attendance rate	95.1%	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	208	100	27.4	45.8	25.7	1.1	43	49.1	48.2	No	Yes
Gender											
Male	112	100	32	43.3	22.7	2.1	36.1	43.1	41.7	N/A	N/A
Female	96	100	22	48.8	29.3	0	51.2	55.1	55	N/A	N/A
Racial/Ethnic Group											
White	89	100	16.9	49.4	32.5	1.3	46.8	61.8	60	Yes	Yes
African American	111	100	35.8	41.1	22.1	1.1	40	35.7	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	80.2	70.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	53.3	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
Disability Status											
Disabled	42	100	55.3	34.2	10.5	0	21.1	19	16	I/S	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	7	I/S	I/S	I/S	I/S	I/S	I/S	51.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	166	100	30.4	45.7	23.2	0.7	40.6	36.9	34	No	Yes

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

All Students	208	100	32.4	44.7	18.4	4.5	35.8	43.8	45.8	No	Yes
Gender											
Male	112	100	35.1	46.4	13.4	5.2	28.9	44	45.6	N/A	N/A
Female	96	100	29.3	42.7	24.4	3.7	43.9	43.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	89	100	20.8	49.4	23.4	6.5	44.2	58.1	59	Yes	Yes
African American	111	100	42.1	41.1	13.7	3.2	28.4	28.9	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	79.3	71.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	46.2	I/S	I/S
Disability Status											
Disabled	42	100	63.2	28.9	7.9	0	13.2	18.4	17.1	I/S	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	7	I/S	I/S	I/S	I/S	I/S	I/S	50	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	166	100	36.2	42.8	18.1	2.9	33.3	30.8	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	130	100	53.6	35.7	8	2.7	10.7	33.1	35.7	95.1	95.8
Gender											
Male	65	100	50	33.9	10.7	5.4	16.1	36.6	37.4	95.1	95.6
Female	65	100	57.1	37.5	5.4	0	5.4	29.6	33.8	95.1	96
Racial/Ethnic Group											
White	57	100	44.9	34.7	14.3	6.1	20.4	47.8	49.2	94.3	95.7
African American	68	100	60.3	36.2	3.4	0	3.4	18.4	17	95.7	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	58	N/A	97.9
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	29.4	24.9	96	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	95.9
Disability Status											
Disabled	23	100	76.2	19	4.8	0	4.8	20.3	14	94.9	94.4
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	4	I/S	I/S	I/S	I/S	I/S	I/S	23.8	24.4	96	97.1
Socio-Economic Status											
Subsided meals	104	100	59.3	34.9	5.8	0	5.8	19.6	21.1	94.9	95.2
Social Studies											
All Students	127	100	33	46.2	13.2	7.5	20.8	29.3	34	95.1	95.8
Gender											
Male	68	100	31.6	40.4	14	14	28.1	33.7	36.6	95.1	95.6
Female	59	100	34.7	53.1	12.2	0	12.2	24.9	31.3	95.1	96
Racial/Ethnic Group											
White	53	100	33.3	42.2	17.8	6.7	24.4	40.4	44.5	94.3	95.7
African American	69	100	35.1	49.1	8.8	7	15.8	17.1	19.1	95.7	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.4	58.9	N/A	97.9
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.5	96	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	95.9
Disability Status											
Disabled	29	100	60	36	4	0	4	16.4	14.4	94.9	94.4
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	5	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.3	96	97.1
Socio-Economic Status											
Subsided meals	102	100	37.8	43.9	11	7.3	18.3	17.4	21	94.9	95.2

* 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	43	100	19	40.5	38.1	2.4	40.5	
	4	47	100	27.3	59.1	11.4	2.3	13.6	
	5	48	100	24.4	63.4	12.2	0	12.2	
	6	64	100	29.8	47.4	21.1	1.8	22.8	
	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	58	100	18.9	41.5	35.8	3.8	39.6	
	4	49	100	25.6	35.9	38.5	0	38.5	
	5	50	100	42.9	50	7.1	0	7.1	
	6	51	100	24.4	55.6	20	0	20	
	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	43	100	28.6	47.6	23.8	0	23.8	
	4	47	100	43.2	29.5	20.5	6.8	27.3	
	5	48	100	24.4	56.1	17.1	2.4	19.5	
	6	64	100	26.3	49.1	24.6	0	24.6	
	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	58	100	24.5	56.6	18.9	0	18.9	
	4	49	100	33.3	35.9	20.5	10.3	30.8	
	5	50	100	50	38.1	9.5	2.4	11.9	
	6	51	100	24.4	44.4	24.4	6.7	31.1	
	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	22	100	66.7	33.3	0	0	0	
	4	47	100	61.4	25	11.4	2.3	13.6	
	5	24	100	40	45	15	0	15	
	6	31	100	53.6	39.3	7.1	0	7.1	
	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	30	100	44.4	44.4	11.1	0	11.1	
	4	49	100	51.3	38.5	5.1	5.1	10.3	
	5	26	100	65.2	21.7	8.7	4.3	13	
	6	25	100	56.5	34.8	8.7	0	8.7	
	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	21	100	47.6	52.4	0	0	0	
	4	47	100	61.4	34.1	4.5	0	4.5	
	5	24	95.8	38.1	47.6	14.3	0	14.3	
	6	33	100	20.7	65.5	6.9	6.9	13.8	
	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	28	100	15.4	42.3	26.9	15.4	42.3	
	4	49	100	33.3	53.8	5.1	7.7	12.8	
	5	24	100	73.7	15.8	5.3	5.3	10.5	
	6	26	100	18.2	63.6	18.2	0	18.2	
	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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