



WALLACE ELEMENTARY/MIDDLE

3643 Highway 9 West
Wallace, South Carolina

Grades	PK-8 Elementary School	
Enrollment	341 Students	
Principal	Janice Henson	843-537-7493
Superintendent	Randall Malichi	843.479.4016
Board Chair	Michael Toms	843-479-1905

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Excellent*
2009	Below Average	Average
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Below Average	At-Risk

* 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

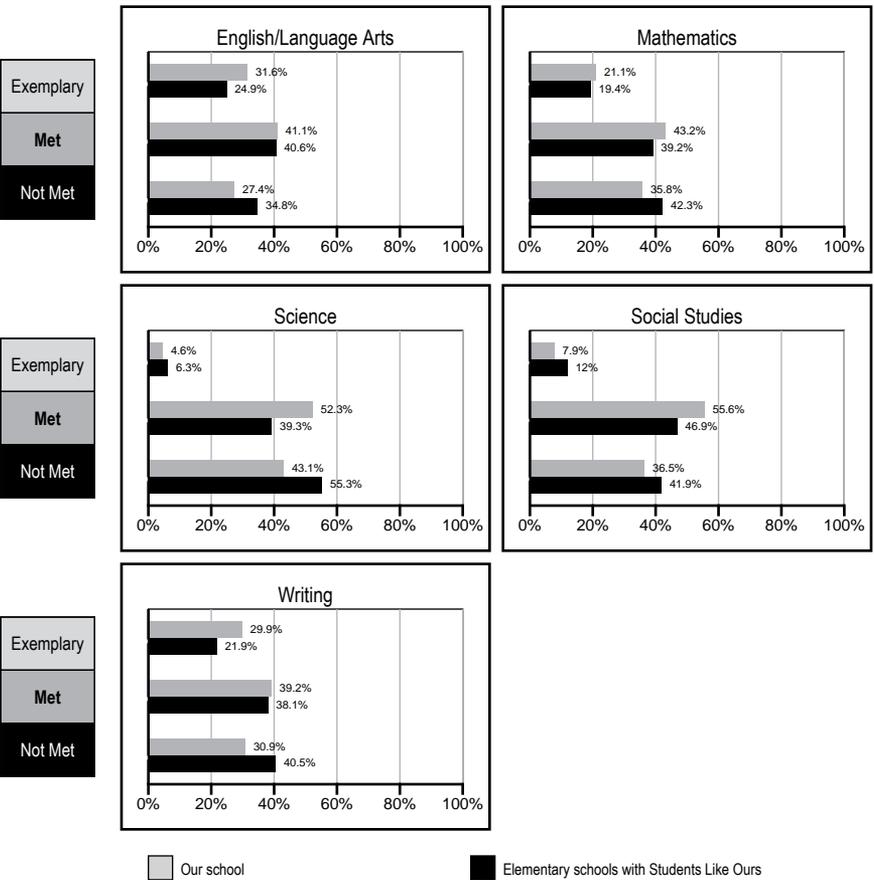
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	80	57	23

* 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=341)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	Up from 0.6%	1.5%	1.2%
Attendance rate	95.6%	Down from 96.5%	95.9%	96.1%
Eligible for gifted and talented	7.2%	Up from 6.1%	4.4%	11.7%
With disabilities other than speech	8.1%	Down from 9.4%	8.4%	8.0%
Older than usual for grade	3.5%	Up from 3.2%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	59.3%	Down from 60.7%	60.0%	60.5%
Continuing contract teachers	96.3%	Up from 92.9%	78.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 3.7%	0.0%	0.0%
Teachers returning from previous year	84.8%	Up from 82.8%	83.5%	87.0%
Teacher attendance rate	94.3%	N/R	95.4%	95.4%
Average teacher salary*	\$42,277	Down 0.9%	\$45,504	\$47,288
Professional development days/teacher	5.4 days	Down from 7.0 days	10.6 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	15.2 to 1	Up from 15.1 to 1	17.1 to 1	19.2 to 1
Prime instructional time	89.5%	N/R	90.4%	90.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$8,383	Down 3.3%	\$8,757	\$7,548
Percent of expenditures for instruction**	61.4%	Down from 63.0%	68.1%	68.7%
Percent of expenditures for teacher salaries**	58.0%	Down from 59.8%	62.5%	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

The mission for Wallace Elementary/Middle School, revised during the 2009-2010 school year, states, "To effectively educate the children of WEMS by facilitating the growth of the whole child." Throughout the school year the school demonstrated the implementation of this mission.

This year the school was recognized by the Teacher Advancement Program for scoring a perfect value-added score of five. The school was also recognized for meeting Annual Yearly Progress (AYP).

Through the implementation of the Teacher Advancement Program for the third year, our teachers continued to grow professionally through their involvement in meaningful staff development. As another district-wide initiative, the school implemented the 10-Day Assessment, which was used as a progress monitoring tool.

This year we had one Junior Scholar, ten students recognized for the Presidential Academic Education Award, and two students that placed honorable mention and third place, respectfully, in the Sandhills Regional Science Fair. Each nine weeks our Terrific Kids and Honor Roll students were recognized for their achievements.

The Junior Beta Club continued to implement service projects that included school-wide fundraisers for Pennies for Patients and local charities. Our physical education department continued its fundraising efforts by sponsoring Jump Rope for Heart and Hoops for Heart.

Single-gender classrooms continued the second year of successful implementation in the seventh and eighth grade. Teachers observed an increase in meaningful participation in all sections.

The school received unanimous support from the Marlboro County Board of Education in establishing The Academy of Physical Fitness and Healthy Living. This school-wide initiative and will be implemented beginning the 2010-2011 school year.

Janice Henson, Principal
Irma Stanley, School Improvement Council President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	29	26
Percent satisfied with learning environment	94.4%	89.3%	80.0%
Percent satisfied with social and physical environment	94.7%	89.7%	76.0%
Percent satisfied with school-home relations	84.2%	86.2%	76.0%

* 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

YES

This school met 17 out of 17 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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	18.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	25.3%	0.0%	No
Student attendance rate	95.6%	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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	233	100	41.1	33.7	25.2	75.2	72.5	83.5	Yes	Yes
Gender										
Male	121	100	45.2	29.8	25	73.1	68.2	80.1	N/A	N/A
Female	112	100	36.7	37.8	25.5	77.6	77.1	87	N/A	N/A
Racial/Ethnic Group										
White	114	100	39.6	37.6	22.8	77.2	79.6	89.6	Yes	Yes
African American	105	100	44	28.6	27.5	71.4	68.5	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	62.5	79.6	I/S	I/S
American Indian/Alaskan	11	100	I/S	I/S	I/S	I/S	77.2	85.1	I/S	I/S
Disability Status										
Disabled	28	100	N/A	N/A	N/A	46.2	43.4	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	50	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	208	100	41.1	33.3	25.6	75.6	70.2	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	233	100	42.6	40.6	16.8	67.8	68.7	80.4	Yes	Yes
Gender										
Male	121	100	46.2	37.5	16.3	66.3	66	78.4	N/A	N/A
Female	112	100	38.8	43.9	17.3	69.4	71.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	114	100	47.5	37.6	14.9	69.3	75	87.8	Yes	Yes
African American	105	100	41.8	41.8	16.5	62.6	64.2	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	62.5	78.3	I/S	I/S
American Indian/Alaskan	11	100	I/S	I/S	I/S	I/S	80.3	83.2	I/S	I/S
Disability Status										
Disabled	28	100	73.1	23.1	3.8	38.5	42	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	58.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	208	100	42.2	41.7	16.1	67.2	65.9	72.8	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	156	100	47.4	46.6	6	52.6	42.7	67.3
Gender								
Male	80	100	38.8	53.7	7.5	61.2	44.1	66.9
Female	76	100	56.1	39.4	4.5	43.9	41.3	67.7
Racial/Ethnic Group								
White	80	100	52.9	41.2	5.9	47.1	55	79.6
African American	70	100	43.3	51.7	5	56.7	35.6	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	59.4
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	51.6	69.5
Disability Status								
Disabled	18	100	N/A	N/A	N/A	25	17.4	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	58.6
Socio-Economic Status								
Subsidized meals	141	100	46.7	47.5	5.8	53.3	38.3	55.4
Social Studies								
All Students	152	100	50	41.5	8.5	50	51.4	70.9
Gender								
Male	78	100	53.1	34.4	12.5	46.9	49.8	70.1
Female	74	100	47	48.5	4.5	53	53.1	71.7
Racial/Ethnic Group								
White	70	100	52.5	42.6	4.9	47.5	58.9	79.2
African American	72	100	45.2	43.5	11.3	54.8	46.6	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	36.4	68
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	62.1	71.2
Disability Status								
Disabled	18	100	N/A	N/A	N/A	11.8	29	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	68
Socio-Economic Status								
Subsidized meals	137	100	52.1	40.2	7.7	47.9	47.1	60.8

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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	223	100	36.1	43.9	20	63.9	56.3	72.1	95.6	95.1
Gender										
Male	114	100	41.9	43.8	14.3	58.1	48.3	65.2	95.5	94.9
Female	109	100	30	44	26	70	64.7	79.2	95.7	95.3
Racial/Ethnic Group										
White	113	100	38.5	43.3	18.3	61.5	64.2	80.8	94.7	94.1
African American	100	100	36.3	44	19.8	63.7	51.7	59.7	96.7	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	95.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	57.1	64.6	97.8	94.2
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	60.5	73.4	94.7	93.7
Disability Status										
Disabled	30	100	N/AV	N/AV	N/AV	14.3	14.5	27.7	94.9	93.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	50	63.7	N/A	95.4
Socio-Economic Status										
Subsidized meals	200	100	34.4	45.9	19.7	65.6	52.9	61.9	95.7	94.9

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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	33	100	40	33.3	26.7	60
	4	33	100	20	56.7	23.3	80
	5	43	100	42.5	35	22.5	57.5
	6	31	100	42.9	46.4	10.7	57.1
	7	36	100	51.5	36.4	12.1	48.5
	8	34	100	40	46.7	13.3	60
2010	3	36	100	46.9	34.4	18.8	53.1
	4	38	100	15.2	36.4	48.5	84.8
	5	39	100	20	53.3	26.7	80
	6	43	100	48.7	25.6	25.6	51.3
	7	37	100	42.9	39.3	17.9	57.1
	8	40	100	65	20	15	35
Mathematics							
2009	3	33	100	50	40	10	50
	4	33	100	20	56.7	23.3	80
	5	43	100	47.5	37.5	15	52.5
	6	31	100	57.1	39.3	3.6	42.9
	7	36	100	45.5	45.5	9.1	54.5
	8	34	100	30	60	10	70
2010	3	36	100	56.3	28.1	15.6	43.8
	4	38	100	6.1	57.6	36.4	93.9
	5	39	100	46.7	43.3	10	53.3
	6	43	100	43.6	30.8	25.6	56.4
	7	37	100	50	42.9	7.1	50
	8	40	100	52.5	42.5	5	47.5
Science							
2009	3	16	100	56.3	37.5	6.3	43.8
	4	33	100	36.7	60	3.3	63.3
	5	21	100	42.1	42.1	15.8	57.9
	6	16	100	N/AV	N/AV	N/AV	40
	7	36	100	75.8	21.2	3	24.2
	8	18	100	43.8	43.8	12.5	56.3
2010	3	19	100	N/A	N/A	N/A	17.6
	4	38	100	18.2	75.8	6.1	81.8
	5	20	100	53.3	40	6.7	46.7
	6	22	100	45	40	15	55
	7	37	100	46.4	50	3.6	53.6
	8	20	100	65	30	5	35

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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	17	100	N/AV	N/AV	N/AV	42.9
	4	33	100	26.7	70	3.3	73.3
	5	22	100	71.4	14.3	14.3	28.6
	6	15	100	N/AV	N/AV	N/AV	53.8
	7	36	100	81.8	15.2	3	18.2
	8	16	100	57.1	35.7	7.1	42.9
2010	3	17	100	N/A	N/A	N/A	26.7
	4	38	100	24.2	69.7	6.1	75.8
	5	19	100	26.7	53.3	20	73.3
	6	21	100	36.8	42.1	21.1	63.2
	7	37	100	75	21.4	3.6	25
	8	20	100	70	25	5	30
Writing							
2009	3	33	100	36.7	43.3	20	63.3
	4	33	100	30	40	30	70
	5	42	100	35	32.5	32.5	65
	6	31	100	35.7	53.6	10.7	64.3
	7	36	100	42.4	51.5	6.1	57.6
	8	35	100	54.8	35.5	9.7	45.2
2010	3	36	100	51.5	33.3	15.2	48.5
	4	37	100	8.8	41.2	50	91.2
	5	36	100	33.3	43.3	23.3	66.7
	6	41	100	30	52.5	17.5	70
	7	33	100	53.6	39.3	7.1	46.4
	8	40	100	42.5	50	7.5	57.5

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