



## Walker-Gamble Elementary School

2358 Walker-Gamble Road  
New Zion, SC 29111

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	584 Students	
<b>Principal</b>	Sheila Cusack Floyd	843-659-2102
<b>Superintendent</b>	Connie J. Dennis, Ph.D.	(843) 659-2188
<b>Board Chair</b>	Dr. George P. Green	(843) 659-4917

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Good</b>	<b>Excellent</b>
2012	Average	Good
2011	Average	Good
2010	Average	Good
2009	Average	Excellent

## 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://www.eoc.sc.gov>

**Percent of Student PASS Records Matched for Purpose of Computing Growth Rating**

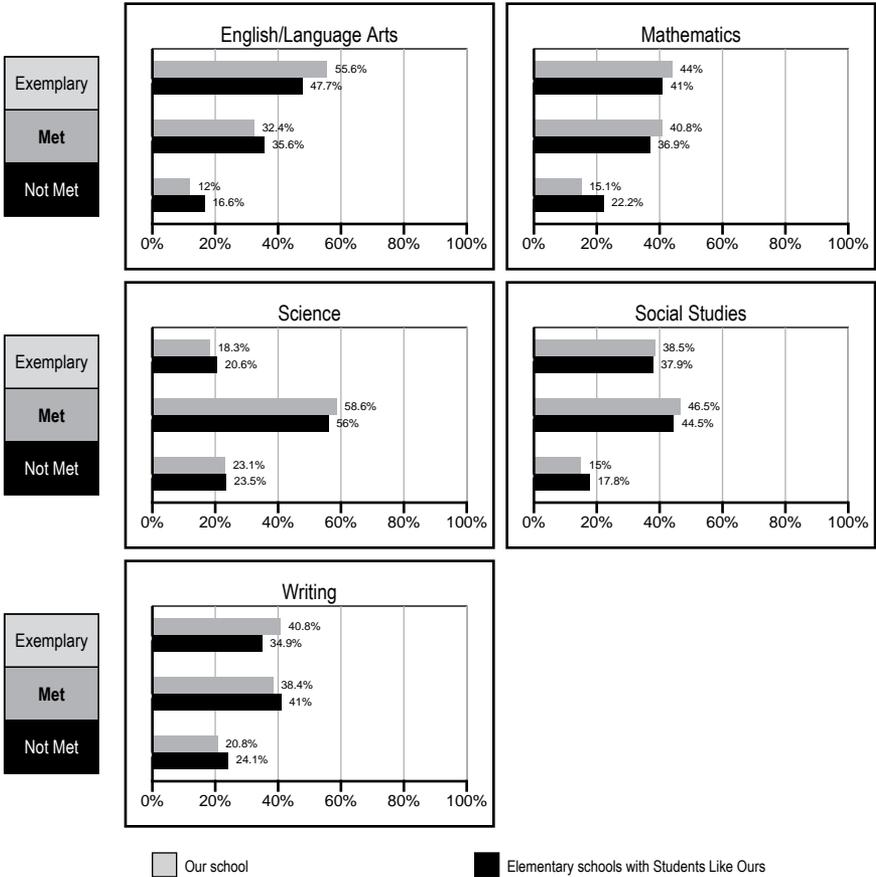
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 98.5%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
36	38	30	0	1

\* Ratings are calculated with data available by 12/14/2013.

**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=584)</b>				
First graders who attended full-day kindergarten	98.8%	Up from 97.7%	100.0%	100.0%
Retention rate	3.0%	Down from 3.9%	1.2%	0.9%
Attendance rate	95.2%	Down from 95.6%	96.2%	96.3%
Served by gifted and talented program	10.4%	N/A	8.7%	7.2%
With disabilities	13.7%	N/A	12.6%	12.4%
Older than usual for grade	3.8%	N/A	2.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=38)</b>				
Teachers with advanced degrees	55.3%	Down from 56.8%	64.1%	62.5%
Continuing contract teachers	89.5%	Down from 97.3%	86.3%	83.3%
Teachers returning from previous year	88.6%	Down from 90.4%	89.8%	88.3%
Teacher attendance rate	94.2%	Down from 95.5%	95.0%	95.0%
Average teacher salary*	\$44,555	Up 0.2%	\$48,922	\$48,193
Professional development days/teacher	14.0 days	Up from 12.5 days	11.3 days	11.0 days
<b>School</b>				
Principal's years at school	12.0	Up from 11.0	6.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Down from 18.2 to 1	20.7 to 1	20.1 to 1
Prime instructional time	88.8%	Down from 90.6%	90.1%	90.0%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.3%	Up from 84.2%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,267	Up 5.7%	\$6,932	\$7,364
Percent of expenditures for instruction**	69.0%	Up from 68.8%	68.5%	68.0%
Percent of expenditures for teacher salaries**	66.0%	Up from 65.6%	66.0%	66.0%

\* 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**

Our theme for the 12-13 school year was based on one of the beloved books by Dr. Seuss, Oh, The Places You Will Go. Following this theme, attention was given to many literal places in the world, and the figurative "doors" and "worlds" that education can lead to as well. We want the best options available to be made for our children, and we set up a program of study that will prepare them for whatever interests or abilities they decide to follow at the given time. The class and homework assignments are not designed for ease or simplicity, but planned to promote deeper thought and higher order thinking skills. Lessons of this type require time, study, research, group collaboration at times, and more...but present the best scenario for true learning and the ability to apply the knowledge when needed.

The Education Oversight Committee recognized the school as a Silver Award Winner, once again, for academic achievement results. Students and classes participated in WordMasters, Math and Spelling Masters, Spelling Bees, named as Honor Roll winners, and heightened their reading skills through many class and home activities including participation in our Accelerated Reader program. We continued our effort to promote their growth personally and socially as well, by recognizing and teaching good character skills, habits and attitudes. Music and art activities are still addressed in various ways in the continued absence of those classes, and those with special artistic or dramatic interests were given the opportunity to participate in this year's play, "Alice in Wonderland."

Faculty and staff members work with great devotion and determination each year to assist their students, while furthering their own education and abilities, and we are always proud of our faculty and staff and the dedication and commitment shown. They have worked diligently in the past few years to learn more about the use of technology within the classroom, and this year, about a third of the staff added Ipads to their list of classroom equipment. This year, they elected a long-term faculty member, Ms. Celeste McElveen as the new school representative as Teacher of the Year. She works with our third grade level academically gifted students, and represents another facet of service provided here for the students. In addition to the staff, we are aided yearly by many faithful volunteers and helpers. They provide assistance in many ways to the students and the teachers and are representative of the continued importance of community support and involvement that every school needs to be truly successful.

As always, we address the social and emotional aspects of the whole child when we plan and deliver our programs. While we are focused on providing a strong and stable educational program, we know this must be permeated with good citizenship and positive character development. Our faculty and staff members work to assist students with overall development, and in keeping with our mission statement..."to develop and nurture responsible individuals who are prepared to excel in an ever changing world."

Sheila C. Floyd, Principal  
Brenda Huggins, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	34	101	58
Percent satisfied with learning environment	100%	95%	89.6%
Percent satisfied with social and physical environment	100%	94.1%	91.4%
Percent satisfied with school-home relations	97.2%	95%	94.8%

\* 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

## ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>97.0</b>
<b>Overall Grade Conversion</b>	<b>A</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

## Accountability Indicator for Title I Schools

Walker-Gamble Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.2%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

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

## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	673.9	660.6	630.2	653.1	99.7	99.7
Male	665.7	655.6	627.4	654.2	100.0	100.0
Female	683.1	666.3	632.9	651.7	99.3	99.3
White	682.1	668.6	639.6	659.8	99.5	99.5
African American	653.1	637.6	606.3	627.3	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	623.8	619.1	603.3	624.8	97.3	97.3
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	659.5	645.7	616.9	641.0	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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
<b>English/Language Arts</b>							
<b>2012</b>	3	94	94.7	10	23.8	66.3	90
	4	102	100	21.2	32.3	46.5	78.8
	5	117	99.2	23.2	34.8	42	76.8
	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
<b>2013</b>	3	92	100	3.4	28.1	68.5	96.6
	4	96	100	12.2	33.3	54.4	87.8
	5	110	99.1	17.8	35.5	46.7	82.2
	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
<b>Mathematics</b>							
<b>2012</b>	3	94	97.9	16.9	37.3	45.8	83.1
	4	102	100	27.3	40.4	32.3	72.7
	5	117	99.2	24.1	40.2	35.7	75.9
	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
<b>2013</b>	3	92	100	15.7	42.7	41.6	84.3
	4	96	100	13.3	42.2	44.4	86.7
	5	110	99.1	15	39.3	45.8	85
	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
<b>Science</b>							
<b>2012</b>	3	47	95.7	50	38.1	11.9	50
	4	101	100	31.3	60.6	8.1	68.7
	5	58	100	29.1	41.8	29.1	70.9
	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
<b>2013</b>	3	45	100	23.3	60.5	16.3	76.7
	4	95	100	16.9	61.8	21.3	83.1
	5	57	100	32.1	51.8	16.1	67.9
	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

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
<b>Social Studies</b>							
<b>2012</b>	3	48	93.8	17.1	53.7	29.3	82.9
	4	102	99	20.2	58.6	21.2	79.8
	5	62	98.4	28.3	46.7	25	71.7
	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
<b>2013</b>	3	47	91.5	7.1	61.9	31	92.9
	4	95	100	6.7	42.2	51.1	93.3
	5	54	98.2	26.9	44.2	28.8	73.1
	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
<b>Writing</b>							
<b>2012</b>	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	117	94.9	27.1	36.4	36.4	72.9
	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
<b>2013</b>	3	92	100	21.3	36	42.7	78.7
	4	95	95.8	11.4	40.9	47.7	88.6
	5	110	96.4	26.7	39	34.3	73.3
	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