



Walker-Gamble Elementary

2358 Walker-Gamble Road
New Zion, SC 29111

Grades	PK-5 Elementary School	
Enrollment	642 Students	
Principal	Sheila C. Floyd	843-659-2102
Superintendent	Mrs. Connie Dennis	843-659-2188
Board Chair	Dr. George Green	843-659-4917

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	Average
2006	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

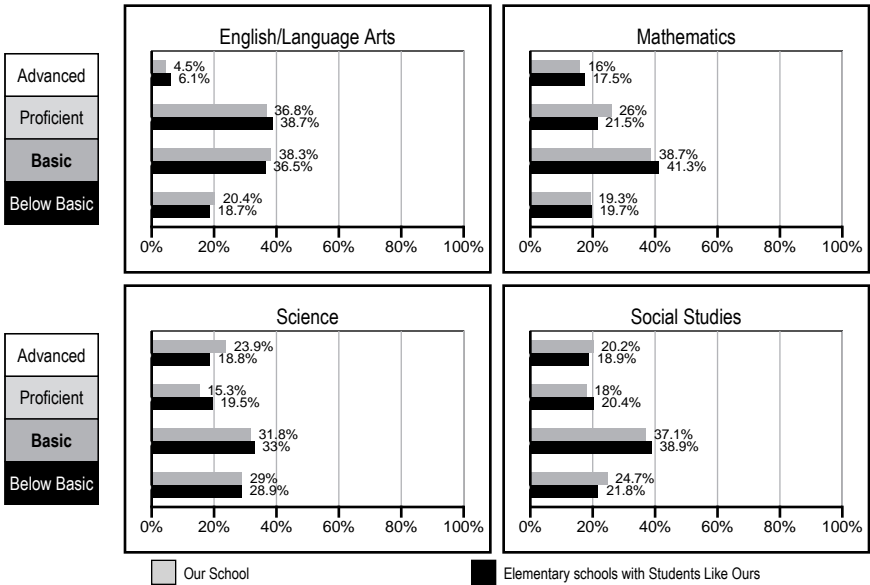
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	13	63	11	1

* 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 | /S-Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=642)				
First graders who attended full-day kindergarten	97.9%	Down from 98.0%	100.0%	100.0%
Retention rate	4.9%	Up from 4.3%	2.3%	2.3%
Attendance rate	95.0%	No Change	96.3%	96.3%
Eligible for gifted and talented	14.1%	Up from 9.2%	12.1%	10.4%
With disabilities other than speech	6.4%	Up from 4.0%	8.3%	7.5%
Older than usual for grade	3.3%	Up from 2.4%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	57.8%	Up from 53.8%	56.6%	56.7%
Continuing contract teachers	73.3%	Down from 82.1%	79.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	96.0%	Up from 94.2%	87.7%	86.4%
Teacher attendance rate	96.3%	No Change	95.3%	94.9%
Average teacher salary	\$44,013	Up 3.7%	\$45,384	\$45,345
Professional development days/teacher	10.0 days	Down from 10.2 days	12.2 days	12.6 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Up from 17.7 to 1	18.8 to 1	18.5 to 1
Prime instructional time	90.4%	No Change	90.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	99.1%	Up from 95.4%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,768	Up 5.0%	\$6,630	\$7,052
Percent of expenditures for instruction*	70.0%	Up from 69.8%	69.0%	69.1%
Percent of expenditures for teacher salaries*	62.6%	Down from 63.0%	65.3%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

"Learning blooms at WGE" was our theme and a focal point for the year. Many lessons, goals and courses of study were built around the theme while maintaining alignment with state standards. We are diligent in our efforts to provide a high quality education for all children. We realize that in doing so we give them the best help we can for their lives and for the future of our great state. We will soon undergo a change in testing due to new legislation affecting our current system, and we are also reviewing the primary testing done here that is not addressed by legislation. We have, once again, completed the work to be named a "Governor's Reading Honor Roll" school, and we were also quite pleased to be named a silver award winner by the State Education Oversight Committee. Many of our teachers received various grants over the past year to recognize their efforts and allow them the opportunity to offer new materials and experiences in their classrooms. A number of our faculty and staff attend meetings, courses and workshops every year to learn all they can and make sure we keep up with, and surpass when possible, all of the many requirements needed to do our best. Our K4 program continued their progress in improving the program quality, and our K5 teachers are reviewing the pre and post tests they used, along with the report cards as well. A number of staff members will soon complete a writing course on-site, and a number of others have participated in a year-long district leadership team that looks at overall district practices, needs, and strengths. We all worked hard in the completion of a SACS (accreditation) self-study, and accompanying documents to support those findings. We were pleased to complete that accreditation in the fall. We are now focusing more time, funds, and concentration on technology in the classrooms and across the curriculum.

We are always continuing our efforts in the promotion of good character development. School workers are encouraged to incorporate character development in the day to day situations that occur as well as having specific lessons devoted to this all important area of human development. In the past two years, our physical education department, under the leadership of Mrs. Kim Phillips who is also our new teacher of the year, has made significant attempts to promote student and community wellness through more physical activities at school and at home. Our school and our community also participate in recycling efforts each year and, for the first time, some of our students organized and promoted a very successful fund-raiser to assist two local animal shelters.

Parents and other community members are encouraged to visit our school and get involved and a great number of them do, which we appreciate. Our faculty and staff does a great job of incorporating art projects, hall displays, programs, presentations, plays, and skits to make the learning relevant, fun, and memorable.

It is always our most genuine effort and sincere aim that every child receive the best that we have to offer in helping them become well-rounded, happy, and productive individuals.

Sheila c. Floyd school principal @Brenda Huggins SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	85	52
Percent satisfied with learning environment	100.0%	90.6%	96.1%
Percent satisfied with social and physical environment	100.0%	90.6%	90.4%
Percent satisfied with school-home relations	97.2%	90.5%	82.7%

* 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 15 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

Newly Identified

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	N/A	1.8%	
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%	
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.0%	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
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	284	98.9	19.9	38	37.3	4.8	56.8	43.6	48.2	Yes	Yes
Gender											
Male	154	98.1	24.8	40.3	32.2	2.7	49	35	41.7	N/A	N/A
Female	130	100	13.9	35.2	43.4	7.4	66.4	53	55	N/A	N/A
Racial/Ethnic Group											
White	186	98.9	12.2	35.9	47	5	65.7	52.3	60	Yes	Yes
African American	83	98.8	38.5	42.3	14.1	5.1	34.6	25.3	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	70.4	I/S	I/S
Hispanic	13	100	16.7	41.7	41.7	0	66.7	47.1	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	38	100	47.4	31.6	18.4	2.6	28.9	17.6	16	I/S	I/S
Migrant Status											
Migrant	12	100	18.2	45.5	36.4	0	63.6	46.7	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	12	100	18.2	45.5	36.4	0	63.6	46.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	158	98.7	29.1	43.7	23.8	3.3	42.4	31.9	34	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	284	99.3	19.1	38.6	26.1	16.2	53.3	42	45.8	Yes	Yes
Gender											
Male	154	98.7	19.3	40.7	24.7	15.3	50	39.6	45.6	N/A	N/A
Female	130	100	18.9	36.1	27.9	17.2	57.4	44.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	186	99.5	12.6	34.6	33	19.8	64.3	53	59	Yes	Yes
African American	83	98.8	37.2	42.3	11.5	9	30.8	21.1	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	71.3	I/S	I/S
Hispanic	13	100	0	75	16.7	8.3	33.3	29.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	38	100	34.2	55.3	7.9	2.6	26.3	16.2	17.1	I/S	I/S
Migrant Status											
Migrant	12	100	0	72.7	18.2	9.1	36.4	33.3	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	12	100	0	72.7	18.2	9.1	36.4	33.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	158	99.4	27.6	43.4	17.8	11.2	38.8	29.4	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	187	99.5	28.3	31.7	15.6	24.4	40	34.5	35.7	95	94.6
Gender											
Male	103	99	29.7	32.7	12.9	24.8	37.6	32.8	37.4	95	94.5
Female	84	100	26.6	30.4	19	24.1	43	36.3	33.8	94.9	94.6
Racial/Ethnic Group											
White	126	100	18.7	32.5	18.7	30.1	48.8	44.2	49.2	94.7	94.4
African American	51	98	56.3	22.9	8.3	12.5	20.8	15.1	17	95.5	94.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58	98	98
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	95.4	95
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	24	100	54.2	29.2	4.2	12.5	16.7	12	14	93.7	93
Migrant Status											
Migrant	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	95.5	95.1
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	95.4	95.1
Socio-Economic Status											
Subsided meals	102	99	43.4	30.3	13.1	13.1	26.3	23.4	21.1	94.6	94.1
Social Studies											
All Students	188	99.5	24.9	37	18.2	19.9	38.1	30.2	34	95	94.6
Gender											
Male	102	99	27.7	35.6	21.8	14.9	36.6	33.2	36.6	95	94.5
Female	86	100	21.3	38.8	13.8	26.3	40	26.7	31.3	94.9	94.6
Racial/Ethnic Group											
White	120	100	16.8	37.8	21	24.4	45.4	38.3	44.5	94.7	94.4
African American	56	98.2	45.3	30.2	13.2	11.3	24.5	15.5	19.1	95.5	94.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58.9	98	98
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	I/S	15.4	27.5	95.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	29	100	55.2	27.6	10.3	6.9	17.2	9.6	14.4	93.7	93
Migrant Status											
Migrant	9	I/S	I/S	I/S	I/S	I/S	I/S	18.2	22.6	95.5	95.1
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	18.2	27.3	95.4	95.1
Socio-Economic Status											
Subsided meals	109	99.1	28.6	43.8	11.4	16.2	27.6	21.7	21	94.6	94.1

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	89	98.9	15.1	44.2	32.6	8.1	40.7	
	4	91	98.9	13.6	30.7	52.3	3.4	55.7	
	5	74	100	23.6	51.4	23.6	1.4	25	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	103	99	11.3	34	47.4	7.2	54.6	
	4	89	100	31.8	32.9	31.8	3.5	35.3	
	5	92	97.8	18	47.2	31.5	3.4	34.8	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	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	89	100	33.3	43.7	13.8	9.2	23	
	4	91	98.9	10.2	35.2	27.3	27.3	54.5	
	5	74	100	23.6	45.8	23.6	6.9	30.6	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	103	100	14.3	45.9	26.5	13.3	39.8	
	4	89	100	28.2	32.9	21.2	17.6	38.8	
	5	92	97.8	15.7	36	30.3	18	48.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	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	46	95.7	42.2	37.8	15.6	4.4	20	
	4	91	98.9	34.5	29.9	25.3	10.3	35.6	
	5	36	97.2	42.9	31.4	8.6	17.1	25.7	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	52	100	10	40	30	20	50	
	4	89	100	38.8	28.2	9.4	23.5	32.9	
	5	46	97.8	28.9	28.9	11.1	31.1	42.2	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	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	43	97.7	9.5	50	33.3	7.1	40.5	
	4	91	96.7	18.6	27.9	29.1	24.4	53.5	
	5	38	97.4	40.5	40.5	5.4	13.5	18.9	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	53	100	18	46	20	16	36	
	4	89	100	29.4	37.6	17.6	15.3	32.9	
	5	46	97.8	23.9	26.1	17.4	32.6	50	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	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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