



Wallace Elementary/Middle

3643 Highway 9 West
Wallace, South Carolina

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-8 Elementary School | |
| Enrollment | 348 Students | |
| Principal | Janice Henson | 843-537-7493 |
| Superintendent | Miss Alisa Goodman | 843-479-4016 |
| Board Chair | Mr. John McInnis | 843-586-8989 |

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 | Below Average | Below Average |
| 2004 | Average | 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

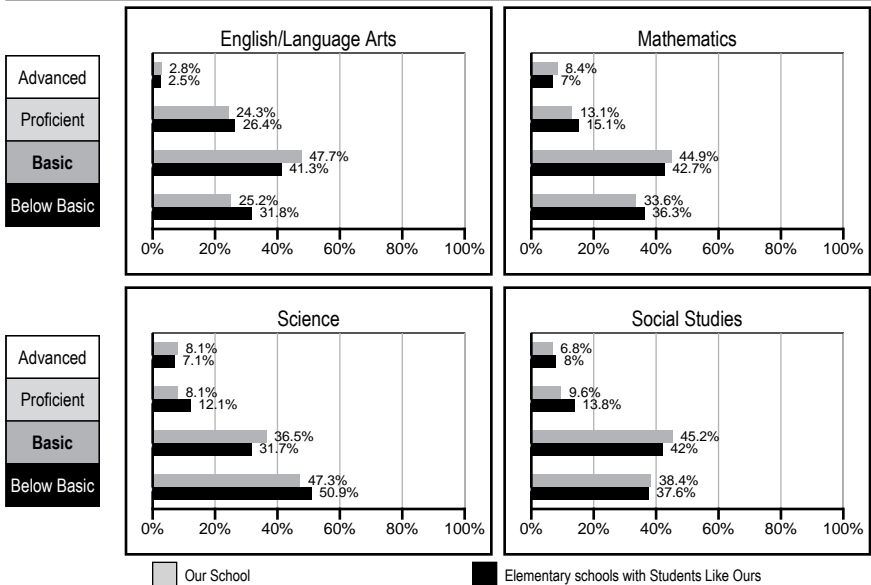
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 0 | 12 | 64 | 37 |

* 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=348) | | | | |
| First graders who attended full-day kindergarten | 90.9% | Up from 90.6% | 100.0% | 100.0% |
| Retention rate | 5.8% | Down from 6.7% | 3.1% | 2.3% |
| Attendance rate | 95.7% | Up from 95.2% | 96.0% | 96.3% |
| Eligible for gifted and talented | 8.1% | Up from 7.4% | 3.5% | 10.4% |
| With disabilities other than speech | 10.8% | Up from 9.0% | 7.9% | 7.5% |
| Older than usual for grade | 5.4% | Up from 3.7% | 1.3% | 0.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=33) | | | | |
| Teachers with advanced degrees | 45.5% | Down from 58.6% | 54.3% | 56.7% |
| Continuing contract teachers | 66.7% | Down from 82.8% | 70.0% | 77.3% |
| Teachers with emergency or provisional certificates | 0.0% | Down from 4.0% | 0.0% | 0.0% |
| Teachers returning from previous year | 86.4% | Up from 85.3% | 83.2% | 86.4% |
| Teacher attendance rate | 91.6% | Down from 94.0% | 95.0% | 94.9% |
| Average teacher salary | \$40,082 | Down 6.2% | \$43,955 | \$45,345 |
| Professional development days/teacher | 20.1 days | Down from 22.6 days | 13.3 days | 12.6 days |
| School | | | | |
| Principal's years at school | 9.0 | Up from 0.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 14.8 to 1 | Down from 23.9 to 1 | 16.6 to 1 | 18.5 to 1 |
| Prime instructional time | 85.5% | Down from 87.5% | 89.3% | 89.8% |
| 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 | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil* | \$6,941 | Up 4.2% | \$8,058 | \$7,052 |
| Percent of expenditures for instruction* | 67.7% | Down from 69.5% | 69.0% | 69.1% |
| Percent of expenditures for teacher salaries* | 64.1% | Up from 63.0% | 62.5% | 64.2% |

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Wallace Elementary/Middle School enjoyed a great year in 2007-08. Our PACT scores showed an increase in the overall number of students who performed Proficient and Advanced in the Language Arts and Math areas. We also experienced a growth in the PACT scores for those students who scored Above Basic. Although we did not meet all the requirements of AYP goals this year, we still were able to show growth in the scores of special-needs students and minority students. Using the Measures of Academic Progress (MAP), we were able to show growth in our Middle School targeted grades. The data showed that 51% of our targeted sixth grade met their RIT target and 67% of our targeted eighth grade met their RIT target.

Continuing to grow professionally, our staff received training throughout the school year with the implementation of the Teacher Advancement Program (TAP). Wallace had a core group of teachers and assistants who were highly-trained in Corrective Reading in order to lead the implementation of this program and a Reading Incentive Program at our school. Measures of Academic Progress (MAP) and its supplementary instructional component, Odyssey Compass Learning, were implemented during 2007-08. PreK-8 core subject teachers were trained and supported in implementing Anderson V curriculum.

Additionally, Wallace had two Junior Scholars, a student who was recognized by the Governor for Outstanding Citizenship, and eight students who received the Presidential Academic Education Award. Our Academic Challenge Team had an undefeated season and placed third in the Pee Dee area. We are also proud of our girls' basketball, boys' basketball, baseball, and softball teams this year as they showed their Bearcat Spirit representing Wallace.

We look forward to an exciting 2008-09 school year. All of our teachers are certified and considered highly-qualified. Our faculty and staff continue to receive professional development in areas of instruction and climate as we take on new endeavors for this coming year. We know that Wallace Elementary Middle School truly represents "Where Education Means Success!"

Sequal Black, Principal
Irma Stanley, SIC Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 17 | 62 | 26 |
| Percent satisfied with learning environment | 87.5% | 93.4% | 84.6% |
| Percent satisfied with social and physical environment | 56.3% | 73.8% | 73.1% |
| Percent satisfied with school-home relations | 58.8% | 86.9% | 88.5% |

* 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 13 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

Restructure

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 | 24.6% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 19.8% | 0.0% | No |
| Student attendance rate | 95.7% | 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 | 225 | 99.1 | 28.7 | 50.2 | 19.1 | 1.9 | 32.1 | 30.4 | 48.2 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 116 | 98.3 | 38.3 | 45.8 | 15 | 0.9 | 24.3 | 24 | 41.7 | N/A | N/A |
| Female | 109 | 100 | 18.6 | 54.9 | 23.5 | 2.9 | 40.2 | 37.3 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 112 | 99.1 | 27.1 | 49.5 | 22.4 | 0.9 | 32.7 | 38.4 | 60 | Yes | Yes |
| African American | 98 | 99 | 33.3 | 51.7 | 11.5 | 3.4 | 26.4 | 25.2 | 31.7 | Yes | Yes |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 70.4 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 38.4 | I/S | I/S |
| American Indian/Alaskan | 12 | 100 | 16.7 | 50 | 33.3 | 0 | 50 | 35.7 | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 35 | 100 | 81.8 | 18.2 | 0 | 0 | 3 | 9.1 | 16 | I/S | I/S |
| 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 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 182 | 98.9 | 29.3 | 52.7 | 16.2 | 1.8 | 29.3 | 26.6 | 34 | Yes | Yes |
| Mathematics - State Performance Objective = 57.8% (Proficient and Advanced) | | | | | | | | | | | |
| All Students | 225 | 99.6 | 32.4 | 49 | 12.9 | 5.7 | 30 | 25.1 | 45.8 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 116 | 99.1 | 37 | 43.5 | 13.9 | 5.6 | 25.9 | 24 | 45.6 | N/A | N/A |
| Female | 109 | 100 | 27.5 | 54.9 | 11.8 | 5.9 | 34.3 | 26.3 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 112 | 99.1 | 29.9 | 49.5 | 15 | 5.6 | 29 | 34 | 59 | No | Yes |
| African American | 98 | 100 | 39.8 | 46.6 | 8 | 5.7 | 28.4 | 19.9 | 26.9 | No | Yes |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 71.3 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 38.1 | I/S | I/S |
| American Indian/Alaskan | 12 | 100 | 8.3 | 50 | 33.3 | 8.3 | 50 | 29.3 | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 35 | 100 | 69.7 | 27.3 | 0 | 3 | 3 | 9.7 | 17.1 | I/S | I/S |
| 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 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 182 | 99.5 | 33.9 | 49.4 | 11.3 | 5.4 | 28.6 | 22 | 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 | 151 | 100 | 47.6 | 39.2 | 6.3 | 7 | 13.3 | 13.9 | 35.7 | 95.7 | 95.3 |
| Gender | | | | | | | | | | | |
| Male | 73 | 100 | 52.9 | 38.6 | 4.3 | 4.3 | 8.6 | 13.9 | 37.4 | 95.7 | 95 |
| Female | 78 | 100 | 42.5 | 39.7 | 8.2 | 9.6 | 17.8 | 13.8 | 33.8 | 95.8 | 95.7 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 73 | 100 | 45.1 | 40.8 | 7 | 7 | 14.1 | 24.7 | 49.2 | 94.9 | 94.8 |
| African American | 69 | 100 | 54 | 34.9 | 4.8 | 6.3 | 11.1 | 7.6 | 17 | 96.7 | 95.7 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 58 | 91.4 | 97.1 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 24.9 | 95.9 | 95.2 |
| American Indian/Alaskan | 8 | I/S | I/S | I/S | I/S | I/S | I/S | 16.4 | 37.4 | 95.8 | 94 |
| Disability Status | | | | | | | | | | | |
| Disabled | 22 | 100 | 75 | 20 | 0 | 5 | 5 | 10.5 | 14 | 94.8 | 94.5 |
| 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 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 24.4 | N/A | 97.6 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 124 | 100 | 49.1 | 38.8 | 6 | 6 | 12.1 | 10.5 | 21.1 | 96 | 95.1 |
| Social Studies | | | | | | | | | | | |
| All Students | 150 | 100 | 48.2 | 39.7 | 7.1 | 5 | 12.1 | 13.8 | 34 | 95.7 | 95.3 |
| Gender | | | | | | | | | | | |
| Male | 78 | 100 | 50.7 | 35.6 | 8.2 | 5.5 | 13.7 | 14.1 | 36.6 | 95.7 | 95 |
| Female | 72 | 100 | 45.6 | 44.1 | 5.9 | 4.4 | 10.3 | 13.4 | 31.3 | 95.8 | 95.7 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 79 | 100 | 43.4 | 44.7 | 7.9 | 3.9 | 11.8 | 16.4 | 44.5 | 94.9 | 94.8 |
| African American | 62 | 100 | 55.4 | 33.9 | 5.4 | 5.4 | 10.7 | 11.8 | 19.1 | 96.7 | 95.7 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 58.9 | 91.4 | 97.1 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 27.5 | 95.9 | 95.2 |
| American Indian/Alaskan | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 19 | 32.7 | 95.8 | 94 |
| Disability Status | | | | | | | | | | | |
| Disabled | 24 | 100 | 73.9 | 26.1 | 0 | 0 | 0 | 6.1 | 14.4 | 94.8 | 94.5 |
| 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 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 27.3 | N/A | 97.6 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 119 | 100 | 48.6 | 36.9 | 9 | 5.4 | 14.4 | 11.4 | 21 | 96 | 95.1 |

* 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 | 49 | 100 | 25.6 | 32.6 | 30.2 | 11.6 | 41.9 |
| | 4 | 35 | 100 | 18.2 | 48.5 | 27.3 | 6.1 | 33.3 |
| | 5 | 48 | 100 | 51.1 | 34 | 14.9 | 0 | 14.9 |
| | 6 | 34 | 100 | 39.4 | 51.5 | 9.1 | 0 | 9.1 |
| | 7 | 35 | 100 | 55.9 | 32.4 | 8.8 | 2.9 | 11.8 |
| 2008 | 3 | 37 | 97.3 | 15.2 | 66.7 | 18.2 | 0 | 18.2 |
| | 4 | 42 | 100 | 20 | 35 | 40 | 5 | 45 |
| | 5 | 37 | 100 | 39.4 | 45.5 | 12.1 | 3 | 15.2 |
| | 6 | 40 | 100 | 41 | 41 | 17.9 | 0 | 17.9 |
| | 7 | 35 | 100 | 26.5 | 61.8 | 11.8 | 0 | 11.8 |
| 8 | 34 | 97.1 | 30 | 56.7 | 10 | 3.3 | 13.3 | |
| Mathematics | | | | | | | | |
| 2007 | 3 | 49 | 100 | 34.9 | 46.5 | 16.3 | 2.3 | 18.6 |
| | 4 | 35 | 100 | 24.2 | 24.2 | 36.4 | 15.2 | 51.5 |
| | 5 | 48 | 100 | 51.1 | 38.3 | 10.6 | 0 | 10.6 |
| | 6 | 34 | 100 | 21.2 | 51.5 | 27.3 | 0 | 27.3 |
| | 7 | 35 | 100 | 41.2 | 44.1 | 8.8 | 5.9 | 14.7 |
| 2008 | 3 | 37 | 100 | 47.1 | 47.1 | 5.9 | 0 | 5.9 |
| | 4 | 42 | 100 | 15 | 42.5 | 22.5 | 20 | 42.5 |
| | 5 | 37 | 100 | 42.4 | 45.5 | 9.1 | 3 | 12.1 |
| | 6 | 40 | 100 | 56.4 | 30.8 | 7.7 | 5.1 | 12.8 |
| | 7 | 35 | 100 | 8.8 | 67.6 | 20.6 | 2.9 | 23.5 |
| 8 | 34 | 97.1 | 23.3 | 66.7 | 10 | 0 | 10 | |
| Science | | | | | | | | |
| 2007 | 3 | 25 | 100 | 52.4 | 38.1 | 9.5 | 0 | 9.5 |
| | 4 | 34 | 100 | 36.4 | 45.5 | 3 | 15.2 | 18.2 |
| | 5 | 25 | 100 | 75 | 20.8 | 0 | 4.2 | 4.2 |
| | 6 | 16 | 100 | 46.7 | 53.3 | 0 | 0 | 0 |
| | 7 | 35 | 100 | 61.8 | 23.5 | 11.8 | 2.9 | 14.7 |
| 2008 | 3 | 20 | 100 | 50 | 50 | 0 | 0 | 0 |
| | 4 | 42 | 100 | 42.5 | 32.5 | 12.5 | 12.5 | 25 |
| | 5 | 17 | 100 | 56.3 | 31.3 | 6.3 | 6.3 | 12.5 |
| | 6 | 20 | 100 | 85 | 10 | 5 | 0 | 5 |
| | 7 | 35 | 100 | 23.5 | 61.8 | 2.9 | 11.8 | 14.7 |
| 8 | 17 | 100 | 53.3 | 40 | 6.7 | 0 | 6.7 | |
| Social Studies | | | | | | | | |
| 2007 | 3 | 24 | 100 | 45.5 | 45.5 | 9.1 | 0 | 9.1 |
| | 4 | 34 | 100 | 48.5 | 42.4 | 6.1 | 3 | 9.1 |
| | 5 | 23 | 100 | 56.5 | 26.1 | 17.4 | 0 | 17.4 |
| | 6 | 18 | 100 | 27.8 | 55.6 | 16.7 | 0 | 16.7 |
| | 7 | 35 | 100 | 73.5 | 20.6 | 0 | 5.9 | 5.9 |
| 2008 | 3 | 21 | 100 | 88.2 | 11.8 | 0 | 0 | 0 |
| | 4 | 17 | 100 | 37.5 | 62.5 | 0 | 0 | 0 |
| | 5 | 20 | 100 | 27.5 | 47.5 | 17.5 | 7.5 | 25 |
| | 6 | 42 | 100 | 64.7 | 23.5 | 0 | 11.8 | 11.8 |
| | 7 | 35 | 100 | 52.6 | 31.6 | 10.5 | 5.3 | 15.8 |
| 8 | 16 | 100 | 64.7 | 32.4 | 2.9 | 0 | 2.9 | |
| 8 | 16 | 100 | 53.3 | 40 | 0 | 6.7 | 6.7 | |

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