



Wilder Elementary

975 South Main Street
Sumter, South Carolina

Grades	PK-5 Elementary School	
Enrollment	536 Students	
Principal	Maria Newton-Ta'Bon	803-773-5723
Superintendent	Zona Jefferson, PhD	803-469-8536
Board Chair	Ms. Jo R. White	803-773-7663

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* The School's 2008 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 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

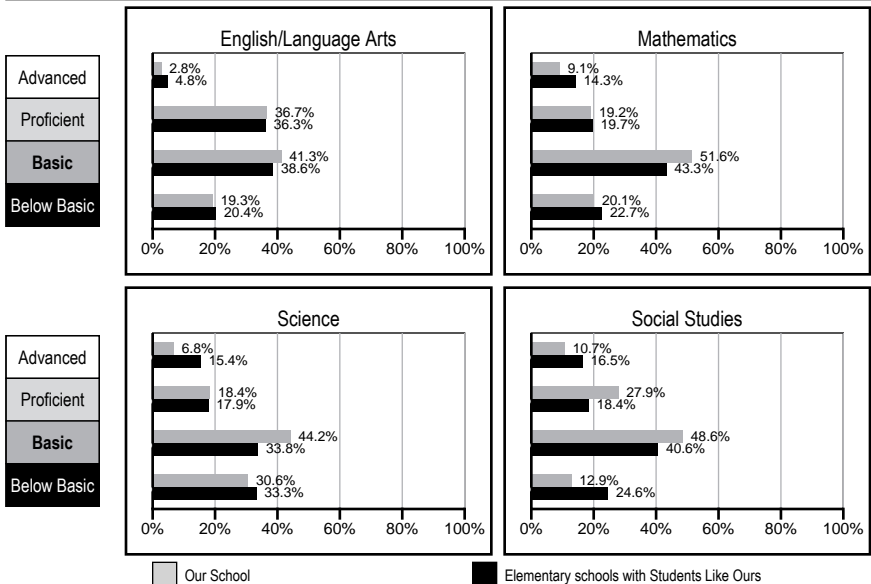
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 90.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	7	53	30	0

* 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=536)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	6.2%	Up from 3.8%	2.6%	2.3%
Attendance rate	96.6%	Down from 97.1%	96.3%	96.3%
Eligible for gifted and talented	5.9%	Down from 10.4%	10.5%	10.4%
With disabilities other than speech	10.5%	Up from 8.4%	8.7%	7.5%
Older than usual for grade	4.3%	Up from 2.9%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.5%	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	56.4%	Down from 59.0%	57.9%	56.7%
Continuing contract teachers	69.2%	Down from 74.4%	80.5%	77.3%
Teachers with emergency or provisional certificates	9.1%	Up from 6.5%	0.0%	0.0%
Teachers returning from previous year	88.5%	Up from 87.0%	87.8%	86.4%
Teacher attendance rate	89.0%	Down from 93.9%	94.9%	94.9%
Average teacher salary	\$43,352	Up 5.7%	\$45,421	\$45,345
Professional development days/teacher	8.1 days	Down from 12.5 days	12.7 days	12.6 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Up from 14.9 to 1	18.5 to 1	18.5 to 1
Prime instructional time	84.7%	Down from 90.5%	89.7%	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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$7,268	Up 15.1%	\$6,893	\$7,052
Percent of expenditures for instruction*	68.8%	Down from 69.5%	68.9%	69.1%
Percent of expenditures for teacher salaries*	60.9%	Down from 64.1%	64.9%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

In our effort to improve student achievement, the instructional focus for the 2007-2008 school year was to increase scores of Basic, Proficient, or Advanced in ELA and Mathematics through the implementation of Classworks and Differentiated Instruction. Our Reading Recovery teachers were instrumental in assisting and sharing best practice strategies with our Kindergarten and second grade teachers. The Literacy Spot criteria was used in the classroom as a guideline for providing our students with literacy tools. Our teachers actively participated in district and school-sponsored staff development as well as attended conferences.

Our School Improvement Council (SIC) and Parent Teacher Association (PTA) teamed up and provided monthly family meetings which gave parents and students opportunities to become actively involved in our school programs. Because of the joint effort of SIC and PTA our parent volunteer program grew tremendously. Parents volunteered for field trips as well as assisted teachers on a consistent basis in the classroom. One key "best practice" that we piloted this year was the single-gender initiative for our fifth graders. Students, teachers and parents alike found the single-gender initiative to be one which lifted barriers for both girls and boys. We also continued with our inclusion program which assisted in the social and academic growth and development of both special needs students as well as general education students. Members of the community were involved in such activities as Heritage Night, Career Day, American Education Week, Red Ribbon Week, Children's Book Week and Field Day. The SIC sponsored a Back To School Bash and the One Hundredth Day Celebration which featured over 170 men for lunch.

Wilder students are provided opportunities to be well-rounded through the various extra-curricular activities offered by teachers. Clubs such as student council, first priority, drum club, growing gardeners, jump rope, fitness and dazzling dancer's club involved students in grades Kindergarten through fifth. In addition to clubs we offered for the first time football and basketball.

Finally, on behalf of the faculty and staff of Wilder Elementary school, it is with great honor that we announce Courtney Geddings as the 2008-2009 Teacher of the Year. Mrs. Geddings is a second grade teacher at Wilder and we are proud to have her represent our school and district.

Maria Newton-Ta'Bon, Principal
 Marcia Wilson, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	69	64
Percent satisfied with learning environment	92.3%	89.7%	96.7%
Percent satisfied with social and physical environment	94.9%	91.3%	96.8%
Percent satisfied with school-home relations	76.3%	85.5%	93.5%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 17 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

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	4.8%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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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	242	98.8	19	42.1	36.2	2.7	52.5	42.6	48.2	Yes	Yes
Gender											
Male	139	98.6	25	41.4	32.8	0.8	48.4	37.7	41.7	N/A	N/A
Female	103	99	10.8	43	40.9	5.4	58.1	47.7	55	N/A	N/A
Racial/Ethnic Group											
White	52	98.1	5.9	27.5	58.8	7.8	78.4	62.5	60	Yes	Yes
African American	186	98.9	22.2	47.3	29.9	0.6	44.9	33.2	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.1	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	33.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	47	93.6	67.6	29.7	2.7	0	21.6	14.4	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	3	I/S	I/S	I/S	I/S	I/S	I/S	34.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	151	100	26.1	45.5	26.9	1.5	42.5	31.7	34	Yes	Yes

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

All Students	242	98.8	19	52.9	19	9	43	37.9	45.8	Yes	Yes
Gender											
Male	139	98.6	21.9	50.8	20.3	7	40.6	38.3	45.6	N/A	N/A
Female	103	99	15.1	55.9	17.2	11.8	46.2	37.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	52	98.1	7.8	35.3	27.5	29.4	66.7	61	59	Yes	Yes
African American	186	98.9	22.2	58.7	16.2	3	35.9	26.6	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	87.5	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	32.1	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	47	93.6	51.4	43.2	5.4	0	16.2	17.5	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	3	I/S	I/S	I/S	I/S	I/S	I/S	34.6	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	151	100	23.9	57.5	15.7	3	34.3	25.9	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	162	100	30.9	43.4	19.1	6.6	25.7	30.6	35.7	96.6	96.1
Gender											
Male	88	100	32.1	40.5	20.2	7.1	27.4	32.7	37.4	96.2	95.9
Female	74	100	29.4	47.1	17.6	5.9	23.5	28.6	33.8	97.1	96.3
Racial/Ethnic Group											
White	31	100	12.9	41.9	22.6	22.6	45.2	54.7	49.2	96.1	96.1
African American	130	100	35.8	43.3	18.3	2.5	20.8	19.3	17	96.8	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.2	58	86.2	97.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	21.6	24.9	95.4	95.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	97.1
Disability Status											
Disabled	35	100	60	33.3	6.7	0	6.7	16.7	14	95.5	95
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	1	I/S	I/S	I/S	I/S	I/S	I/S	22.2	24.4	98.8	96
Socio-Economic Status											
Subsided meals	102	100	43	37.6	15.1	4.3	19.4	18.8	21.1	96.2	95.7
Social Studies											
All Students	154	100	13.4	48.6	27.5	10.6	38	28.7	34	96.6	96.1
Gender											
Male	92	100	14.1	45.9	28.2	11.8	40	32.2	36.6	96.2	95.9
Female	62	100	12.3	52.6	26.3	8.8	35.1	25.1	31.3	97.1	96.3
Racial/Ethnic Group											
White	33	100	3	27.3	54.5	15.2	69.7	49.3	44.5	96.1	96.1
African American	117	100	16	56.6	18.9	8.5	27.4	19.2	19.1	96.8	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	58.9	86.2	97.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	30	27.5	95.4	95.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	97.1
Disability Status											
Disabled	27	100	39.1	52.2	8.7	0	8.7	15.5	14.4	95.5	95
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	3	I/S	I/S	I/S	I/S	I/S	I/S	26.7	27.3	98.8	96
Socio-Economic Status											
Subsided meals	102	100	17.8	53.3	18.9	10	28.9	19.5	21	96.2	95.7

* 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	74	98.7	11.9	55.2	32.8	0	32.8
	4	76	100	15.2	47	36.4	1.5	37.9
	5	105	100	27.4	45.3	25.3	2.1	27.4
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	81	100	15.1	32.9	46.6	5.5	52.1
	4	77	100	24.7	46.6	28.8	0	28.8
	5	84	96.4	17.3	46.7	33.3	2.7	36
	6	N/A	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
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	74	98.7	13.4	76.1	9	1.5	10.4
	4	76	100	22.7	37.9	27.3	12.1	39.4
	5	105	100	31.6	43.2	10.5	14.7	25.3
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	81	100	21.9	57.5	12.3	8.2	20.5
	4	77	100	16.4	58.9	17.8	6.8	24.7
	5	84	96.4	18.7	42.7	26.7	12	38.7
	6	N/A	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
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	37	97.3	53.1	25	15.6	6.3	21.9
	4	76	100	33.3	39.7	22.2	4.8	27
	5	54	100	52.2	30.4	8.7	8.7	17.4
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	42	100	20.5	46.2	25.6	7.7	33.3
	4	77	100	30.1	50.7	16.4	2.7	19.2
	5	43	100	42.5	27.5	17.5	12.5	30
	6	N/A	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
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	38	100	14.7	73.5	8.8	2.9	11.8
	4	76	100	20.6	57.1	17.5	4.8	22.2
	5	52	100	56.3	20.8	12.5	10.4	22.9
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	39	100	8.8	41.2	35.3	14.7	50
	4	77	100	12.3	61.6	21.9	4.1	26
	5	38	100	20	28.6	31.4	20	51.4
	6	N/A	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
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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