

Wallace Elementary/Middle

3643 Highway 9 West
Wallace, South Caorlina

Grades	PK-8 Middle School	
Enrollment	335 Students	
Principal	Janice Henson	843-537-7493
Superintendent	Dr. Frank G. Roberson	843-479-1534
Board Chair	John McInnis	843-586-8989

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Below Average**	**Average**
2008	At-Risk	Average
2007	At-Risk	Below Average
2006	At-Risk	Below Average
2005	Below Average	Below Average

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.

http://ed.sc.gov
http://www.eoc.sc.gov

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

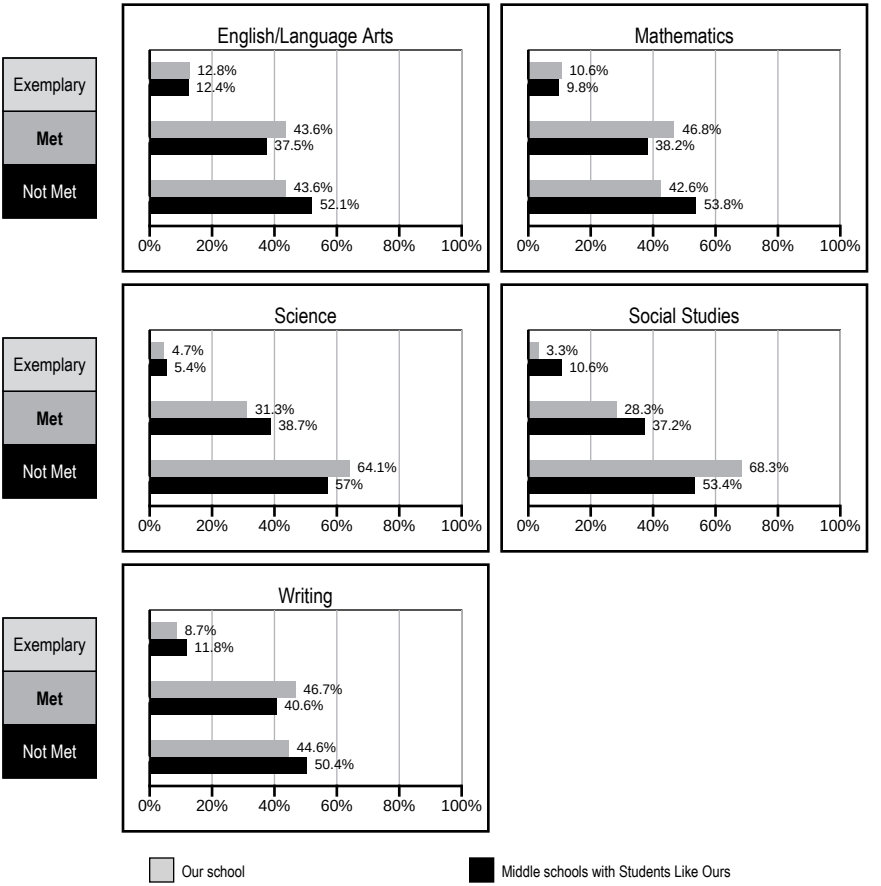
Percent of students tested in 2008-09 whose 2007-08 test scores were located	95%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	33	23

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	85.6%
English 1	100.0%	82.4%
Physical Science	N/A	28.1%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	84.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=335)				
Students enrolled in high school credit courses (grades 7 & 8)	4.2%	Down from 6.0%	16.4%	21.6%
Retention rate	0.6%	Down from 5.8%	2.3%	1.2%
Attendance rate	96.5%	Up from 95.7%	95.6%	95.9%
Eligible for gifted and talented	6.1%	Down from 8.1%	4.1%	14.8%
With disabilities other than speech	9.4%	Down from 10.8%	14.1%	12.6%
Older than usual for grade	3.2%	Down from 5.4%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.3%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	60.7%	Up from 45.5%	54.3%	56.9%
Continuing contract teachers	92.9%	Up from 66.7%	61.1%	72.7%
Teachers with emergency or provisional certificates	3.7%	Up from 0.0%	15.4%	5.3%
Teachers returning from previous year	82.8%	Down from 86.4%	76.0%	82.9%
Teacher attendance rate	N/R	N/R	94.9%	95.2%
Average teacher salary*	$42,641	Up 6.4%	$44,507	$46,599
Professional development days/teacher	7.0 days	Down from 20.1 days	11.1 days	10.8 days
School				
Principal's years at school	1.0	Down from 9.0	2.0	3.0
Student-teacher ratio in core subjects	15.1 to 1	Up from 14.8 to 1	16.4 to 1	20.1 to 1
Prime instructional time	N/R	N/R	89.3%	89.9%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	95.9%	97.8%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	$8,673	Up 25.0%	$10,240	$7,645
Percent of expenditures for instruction**	63.0%	Down from 67.7%	59.9%	63.4%
Percent of expenditures for teacher salaries**	59.8%	Down from 64.1%	54.1%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The mission of WEMS is to develop life-long learners by fostering a safe, nurturing environment, which encourages individuals to think critically, solve problems, make decisions, acquire technology skills and acknowledge cultural diversity by working cooperatively and productively.

Our staff continued to grow professionally throughout the school year with the second year of the Teacher Advancement Program (TAP). Teachers were actively involved in meaningful staff development.

This past year we had one Junior Scholar, a student who was recognized by the Governor for Outstanding Citizenship, and eight students who received The Presidential Academic Education Award. Our Beta Club was instrumental in raising money for Relay for Life, Hoops for Heart, Jumprope for Heart, Pennies for Patients, and several other local charity activities.

The Positive Behavioral Intervention System was implemented in our school this year. Through the implementation we saw our discipline referrals drop over fifty percent.

We recognized more than a total of 200 different students as Honor Roll students. “Terrific Kids” were recognized each nine-week period.

This school year WEMS also piloted a single gender class in grade seven. Through this process our 7th grade showed a 35% increase in English Language Arts and 29% increase in Math according to the Measure of Academic Progress (MAP) reports.

Our faculty and students are to be commended for their hard work during the 2008-09 school year. We are proud of our accomplishments at WEMS and look forward to an even more exciting and rewarding 2009-10 school year.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	30	43
Percent satisfied with learning environment	100.0%	80.0%	69.0%
Percent satisfied with social and physical environment	85.0%	76.7%	62.8%
Percent satisfied with school-home relations	75.0%	83.3%	72.1%

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

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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	R-DELAY

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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.6%	0.0%	No
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

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Wallace Elementary/Middle										06/01/10-3501025
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	210	100	39.8	41.9	18.3	79.1	71.2	82.8	Yes	Yes
Gender										
Male	105	100	42.3	40.2	17.5	78.4	65.9	79.3	N/A	N/A
Female	105	100	37.2	43.6	19.1	79.8	76.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	104	100	41.9	40.9	17.2	78.5	78.8	89.5	Yes	Yes
African American	95	100	40.2	40.2	19.5	77	66.9	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	76.9	76.5	I/S	I/S
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	73	82.5	I/S	I/S
Disability Status										
Disabled	29	100	66.7	29.6	3.7	59.3	45.9	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	189	100	40.6	41.7	17.7	77.7	68.5	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	210	100	41.9	46.1	12	69.6	64.3	78.9	Yes	Yes
Gender										
Male	105	100	40.2	49.5	10.3	70.1	63.3	77	N/A	N/A
Female	105	100	43.6	42.6	13.8	69.1	65.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	104	100	44.1	44.1	11.8	66.7	73.4	87.2	Yes	Yes
African American	95	100	43.7	46	10.3	69	59.1	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	53.8	76	I/S	I/S
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	70.3	79.5	I/S	I/S
Disability Status										
Disabled	29	100	74.1	22.2	3.7	37	36.7	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	189	100	42.3	45.7	12	69.7	61.7	70.2	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	140	100	53.5	40.3	6.2	46.5	44	67.5
Gender								
Male	71	100	49.3	46.3	4.5	50.7	45.3	67
Female	69	100	58.1	33.9	8.1	41.9	42.7	68
Racial/Ethnic Group								
White	69	100	53.3	36.7	10	46.7	59.5	79.5
African American	63	100	55.7	42.6	1.6	44.3	35	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	53.5	71.2
Disability Status								
Disabled	16	100	71.4	21.4	7.1	28.6	26.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
Socio-Economic Status								
Subsized meals	129	100	55.5	38.7	5.9	44.5	39.9	55.1
Social Studies								
All Students	139	100	57.6	37.6	4.8	42.4	50.6	72.3
Gender								
Male	70	100	63.6	30.3	6.1	36.4	50.4	71.5
Female	69	100	50.8	45.8	3.4	49.2	50.7	73.2
Racial/Ethnic Group								
White	68	100	59	37.7	3.3	41	60.5	80.7
African American	62	100	61.8	32.7	5.5	38.2	44.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	33.3	68
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	54.2	72.2
Disability Status								
Disabled	19	100	N/AV	N/AV	N/AV	11.1	26.8	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsized meals	125	100	58.3	36.5	5.2	41.7	46.8	62.1

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Wallace Elementary/Middle										06/01/10-3501025
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	210	100	39.1	42.2	18.8	60.9	53.3	70.2	96.5	95.4
Gender										
Male	106	100	48	36.7	15.3	52	45.7	63.2	96.9	95.2
Female	104	100	29.8	47.9	22.3	70.2	61.3	77.5	96.1	95.7
Racial/Ethnic Group										
White	105	100	38.3	47.9	13.8	61.7	63.5	79.1	95.6	94.9
African American	94	100	41.4	35.6	23	58.6	48	57.6	97.5	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	96.1
Hispanic	2	I/S	I/S	I/S	I/S	I/S	50	62.6	98.3	95.9
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	51.3	68.7	95.5	93.7
Disability Status										
Disabled	29	100	N/AV	N/AV	N/AV	33.3	13.8	26.1	96.4	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	61.2	N/A	95.9
Socio-Economic Status										
Subsized meals	188	100	39.2	42.6	18.2	60.8	48.8	58.9	96.5	95.2

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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
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
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
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
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

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