



WALKER-GAMBLE ELEMENTARY

2358 Walker-Gamble Road
New Zion, SC 29111

Grades	PK-5 Elementary School	
Enrollment	635 Students	
Principal	Sheila C. Floyd	843-659-2102
Superintendent	Connie J. Dennis, Ph. D	843-659-2188
Board Chair	Dr. George Green	843-659-4917

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good*
2009	Average	Excellent
2008	Average	At-Risk
2007	Average	Average
2006	Average	At-Risk

* The School's 2010 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 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.

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

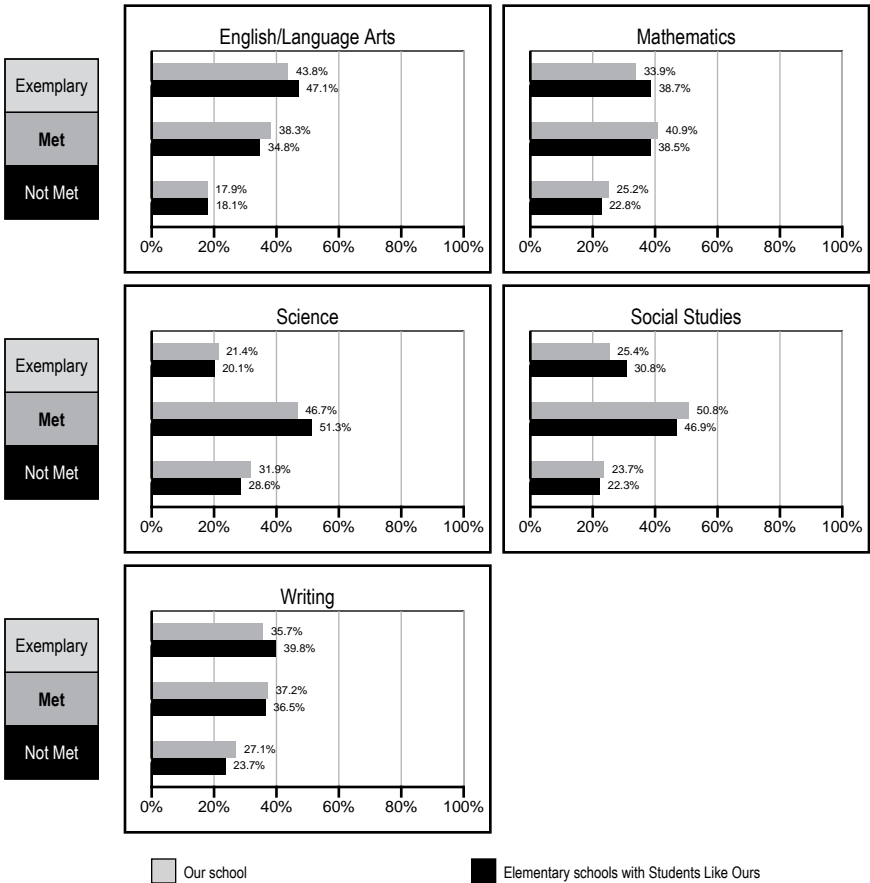
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
19	36	32	0	0

* Ratings are calculated with data available by 03/09/2011.

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
Students (n=635)				
First graders who attended full-day kindergarten	97.6%	Up from 96.1%	100.0%	100.0%
Retention rate	3.8%	Down from 4.9%	1.3%	1.2%
Attendance rate	94.3%	Down from 95.0%	96.1%	96.1%
Eligible for gifted and talented	15.7%	Up from 10.3%	15.7%	11.7%
With disabilities other than speech	9.9%	Up from 7.6%	8.1%	8.0%
Older than usual for grade	4.5%	Up from 4.4%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	56.1%	Up from 55.8%	60.0%	60.5%
Continuing contract teachers	82.9%	Up from 81.4%	87.5%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	99.2%	Down from 100.0%	88.2%	87.0%
Teacher attendance rate	96.2%	Up from 94.1%	95.5%	95.4%
Average teacher salary*	\$46,224	Up 0.3%	\$48,008	\$47,288
Professional development days/teacher	12.4 days	Up from 11.9 days	10.6 days	10.5 days
School				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 17.9 to 1	20.2 to 1	19.2 to 1
Prime instructional time	89.6%	Up from 88.5%	90.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.3%	Down from 98.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,576	Up 5.4%	\$6,921	\$7,548
Percent of expenditures for instruction**	70.3%	Up from 69.9%	69.1%	68.7%
Percent of expenditures for teacher salaries**	65.1%	Up from 64.0%	66.0%	65.1%

* 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 2009-2010 school year at WGE was once again a very successful year for many students, teachers, and the school. Students, teachers, assistants, support staff, and administration always have a full schedule of activities and assignments devoted to personal and community advancement for all members. Our efforts would not be possible without the great support from our PTO, parents, grandparents, and other community volunteers.

"What a Wonderful World" was highlighted as the 09-10 theme, and activities and displays were prepared accordingly. Lessons, goals, and units of study are standards-based at every grade level, and we are diligent in our efforts to provide a high quality education for all students. We were honored to receive two awards on the state level through the Education Oversight Committee. We received the EOC's gold award for academic achievement, and we received a silver award for our strides in closing the achievement gap, which is a national, as well as, state effort. Several teachers receive grants each year that allow them to purchase new materials and offer new experiences in their classrooms, and the students are the immediate beneficiaries of these grants. Several students were recognized at the state level for their artistic submissions to a contest held in conjunction with our "Fresh Fruits and Vegetables" grant received by Mrs. Gwen Phillips. Mrs. Becky Poston used grant funds to develop an outstanding musical presentation that featured students in grades 1-5. Faculty and staff attend meetings, courses, and workshops every year to learn as much as possible to develop their own professional skills as well. Several teachers and the principal also worked with a district technology team, as we have an on-going goal of improving our technology program.

Character development is an integral part of our programs and our daily operations. We incorporate these vital lessons in all settings, and we use specific lessons devoted to character as well. Our physical education department has continued their efforts to promote student and community wellness through physical activities at home and school, and we also reach out to do our part in taking care of the planet in our various recycling efforts. We seek to develop and maintain an approach to education and social efforts that will lead to character and citizenship development on many levels.

As always, it is our aim to see that every child receives the best that we have to offer in order to help them become happy and productive citizens.

Sheila C. Floyd, Principal
 Brenda Huggins, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	86	57
Percent satisfied with learning environment	100.0%	81.2%	94.6%
Percent satisfied with social and physical environment	100.0%	92.9%	80.0%
Percent satisfied with school-home relations	100.0%	90.7%	82.5%

* 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 20 out of 21 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

CSI

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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.3%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	299	98.7	17.5	37.4	45.1	89.5	84.3	83.5	Yes	Yes
Gender										
Male	155	98.7	21.2	34.9	43.8	86.3	81.3	80.1	N/A	N/A
Female	144	98.6	13.6	40	46.4	92.9	87.5	87	N/A	N/A
Racial/Ethnic Group										
White	210	99.1	10.9	37.6	51.5	93.6	89.8	89.6	Yes	Yes
African American	73	97.3	36.1	37.5	26.4	79.2	67.7	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	14	100	I/S	I/S	I/S	I/S	85.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
Disability Status										
Disabled	52	94.2	47.1	23.5	29.4	60.8	53.6	51.7	Yes	Yes
Migrant Status										
Migrant	11	100	I/S	I/S	I/S	I/S	84.6	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	88.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	173	98.3	25.5	39.8	34.8	84.5	76.6	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	299	100	25.2	40.9	33.9	81.5	79.5	80.4	Yes	Yes
Gender										
Male	155	100	27.4	38.4	34.2	78.1	76.8	78.4	N/A	N/A
Female	144	100	22.9	43.6	33.6	85	82.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	210	100	17.8	41.6	40.6	86.6	84.7	87.8	Yes	Yes
African American	73	100	44.4	37.5	18.1	66.7	62.4	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	14	100	I/S	I/S	I/S	I/S	90.5	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Disability Status										
Disabled	52	100	62.7	19.6	17.6	39.2	38.1	46.1	No	Yes
Migrant Status										
Migrant	11	100	I/S	I/S	I/S	I/S	92.3	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	94.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	173	100	34.2	42.2	23.6	73.9	71.1	72.8	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	198	98	32.1	45.5	22.5	67.9	69	67.3
Gender								
Male	98	95.9	29.7	48.4	22	70.3	67.7	66.9
Female	100	100	34.4	42.7	22.9	65.6	70.4	67.7
Racial/Ethnic Group								
White	142	99.3	19.1	55.1	25.7	80.9	80.1	79.6
African American	45	97.8	65.1	23.3	11.6	34.9	38.8	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	33.3	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	33	90.9	69	13.8	17.2	31	25	33.8
Migrant Status								
Migrant	6	I/S	I/S	I/S	I/S	I/S	I/S	36.5
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status								
Subsidized meals	111	96.4	46	36	18	54	55.6	55.4
Social Studies								
All Students	196	98.5	24.3	50.3	25.4	75.7	70	70.9
Gender								
Male	96	97.9	25.6	45.3	29.1	74.4	70.4	70.1
Female	100	99	23.2	54.7	22.1	76.8	69.6	71.7
Racial/Ethnic Group								
White	139	98.6	18.6	49.6	31.8	81.4	75.4	79.2
African American	47	97.9	37.8	53.3	8.9	62.2	52.4	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	31	90.3	63	18.5	18.5	37	37	39.3
Migrant Status								
Migrant	7	I/S	I/S	I/S	I/S	I/S	I/S	55
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	66.7	68
Socio-Economic Status								
Subsidized meals	112	97.3	36.7	49	14.3	63.3	58.2	60.8

Abbreviations for Missing Data

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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	School Attendance Rate	District Attendance Rate
Writing										
All Students	295	96.6	26.8	37.3	35.9	73.2	71.7	72.1	94.3	94.7
Gender										
Male	152	96.1	39.3	31.4	29.3	60.7	63.1	65.2	94.3	94.5
Female	143	97.2	14	43.4	42.6	86	81	79.2	94.2	95
Racial/Ethnic Group										
White	207	97.6	18.5	36.4	45.1	81.5	79.2	80.8	94.1	94.7
African American	73	94.5	52.2	34.8	13	47.8	48.1	59.7	94.7	94.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	96.3	96.8
Hispanic	13	92.3	I/S	I/S	I/S	I/S	80	64.6	93.6	94.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	N/A
Disability Status										
Disabled	51	82.4	70.7	17.1	12.2	29.3	25.7	27.7	93.2	93.2
Migrant Status										
Migrant	10	I/S	I/S	I/S	I/S	I/S	76.9	63.5	93.4	94.1
English Proficiency										
Limited English Proficient	11	90.9	I/S	I/S	I/S	I/S	82.4	63.7	93.8	94.9
Socio-Economic Status										
Subsidized meals	170	95.3	36.6	43.1	20.3	63.4	60.8	61.9	93.6	94

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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	92	100	18.2	39.8	42	81.8
	4	98	100	14	38.7	47.3	86
	5	84	100	20	42.5	37.5	80
	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
2010	3	101	99	20.4	27.6	52	79.6
	4	96	96.9	13.5	39.3	47.2	86.5
	5	99	100	18.8	46.9	34.4	81.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	92	100	22.7	36.4	40.9	77.3
	4	98	100	12.9	54.8	32.3	87.1
	5	84	100	30	46.3	23.8	70
	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
2010	3	101	100	33.7	32.7	33.7	66.3
	4	96	100	15.7	44.9	39.3	84.3
	5	99	100	26	46.9	27.1	74
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	47	100	29.5	52.3	18.2	70.5
	4	97	100	18.5	71.7	9.8	81.5
	5	42	97.6	25	62.5	12.5	75
	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
2010	3	52	98.1	45.1	31.4	23.5	54.9
	4	96	97.9	23	51.7	25.3	77
	5	49	100	34.7	49	16.3	65.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	48	97.9	19.1	59.6	21.3	80.9
	4	95	100	5.6	62.2	32.2	94.4
	5	42	97.6	43.6	46.2	10.3	56.4
	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
2010	3	51	100	24.5	46.9	28.6	75.5
	4	92	100	15.3	56.5	28.2	84.7
	5	51	96.1	41.3	43.5	15.2	58.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	91	92.3	25.6	31.7	42.7	74.4
	4	99	96	14.4	53.3	32.2	85.6
	5	83	100	38.8	37.5	23.8	61.3
	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
2010	3	101	98	35.1	29.9	35.1	64.9
	4	95	95.8	18.8	38.8	42.4	81.2
	5	99	96	25.5	43.6	30.9	74.5
	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

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