



WILDER ELEMENTARY

975 South Main Street
Sumter, South Carolina

Grades	PK-5 Elementary School	
Enrollment	540 Students	
Principal	Maria Newton-Ta'Bon	803-773-5723
Superintendent	Zona W. Jefferson, Ph.D.	803-469-8536
Board Chair	Mr. Greg L. Simonson	803-778-1886

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Excellent*
2009	Average	Good
2008	Average	Good
2007	Average	Below 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

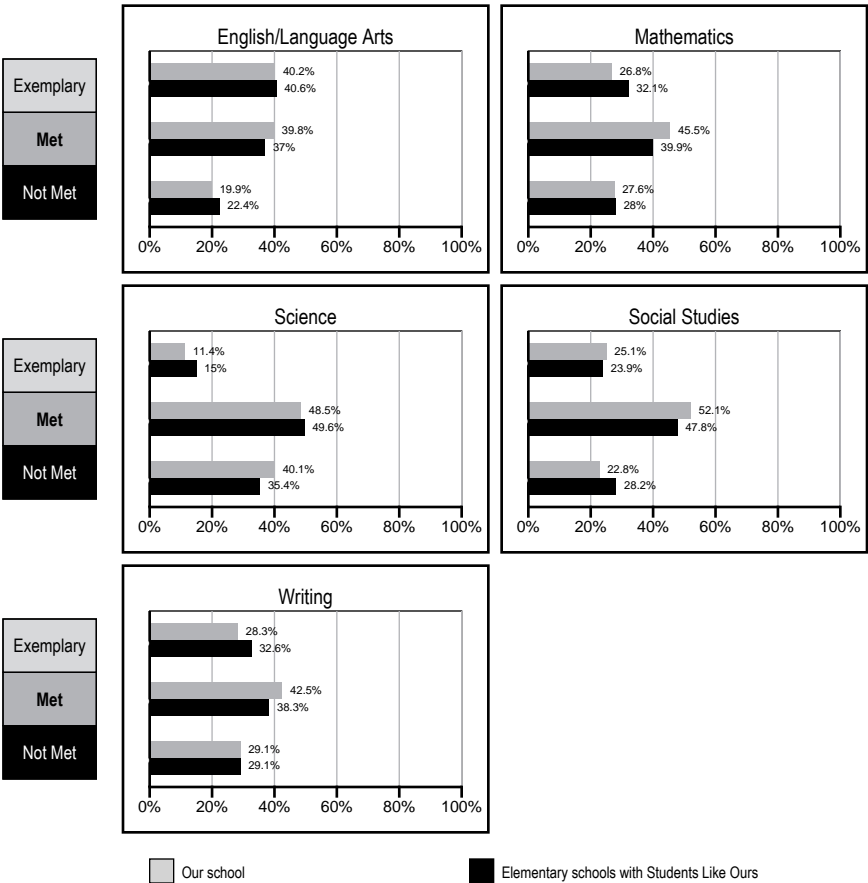
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	24	85	2	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=540)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.9%	Down from 5.3%	1.2%	1.2%
Attendance rate	96.5%	Down from 96.6%	95.9%	96.1%
Eligible for gifted and talented	7.5%	No Change	11.8%	11.7%
With disabilities other than speech	11.3%	Down from 11.9%	8.6%	8.0%
Older than usual for grade	2.8%	Down from 3.2%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	62.2%	Up from 60.5%	59.3%	60.5%
Continuing contract teachers	83.8%	Up from 81.6%	86.3%	84.6%
Teachers with emergency or provisional certificates	11.4%	Up from 11.1%	0.0%	0.0%
Teachers returning from previous year	87.7%	Up from 85.3%	88.5%	87.0%
Teacher attendance rate	96.5%	Up from 95.6%	95.4%	95.4%
Average teacher salary*	\$44,430	Up 1.1%	\$47,002	\$47,288
Professional development days/teacher	7.0 days	Up from 5.9 days	10.3 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Up from 17.7 to 1	19.2 to 1	19.2 to 1
Prime instructional time	92.5%	Up from 91.7%	90.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,080	Down 7.5%	\$7,400	\$7,548
Percent of expenditures for instruction**	68.7%	No Change	67.4%	68.7%
Percent of expenditures for teacher salaries**	62.1%	Up from 60.1%	64.3%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

In our continued efforts to increase student achievement, the instructional focus for the 2009-2010 school year was to improve mathematics and increase scores on the MAP (Measures of Academic Progress) assessment, which will reflect our scores for the PASS state test. The teachers and administrators actively participated in district and school-sponsored staff development and attended workshops. Teachers volunteered their time after school to provide tutoring for individual students or in the afterschool "Soaring High Academy" program.

Our School Improvement Council (SIC) and Parent Teacher Association (PTA), along with the staff, provided monthly meetings and Family Day/Night opportunities for parents and community members to become actively involved in our school programs. Members of our community were involved in such activities as Reading For the Record (which was sponsored by PTA and involved the reading of *The Very Hungry Caterpillar* by Eric Carle to all students in our school), Career Day, One Hundredth Day Celebration (involving 100 plus men for lunch), Heritage Night, American Education Week (focusing on college/trade school), Father/Daughter Dance, Mother/Son Dance, WOW! Wilder has Talent, and Field Day. Evening and day-time parent workshops were well attended, covering academics as well as parenting. In the spring of the year, our school was recognized for the second time as a "Palmetto Silver" award winner for general performance.

Our students and parents welcomed school choice within our building of single-gender and looping. We graduated the first two male single-gender, looping classes this spring. Students believed that single-gender, looping, and morning meetings provided them opportunities to foster lifelong relationships with classmates and teachers. Our students continue to participate in various extracurricular activities provided by volunteer staff members, such as Chorus, Steel Drum Band, Get Fit, Jump Rope Club, Dazzling Dancers, Football, Cheerleaders and First Priority. Our guidance counselor continued the mentoring program with the help of community members and Shaw Air Force Base personnel.

In closing, the staff of Wilder Elementary School is elated and honored to have Alisa Black as the 2010-2011 Teacher of the Year. Mrs. Black is considered a master teacher of our male single-gender population, and we are very proud to have her represent our school and district.

Maria Newton-Ta'Bon, Principal
Derrick Rhames, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	76	69
Percent satisfied with learning environment	97.3%	78.9%	94.1%
Percent satisfied with social and physical environment	100.0%	69.7%	89.6%
Percent satisfied with school-home relations	91.9%	80.3%	94.0%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 19 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

NI-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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample

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	264	99.2	19.3	39.4	41.4	90.4	82.9	83.5	Yes	Yes
Gender										
Male	133	98.5	19.8	42.1	38.1	89.7	79.6	80.1	N/A	N/A
Female	131	100	18.7	36.6	44.7	91.1	86.5	87	N/A	N/A
Racial/Ethnic Group										
White	61	100	5	38.3	56.7	98.3	93.3	89.6	Yes	Yes
African American	196	99.5	24.3	40	35.7	87.6	78.4	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.4	92.7	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	86.9	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	41	97.6	62.9	25.7	11.4	62.9	51.4	51.7	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	83.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	174	98.9	24.8	39.8	35.4	87.6	78.5	76.9	Yes	Yes

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

All Students	264	99.6	27.2	45.6	27.2	83.2	78.5	80.4	Yes	Yes
Gender										
Male	133	99.3	28.3	45.7	26	81.1	76.8	78.4	N/A	N/A
Female	131	100	26	45.5	28.5	85.4	80.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	61	100	11.7	50	38.3	93.3	91	87.8	Yes	Yes
African American	196	99.5	32.4	44.9	22.7	80	73	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.6	93.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	80.6	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	41	97.6	68.6	22.9	8.6	48.6	45.2	46.1	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	72	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	174	99.4	34.6	46.3	19.1	76.5	73.3	72.8	Yes	Yes

* 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

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	179	98.9	40.1	48.5	11.4	59.9	66.4	67.3
Gender								
Male	86	97.7	35.8	53.1	11.1	64.2	65.6	66.9
Female	93	100	44.2	44.2	11.6	55.8	67.2	67.7
Racial/Ethnic Group								
White	44	100	15.9	68.2	15.9	84.1	86.9	79.6
African American	132	98.5	49.6	42.1	8.3	50.4	57.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	82.6	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	62.8	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	27	92.6	N/A	N/A	N/A	22.7	34.5	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	52.4	58.6
Socio-Economic Status								
Subsidized meals	117	98.3	50.9	41.5	7.5	49.1	58.7	55.4
Social Studies								
All Students	179	98.9	23.2	51.8	25	76.8	70.4	70.9
Gender								
Male	88	98.9	19	50	31	81	69.4	70.1
Female	91	98.9	27.4	53.6	19	72.6	71.6	71.7
Racial/Ethnic Group								
White	42	97.6	14.6	43.9	41.5	85.4	82.9	79.2
African American	131	99.2	25.2	55.3	19.5	74.8	65	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	79.2	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	72.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	26	92.3	N/A	N/A	N/A	27.3	40.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	62.1	68
Socio-Economic Status								
Subsidized meals	117	99.2	26.9	57.4	15.7	73.1	64	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	263	98.1	29.1	42.5	28.3	70.9	66.7	72.1	96.5	95.8
Gender										
Male	133	97.7	34.9	42.1	23	65.1	60.1	65.2	96.2	95.6
Female	130	98.5	23.1	43	33.9	76.9	73.9	79.2	96.7	96
Racial/Ethnic Group										
White	62	98.4	13.1	52.5	34.4	86.9	82.7	80.8	94.4	95.6
African American	195	98	34.3	40.3	25.4	65.7	60	59.7	97.1	95.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.6	87	96.3	97.2
Hispanic	4	I/S	I/S	I/S	I/S	I/S	54.8	64.6	97.4	95.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.2
Disability Status										
Disabled	41	90.2	N/AV	N/AV	N/AV	12.1	17.6	27.7	94.2	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	98.1
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	44	63.7	97.2	96.3
Socio-Economic Status										
Subsidized meals	173	97.7	40.5	36.7	22.8	59.5	58.5	61.9	96.1	95.4

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	93	100	20.7	36.6	42.7	79.3
	4	82	100	17.9	51.3	30.8	82.1
	5	77	100	25.7	55.4	18.9	74.3
	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	89	100	20.2	31	48.8	79.8
	4	96	100	24.7	38.2	37.1	75.3
	5	79	97.5	11.8	50	38.2	88.2
	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	93	100	23.2	43.9	32.9	76.8
	4	82	100	21.8	61.5	16.7	78.2
	5	77	100	36.5	50	13.5	63.5
	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
2010	3	89	100	40.5	28.6	31	59.5
	4	96	100	24.7	55.1	20.2	75.3
	5	79	98.7	15.6	53.2	31.2	84.4
	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	40.9	43.2	15.9	59.1
	4	82	100	29.5	61.5	9	70.5
	5	39	100	39.5	47.4	13.2	60.5
	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
2010	3	47	95.7	44.2	34.9	20.9	55.8
	4	95	100	42	50	8	58
	5	37	100	30.6	61.1	8.3	69.4
	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

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	46	100	15.8	55.3	28.9	84.2
	4	82	100	17.9	66.7	15.4	82.1
	5	38	100	27.8	63.9	8.3	72.2
	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	42	97.6	33.3	38.5	28.2	66.7
	4	96	100	18	60.7	21.3	82
	5	41	97.6	25	45	30	75
	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	94	100	31.8	27.1	41.2	68.2
	4	82	95.1	23	47.3	29.7	77
	5	77	96.1	28.2	49.3	22.5	71.8
	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	89	96.6	37.8	39	23.2	62.2
	4	96	99	28.1	43.8	28.1	71.9
	5	78	98.7	21.1	44.7	34.2	78.9
	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

Abbreviations for Missing Data

N/A–Not Applicable | N/AV–Not Available | N/C–Not Collected | N/R–Not Reported | I/S–Insufficient Sample