

WALLACE GREGG ELEMENTARY

515 Francis Marion Road
Florence, South Carolina

Grades	K-6 Elementary School	
Enrollment	328 Students	
Principal	Gloria Muldrow	843-664-8481
Superintendent	Dr. Allie E. Brooks	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Average**	**Average**
2010	Average	Good
2009	Average	Average
2008	Below Average	Below Average
2007	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 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://.eoc.sc.gov

WALLACE GREGG ELEMENTARY	11/09/11-2101021

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

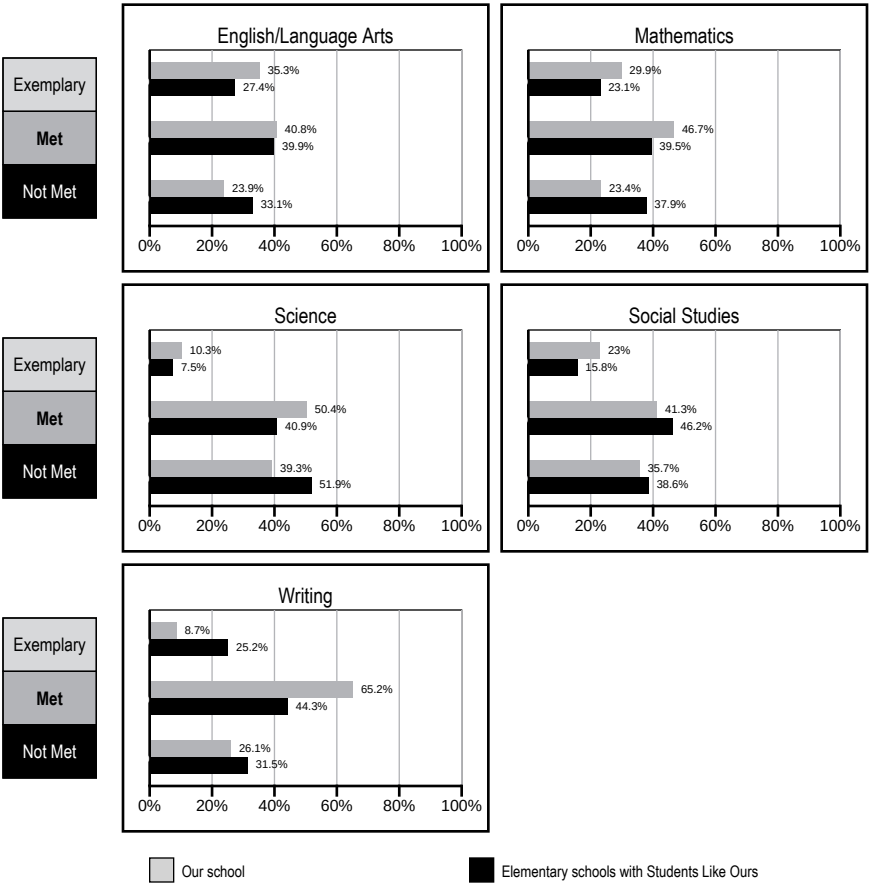
Percent of students tested in 2010-11 whose 2009-10 test scores were located	96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	9	107	54	23

* Ratings are calculated with data available by 11/09/2011.

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=328)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 2.7%	1.5%	1.1%
Attendance rate	95.9%	Up from 94.9%	96.0%	96.2%
Served by gifted and talented program	4.9%	Up from 3.2%	5.8%	13.4%
With disabilities other than speech	12.1%	Down from 15.9%	4.3%	4.1%
Older than usual for grade	2.5%	Down from 2.8%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	70.8%	Up from 68.0%	61.9%	62.5%
Continuing contract teachers	100.0%	Up from 72.0%	82.9%	88.2%
Teachers returning from previous year	84.5%	Up from 76.9%	85.1%	87.8%
Teacher attendance rate	95.9%	Up from 95.6%	95.1%	95.2%
Average teacher salary*	$45,838	Up 0.2%	$45,188	$46,773
Professional development days/teacher	21.5 days	Up from 19.5 days	10.6 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	Down from 16.9 to 1	17.7 to 1	19.9 to 1
Prime instructional time	91.1%	Up from 89.8%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$9,471	Down 1.9%	$8,314	$7,447
Percent of expenditures for instruction**	61.0%	Down from 62.3%	67.9%	68.4%
Percent of expenditures for teacher salaries**	59.5%	Up from 57.5%	64.2%	65.8%

* 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

The Wallace Gregg faculty and staff strive to provide students with rigorous, standard-based instructions and a comprehensive education program. Our goal is to meet the needs of all the students that we serve. Learning activities which require high levels of critical thinking and reasoning combined with application of learning to real world situations are planned and implemented. A variety of strategies, meaningful materials, and emerging technology are used to maximize student potentials and individual learning styles. The faculty and staff believe that every child can learn in a safe and caring environment where high academic expectations are promoted. We work to develop the whole child and implement core values to help students acquire the ability to be their own guide and make their own choices. Character Education is modeled and lived by the faculty and staff as well as the students in an effort to improve learning with emphasis on the school's climate. Our faculty continuously seeks ways to grow professionally. The majority of our faculty holds advanced degrees. Those who do not are presently working towards earning advanced degrees. The following accomplishments reflect our success in maintaining a school environment conducive to teaching and learning.

Palmetto Silver Award Recipients for 2010-2011 school year
South Carolina International Reading Association Grants
School Foundation Grants
Model Classroom Certification for classroom teachers
State Department of Education Red Carpet Recognition
Implementation of the 21st Century Program
Continuation of the Literacy Lab for First Grade, MAP RIT Groups, Math and Writing enrichment
REACH; Fourth and Fifth Grade Duke TIP winners
Reading is Fundamental, Terrific Kids Program, RIDDE, Character Education Program, Principal and A/B Honor Roll Program, and monthly student recognition programs.
Extracurricular activities such as Safety Patrols, School Yearbook, Art, Chorus, Spelling Bee Competition, Step Team, Dance Club and the annual Science fair.
Service Learning Projects (i.e. Yes We Can, Toy Drive, Jump Rope for Heart, Habitat for Humanity, and Pennies for Patients)
Wallace Gregg is regionally accredited by the Southern Association of Colleges and Schools.
Wallace Gregg has an active Association of Parents and Teachers (APT) Title One and School Improvement Council (SIC) that provide supplies and materials for the school.

The faculty and staff of Wallace Gregg continue to remain focused and committed to on-going improvements, positive communications between the home and the school and to providing a quality education to our students. Our community of students, parents, and staff are dedicated to learning and growing together so that we will help our children become responsive citizens and life-long learners.

Gloria Muldrow,Principal

Carol Moore,School Improvement Council Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	48	34
Percent satisfied with learning environment	100.0%	83.3%	87.9%
Percent satisfied with social and physical environment	100.0%	72.9%	91.2%
Percent satisfied with school-home relations	75.0%	84.4%	88.2%

* 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

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	RP-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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	6.5%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	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

WALLACE GREGG ELEMENTARY										11/09/11-2101021
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 = 79.4% (Met or Exemplary)										
All Students	208	99.5	23.5	41	35.5	85.8	84.3	82.4	Yes	Yes
Gender										
Male	107	99.1	25	43.5	31.5	84.8	81.6	78.7	N/A	N/A
Female	101	100	22	38.5	39.6	86.8	87	86.2	N/A	N/A
Racial/Ethnic Group										
White	93	100	22.7	30.7	46.6	83	90.6	88.9	Yes	Yes
African American	110	99.1	25	50	25	88	78.2	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.5	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	85.6	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	96	83	I/S	I/S
Disability Status										
Disabled	48	97.9	55.6	41.7	2.8	52.8	54.6	48.1	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	85.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	186	99.5	24.5	42.3	33.1	85.9	78.5	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	208	100	23.4	46.7	29.9	83.2	81.6	81.9	Yes	Yes
Gender										
Male	107	100	25.8	40.9	33.3	82.8	79.2	79.9	N/A	N/A
Female	101	100	20.9	52.7	26.4	83.5	84.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	93	100	22.7	39.8	37.5	81.8	90.1	88.9	Yes	Yes
African American	110	100	24.7	52.7	22.6	83.9	73.3	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97	94.6	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	85.6	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	96	84.4	I/S	I/S
Disability Status										
Disabled	48	100	64.9	29.7	5.4	48.6	49.2	47.3	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	89.5	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	186	100	23.8	47	29.3	83.5	74.9	74.9	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	135	100	39.3	50.4	10.3	60.7	69.7	68.6
Gender								
Male	68	100	40	49.1	10.9	60	70	68.3
Female	67	100	38.7	51.6	9.7	61.3	69.4	68.9
Racial/Ethnic Group								
White	59	100	35.1	50.9	14	64.9	83.9	80.7
African American	73	100	44.1	49.2	6.8	55.9	56.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.1	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	69.7	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	70.8
Disability Status								
Disabled	36	100	63	33.3	3.7	37	42.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	72.7	60.7
Socio-Economic Status								
Subsidized meals	121	100	40	51.4	8.6	60	58.7	57.3
Social Studies								
All Students	139	100	35.7	41.3	23	64.3	72.8	72.5
Gender								
Male	72	100	32.3	41.5	26.2	67.7	72.3	72
Female	67	100	39.3	41	19.7	60.7	73.4	73.1
Racial/Ethnic Group								
White	64	100	33.3	40	26.7	66.7	81.2	81
African American	72	100	39.1	42.2	18.8	60.9	64.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.5	89
Hispanic	3	I/S	I/S	I/S	I/S	I/S	74.1	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	73.5
Disability Status								
Disabled	27	100	N/AV	N/AV	N/AV	39.1	45.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	81.6	69.7
Socio-Economic Status								
Subsidized meals	125	100	37.2	43.4	19.5	62.8	64.6	62.9

Abbreviations for Missing Data

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

WALLACE GREGG ELEMENTARY										11/09/11-2101021
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	54	100	26.1	65.2	8.7	73.9	73.8	73.2	95.9	95.9
Gender										
Male	25	100	N/AV	N/AV	N/AV	58.3	67.8	67.2	95.9	95.8
Female	29	100	9.1	72.7	18.2	90.9	79.8	79.4	95.9	96.1
Racial/Ethnic Group										
White	25	100	27.3	63.6	9.1	72.7	82	81.5	94.8	95.7
African American	28	100	26.1	65.2	8.7	73.9	66	61.3	96.9	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	80	87	N/A	96.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	73.3	66.7	97.1	95.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.3
Disability Status										
Disabled	13	100	I/S	I/S	I/S	I/S	28	26	95.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	65.5	65.7	98.6	96
Socio-Economic Status										
Subsidized meals	48	100	26.8	68.3	4.9	73.2	65.2	63.2	96	95.5

Abbreviations for Missing Data

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

WALLACE GREGG ELEMENTARY							11/09/11-2101021
PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	51	98	9.3	34.9	55.8	90.7
	4	61	91.8	40	49.1	10.9	60
	5	53	100	17.4	43.5	39.1	82.6
	6	48	97.9	24.4	42.2	33.3	75.6
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	38	100	22.9	20	57.1	77.1
	4	66	98.5	19	43.1	37.9	81
	5	54	100	21.7	58.7	19.6	78.3
	6	50	100	31.8	36.4	31.8	68.2
	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
Mathematics							
2010	3	51	100	16.3	34.9	48.8	83.7
	4	61	95.1	27.3	49.1	23.6	72.7
	5	53	100	19.6	63	17.4	80.4
	6	48	97.9	40	31.1	28.9	60
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	38	100	25.7	17.1	57.1	74.3
	4	66	100	18.6	57.6	23.7	81.4
	5	54	100	32.6	41.3	26.1	67.4
	6	50	100	18.2	61.4	20.5	81.8
	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
Science							
2010	3	26	100	39.1	43.5	17.4	60.9
	4	60	100	40	52.7	7.3	60
	5	25	100	N/A	N/A	N/A	69.6
	6	24	100	56.5	39.1	4.3	43.5
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	20	100	58.8	23.5	17.6	41.2
	4	66	100	33.9	59.3	6.8	66.1
	5	26	100	33.3	52.4	14.3	66.7
	6	23	100	45	45	10	55
	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

WALLACE GREGG ELEMENTARY							11/09/11-2101021
PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	25	100	15	50	35	85
	4	60	100	38.2	52.7	9.1	61.8
	5	28	100	34.8	30.4	34.8	65.2
	6	23	100	N/A	N/A	N/A	68.2
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	18	100	16.7	50	33.3	83.3
	4	66	100	42.4	40.7	16.9	57.6
	5	28	100	56	32	12	44
	6	27	100	12.5	45.8	41.7	87.5
	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
Writing							
2010	3	52	100	17.4	41.3	41.3	82.6
	4	60	100	38.2	54.5	7.3	61.8
	5	55	100	29.2	45.8	25	70.8
	6	47	100	24.4	44.4	31.1	75.6
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	54	100	26.1	65.2	8.7	73.9
	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