



## WILDER ELEMENTARY

975 South Main Street  
Sumter, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	466 Students	
<b>Principal</b>	Maria Newton-Ta'Bon	803-773-5723
<b>Superintendent</b>	Mr. Randolph Bynum, Sr.	803-469-6900
<b>Board Chair</b>	Mr. Larry D. Addison	803-469-6900

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Excellent
2009	Average	Good
2008	Average	Good
2007	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>

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

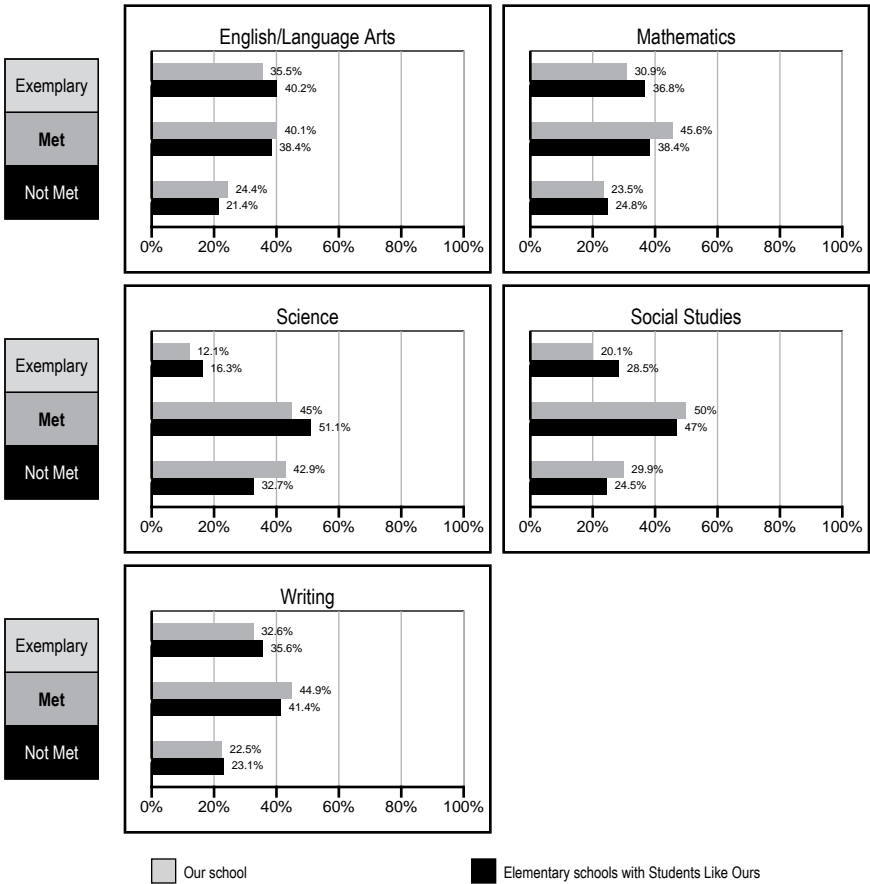
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
16	37	67	3	0

\* 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
<b>Students (n=466)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Down from 1.9%	1.2%	1.1%
Attendance rate	95.8%	Down from 96.5%	96.0%	96.2%
Served by gifted and talented program	8.7%	Up from 7.5%	13.9%	13.4%
With disabilities other than speech	5.3%	Down from 11.3%	5.2%	4.1%
Older than usual for grade	2.7%	Down from 2.8%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.4%	0.0%	0.0%
<b>Teachers (n=34)</b>				
Teachers with advanced degrees	58.8%	Down from 62.2%	60.9%	62.5%
Continuing contract teachers	73.5%	Down from 83.8%	90.2%	88.2%
Teachers returning from previous year	84.1%	Down from 87.7%	88.4%	87.8%
Teacher attendance rate	96.1%	Down from 96.5%	95.1%	95.2%
Average teacher salary*	\$43,735	Down 1.6%	\$46,767	\$46,773
Professional development days/teacher	8.2 days	Up from 7.0 days	10.5 days	10.5 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Up from 18.3 to 1	20.0 to 1	19.9 to 1
Prime instructional time	90.9%	Down from 92.5%	90.2%	90.4%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,773	Down 4.3%	\$7,271	\$7,447
Percent of expenditures for instruction**	67.6%	Down from 68.7%	68.3%	68.4%
Percent of expenditures for teacher salaries**	65.3%	Up from 62.1%	66.3%	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

Throughout the 2010-2011 school year, Wilder Elementary School has remained steadfast in its data driven approach that fosters academic growth for all students. The utilization of Measures of Academic Performance (MAP) data provided teachers with the necessary information to meet the individual learning needs of all students 2-5. Along with gains made in Dominie Reading levels, the Wilder Elementary family was excited to see the year end MAP data reveal that we were on our way to "Going for the Gold" our theme for the year. These growth trends were enhanced through student /teacher goal setting, Soaring High Academy afterschool program which focused on the disabled population, daily RIT groups, implementation of professional learning teams led by our Curriculum Resource Teacher (CRT), and LeadS2Mart professional development. The in-depth focus on scientific-based strategies has enhanced our daily instructional delivery in the classroom. As a result of our hard work Wilder Elementary School most recent awards were Palmetto Gold (General Performance) and Silver (Closing the Achievement Gap).

Technology continues to enhance our instructional program. All classes are equipped with Interactive Whiteboards and LCD projectors. Our fourth and fifth grade students reinforce their math lessons with latitude laptops and iPod touch while the entire school has access to Active Expressions, Active votes and Audio book playa ways. At Wilder Elementary we are dedicated to preparing our students for the ever-changing digital age world.

Character development remains a priority at Wilder Elementary School. We started the year with mentoring for our boys in 3rd-5th single-gender classes. Boys Into Gentlemen (BIG) was implemented by two fathers from our school. "Tie Tuesday" was a special time for our boys to dress up and participate in small group discussions during recess time. Trips and behavior incentives were issued throughout the year. All students were given the opportunity to donate to Jump Rope for Heart, Leukemia Society with Pennies for Patients, Bear collection for Ronald McDonald house in memory of Hugh "Bear" Gibbons a second grader from Wilder Elementary School. To promote good citizenship in all of our students, weekly students were recognized for Terrific Kid, Writer of the Week, and SOARING High character.

The staff and Sumter community share the mission to provide all children with an opportunity to excel in academics and in personal and social areas. The school PTA and SIC have been dedicated to the needs of everyone at Wilder Elementary. Two dances were a hit this year Father/Daughter and Mother/Son, initiated by teachers and the 100th Day celebration included "100 Real Men Read."

With students, staff, parents and community working together, we can continue to "SOAR to the Highest."

Maria Newton-Ta'Bon, Principal  
Amy Walters, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	90	78
Percent satisfied with learning environment	86.1%	88.6%	84.0%
Percent satisfied with social and physical environment	94.4%	92.1%	85.7%
Percent satisfied with school-home relations	86.1%	92.1%	86.5%

\* 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

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

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	3.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%**	Yes

\* Or greater than last year

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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 = 79.4% (Met or Exemplary)**

All Students	250	100	25.1	39	35.9	84.8	79.8	82.4	Yes	Yes
<b>Gender</b>										
Male	125	100	27.5	38.5	33.9	79.8	75.9	78.7	N/A	N/A
Female	125	100	22.8	39.5	37.7	89.5	84	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	49	100	8.9	40	51.1	93.3	91.4	88.9	Yes	Yes
African American	195	100	29.7	39	31.4	82.6	75.2	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	83.8	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69.6	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	39	100	53.1	34.4	12.5	62.5	44.9	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	58.3	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	170	100	30.7	44	25.3	80	75.1	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	250	99.6	23.4	45.5	31.1	84.2	79.1	81.9	Yes	Yes
<b>Gender</b>										
Male	125	99.2	31.5	38.9	29.6	76.9	77	79.9	N/A	N/A
Female	125	100	15.8	51.8	32.5	91.2	81.4	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	49	100	6.7	48.9	44.4	95.6	91.1	88.9	Yes	Yes
African American	195	99.5	28.1	45	26.9	81.3	74	71.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.5	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	79.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	39	97.4	67.7	22.6	9.7	38.7	43.2	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	71.7	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	170	99.4	28.2	47.7	24.2	80.5	74.3	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
<b>Science</b>								
All Students	166	100	42.7	44.1	13.3	57.3	65.3	68.6
<b>Gender</b>								
Male	81	100	43.5	39.1	17.4	56.5	63.9	68.3
Female	85	100	41.9	48.6	9.5	58.1	66.8	68.9
<b>Racial/Ethnic Group</b>								
White	37	100	20.6	47.1	32.4	79.4	85.4	80.7
African American	123	100	51.5	41.7	6.8	48.5	56.5	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	80	85.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	68.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	27	100	81	9.5	9.5	19	33.8	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	61.9	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	112	100	55.3	36.2	8.5	44.7	57.9	57.3
<b>Social Studies</b>								
All Students	169	100	30.2	49.7	20.1	69.8	71	72.5
<b>Gender</b>								
Male	85	100	26.8	53.5	19.7	73.2	71.3	72
Female	84	100	33.3	46.2	20.5	66.7	70.7	73.1
<b>Racial/Ethnic Group</b>								
White	26	100	N/AV	N/AV	N/AV	100	87.4	81
African American	139	100	36.6	44.7	18.7	63.4	64.3	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	76.9	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	71.4	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	23	100	65	30	5	35	45.7	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	55.9	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	116	100	37.3	45.1	17.6	62.7	64.6	62.9

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
<b>Writing</b>										
All Students	92	100	22.5	44.9	32.6	77.5	69	73.2	95.8	95.7
<b>Gender</b>										
Male	43	100	29.3	41.5	29.3	70.7	62.6	67.2	95.2	95.4
Female	49	100	16.7	47.9	35.4	83.3	76.2	79.4	96.3	95.9
<b>Racial/Ethnic Group</b>										
White	22	100	4.8	28.6	66.7	95.2	85.6	81.5	94.1	95.7
African American	68	100	27.3	51.5	21.2	72.7	62	61.3	96.3	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	87	93.1	96.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	53.6	66.7	95.3	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	97.1
<b>Disability Status</b>										
Disabled	12	100	N/AV	N/AV	N/AV	18.2	15.9	26	92.6	94.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	42.9	65.7	96.7	96.8
<b>Socio-Economic Status</b>										
Subsidized meals	59	100	26.8	48.2	25	73.2	62.1	63.2	95.3	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
<b>English/Language Arts</b>							
<b>2010</b>	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
<b>2011</b>	3	67	100	23.8	28.6	47.6	76.2
	4	85	100	29	31.9	39.1	71
	5	95	100	21.3	52.8	25.8	78.7
	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	
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	3	67	98.5	21	37.1	41.9	79
	4	85	100	17.4	43.5	39.1	82.6
	5	95	100	29.2	52.8	18	70.8
	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	
<b>Science</b>							
<b>2010</b>	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
<b>2011</b>	3	30	100	50	28.6	21.4	50
	4	85	100	39.1	50.7	10.1	60.9
	5	49	100	42.2	44.4	13.3	57.8
	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	

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	3	37	100	17.1	45.7	37.1	82.9
	4	85	100	31.9	55.1	13	68.1
	5	46	100	36.4	45.5	18.2	63.6
	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
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	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	92	100	22.5	44.9	32.6	77.5
	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

Abbreviations for Missing Data

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