



WALLACE GREGG ELEMENTARY

515 Francis Marion Road
Florence, South Carolina

Grades	K-6 Elementary School	
Enrollment	323 Students	
Principal	Gloria Muldrow	843-664-8481
Superintendent	Allie E. Brooks	843-669-4141
Board Chair	Porter Stewart	843-669-6395

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	Average
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Below Average	At-Risk

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

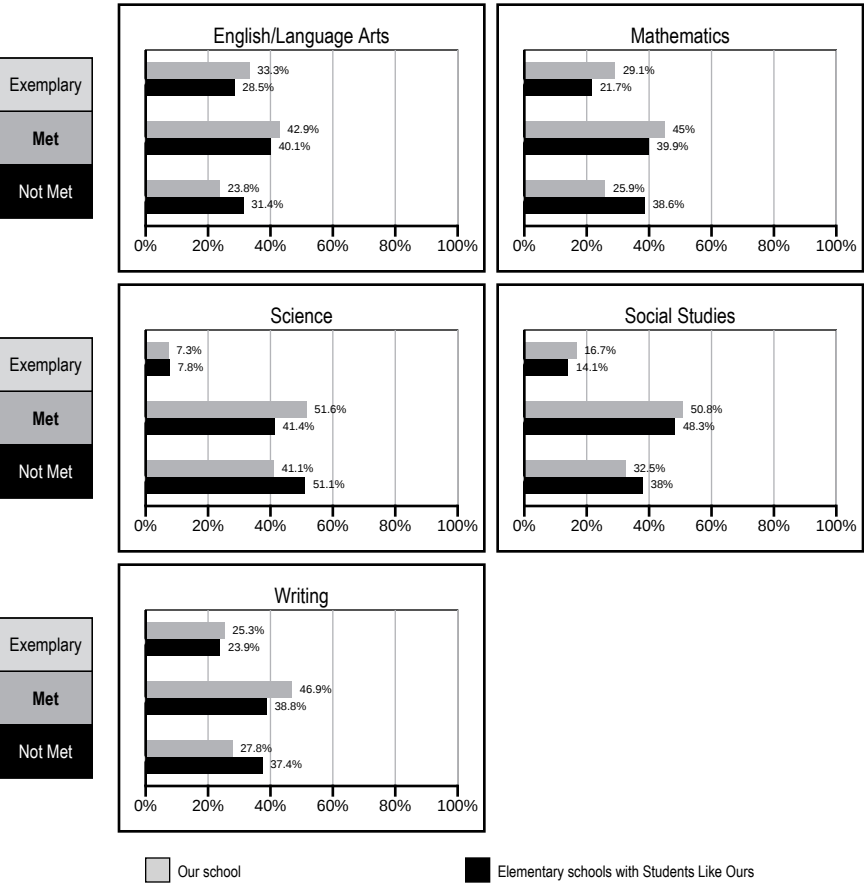
98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	5	103	35	16

* 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=323)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.7%	Down from 4.1%	1.6%	1.2%
Attendance rate	94.9%	Down from 95.9%	95.8%	96.1%
Eligible for gifted and talented	3.2%	Down from 4.4%	5.5%	11.7%
With disabilities other than speech	15.9%	Down from 17.3%	8.5%	8.0%
Older than usual for grade	2.8%	Up from 2.1%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	68.0%	Up from 60.7%	59.0%	60.5%
Continuing contract teachers	72.0%	Up from 67.9%	81.6%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 4.5%	0.0%	0.0%
Teachers returning from previous year	76.9%	Up from 71.9%	85.0%	87.0%
Teacher attendance rate	95.6%	No Change	95.2%	95.4%
Average teacher salary*	\$45,744	Up 3.7%	\$45,782	\$47,288
Professional development days/teacher	19.5 days	Up from 16.8 days	11.1 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	16.9 to 1	Up from 15.2 to 1	18.0 to 1	19.2 to 1
Prime instructional time	89.8%	Down from 90.8%	90.1%	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 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,652	Up 12.6%	\$8,361	\$7,548
Percent of expenditures for instruction**	62.3%	Down from 63.3%	67.8%	68.7%
Percent of expenditures for teacher salaries**	57.5%	Down from 60.6%	62.7%	65.1%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Wallace Gregg's faculty and staff strive to provide every child with the opportunity to achieve to their fullest personal and academic potential. The faculty and staff believe that every child can learn in a safe and caring environment where high academic expectations are promoted. A variety of strategies, meaningful materials, and emerging technology are used to maximize student potential and individual learning styles. We are committed to building self-esteem, good character, and enhancing creativity and individuality in all of our students. 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 develop and grow professionally. The majority of our faculty hold 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.

- South Carolina International Reading Association Grants
- Pee Dee Federal Credit Union Teacher 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 have high academic standards and expectations for all of the students that we serve. We are committed to continuous improvements, positive communications between the home and the school and providing a quality education to our students. Our shared goal is to help our students develop to their best potential with a focus on education that is standards and data driven.

Gloria Muldrow, Principal
 Carol Moore, School Improvement Council Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	45	29
Percent satisfied with learning environment	95.8%	84.4%	79.3%
Percent satisfied with social and physical environment	100.0%	74.4%	75.9%
Percent satisfied with school-home relations	75.0%	80.0%	79.3%

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

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 19 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	RP
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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	2.9%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.9%	94.0%*	Yes

* Or greater than last year

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	213	96.7	23.8	42.9	33.3	85.7	84.6	83.5	Yes	Yes
Gender										
Male	108	93.5	23.9	42.4	33.7	83.7	82.1	80.1	N/A	N/A
Female	105	100	23.7	43.3	33	87.6	87.3	87	N/A	N/A
Racial/Ethnic Group										
White	95	99	18.2	43.2	38.6	89.8	90.9	89.6	Yes	Yes
African American	113	95.6	29.9	42.3	27.8	81.4	78.5	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	95.3	92.7	I/S	I/S
Hispanic	4	I/S	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	93.8	85.1	I/S	I/S
Disability Status										
Disabled	49	87.8	62.5	27.5	10	52.5	56.1	51.7	No	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	84.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	179	96.7	23.6	45.2	31.2	86	79.2	76.9	Yes	Yes

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

All Students	213	98.1	25.9	45	29.1	83.1	78.9	80.4	Yes	Yes
Gender										
Male	108	96.3	30.4	39.1	30.4	78.3	77.1	78.4	N/A	N/A
Female	105	100	21.6	50.5	27.8	87.6	80.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	95	99	21.6	39.8	38.6	87.5	88.2	87.8	Yes	Yes
African American	113	98.2	29.9	49.5	20.6	79.4	69.8	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.9	93.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	81.5	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.8	83.2	I/S	I/S
Disability Status										
Disabled	49	93.9	67.5	25	7.5	45	46.5	46.1	No	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	85.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	179	98.3	24.8	46.5	28.7	82.8	71.5	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

	Enrolment 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	41.1	51.6	7.3	58.9	67.8	67.3
Gender								
Male	62	100	40	54.5	5.5	60	68.4	66.9
Female	73	100	42	49.3	8.7	58	67.2	67.7
Racial/Ethnic Group								
White	65	100	30	58.3	11.7	70	82.4	79.6
African American	68	100	53.2	43.5	3.2	46.8	53.3	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.7	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	70.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.9	69.5
Disability Status								
Disabled	30	100	N/A	N/A	N/A	23.1	42	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	2	I/S	I/S	I/S	I/S	I/S	70.1	58.6
Socio-Economic Status								
Subsidized meals	113	100	44.2	51.9	3.8	55.8	57	55.4

Social Studies

All Students	136	100	32.5	50.8	16.7	67.5	71	70.9
Gender								
Male	74	100	31.3	45.3	23.4	68.8	70.6	70.1
Female	62	100	33.9	57.1	8.9	66.1	71.4	71.7
Racial/Ethnic Group								
White	54	100	28	50	22	72	80.2	79.2
African American	79	100	35.8	50.7	13.4	64.2	62.1	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	91.2	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	68.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	33	100	60.7	28.6	10.7	39.3	45.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	73.6	68
Socio-Economic Status								
Subsidized meals	116	100	32.7	51.5	15.8	67.3	62.2	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	214	100	27.8	46.9	25.3	72.2	73	72.1	94.9	95.8
Gender										
Male	105	100	31.2	50.5	18.3	68.8	66	65.2	94.8	95.6
Female	109	100	24.8	43.6	31.7	75.2	80.3	79.2	95.1	95.9
Racial/Ethnic Group										
White	97	100	26.7	46.7	26.7	73.3	81.4	80.8	93.7	95.6
African American	113	100	30	46	24	70	64.8	59.7	96.1	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.1	87	N/A	97.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69.7	64.6	95	94.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.5	73.4	N/A	97
Disability Status										
Disabled	47	100	68.3	26.8	4.9	31.7	30.8	27.7	94.8	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	66.7	63.7	95.2	96.1
Socio-Economic Status										
Subsidized meals	180	100	30.2	45.1	24.7	69.8	64.9	61.9	94.9	95.3

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
English/Language Arts							
2009	3	46	100	18.4	47.4	34.2	81.6
	4	53	100	24	54	22	76
	5	49	100	18.6	51.2	30.2	81.4
	6	45	100	31.7	46.3	22	68.3
	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	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
Mathematics							
2009	3	46	100	44.7	31.6	23.7	55.3
	4	53	100	32	56	12	68
	5	49	100	32.6	55.8	11.6	67.4
	6	45	100	48.8	31.7	19.5	51.2
	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
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
Science							
2009	3	22	95.5	47.4	42.1	10.5	52.6
	4	53	100	56	42	2	44
	5	25	100	40.9	54.5	4.5	59.1
	6	22	100	36.8	57.9	5.3	63.2
	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
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

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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	24	100	44.4	44.4	11.1	55.6
	4	53	100	40	50	10	60
	5	24	100	42.9	42.9	14.3	57.1
	6	23	100	31.8	59.1	9.1	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
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
Writing							
2009	3	46	100	30.8	28.2	41	69.2
	4	53	100	37.3	54.9	7.8	62.7
	5	49	100	22.7	45.5	31.8	77.3
	6	46	97.8	46.3	34.1	19.5	53.7
	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	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

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