



Wellford Elementary

684 Syphrit Road
Wellford, SC 29385

Grades	PK-3 Elementary School	
Enrollment	651 Students	
Principal	Angie Showalter	864-949-2385
Superintendent	Dr. Scott Turner	864-949-2350
Board Chair	Mr. Butch Coan	864-949-2350

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Good
2007	Average	Average
2006	Average	Average
2005	Average	At-Risk
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

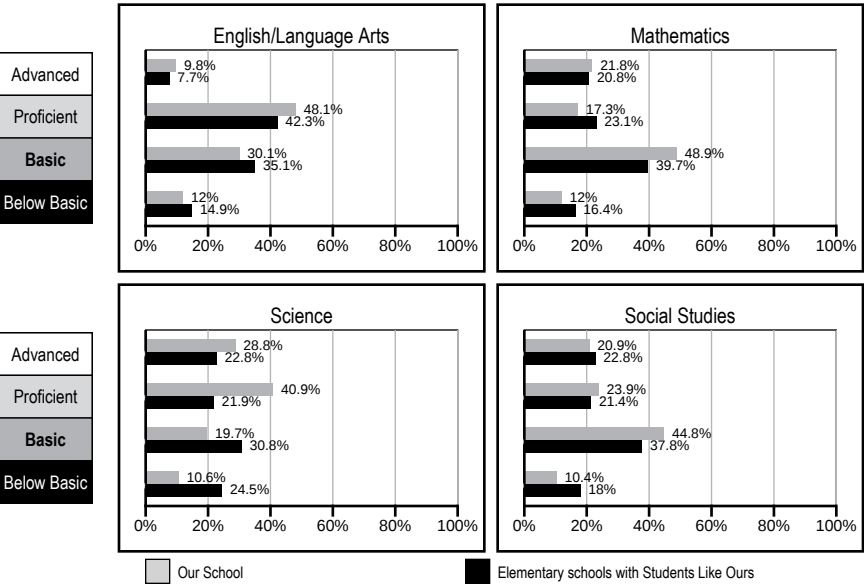
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ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	30	54	4	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=651)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Down from 1.9%	2.2%	2.3%
Attendance rate	95.9%	No Change	96.4%	96.3%
Eligible for gifted and talented	12.6%	Up from 8.7%	12.7%	10.4%
With disabilities other than speech	4.6%	Down from 5.7%	7.5%	7.5%
Older than usual for grade	0.0%	Down from 0.6%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	60.4%	Up from 55.3%	55.5%	56.7%
Continuing contract teachers	68.8%	Up from 57.4%	78.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.0%	Up from 77.4%	88.2%	86.4%
Teacher attendance rate	93.8%	Down from 94.5%	94.9%	94.9%
Average teacher salary	\$42,569	Up 6.1%	\$45,419	\$45,345
Professional development days/teacher	12.1 days	Down from 14.2 days	12.2 days	12.6 days
School				
Principal's years at school	1.0	Down from 12.0	4.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 18.5 to 1	19.3 to 1	18.5 to 1
Prime instructional time	88.6%	Down from 89.5%	89.9%	89.8%
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	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,355	Up 4.3%	\$6,403	\$7,052
Percent of expenditures for instruction*	75.2%	Up from 75.1%	69.5%	69.1%
Percent of expenditures for teacher salaries*	70.6%	No Change	65.3%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Wellford Elementary is home to a wonderful community of learners. This year, our theme, "Learning is Great; Let's Celebrate in 2007/2008!" was appropriate because we had much to celebrate. We were delighted to receive two prestigious awards. We were given the Palmetto Silver Award for improved academic achievement, and we also were honored with the Education Oversight's "Closing the Achievement Gap" Award for our success in English/Language Arts.

Our instructional priority this year was to implement "Learning Focused" strategies while mapping our curriculum and writing units in order to provide continuity to teachers and learners throughout our school and district. Teachers helped to create these units based on the South Carolina standards for learning. Our students benefited from the content in these units, and in turn, made great improvements on the Palmetto Achievement Challenge Test (PACT) and on the Measures of Academic Progress (MAP).

Furthermore, we continue our efforts to add technology to our school that will enhance the learning experience. Nine teachers received projectors and Interwrite tablets that aid instruction while benefiting students. Efforts persist to add this technology to each classroom in the school.

Our active PTA hosted and helped with many community events this year to enhance the educational experiences of our students. With their support, we continued our Fall Festival, Breakfast with Santa, Family Reading Night, and our Earth Day Celebration. In addition, we were pleased to introduce a Family Fitness Night where healthy habits were encouraged.

As our mission and beliefs state, "Children are our most important resource" at Wellford Elementary. We invite and encourage parents and community members to take an active role in our students' educational experiences.

Thank you for all you do to make our school great, and we look forward to working with you in the future!

Angie Showalter, Principal
Amanda Smith, SIC chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	123	97
Percent satisfied with learning environment	100.0%	89.3%	91.8%
Percent satisfied with social and physical environment	100.0%	86.7%	92.6%
Percent satisfied with school-home relations	97.9%	76.0%	87.6%

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

School Adequate Yearly Progress

YES

This school met 13 out of 13 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	
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. Sanction: Implement the restructuring plan.
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	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	145	100	12	30.1	48.1	9.8	65.4	53.6	48.2	Yes	Yes
Gender											
Male	72	100	10.9	39.1	45.3	4.7	57.8	46.3	41.7	N/A	N/A
Female	73	100	13	21.7	50.7	14.5	72.5	61.7	55	N/A	N/A
Racial/Ethnic Group											
White	110	100	10.7	26.2	50.5	12.6	70.9	60.1	60	Yes	Yes
African American	23	100	16.7	38.9	44.4	0	50	35.7	31.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	64	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	36.5	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	24	100	33.3	38.1	28.6	0	42.9	13.5	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	35.5	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	77	100	18.3	40.8	35.2	5.6	52.1	39.2	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	145	100	12	48.9	17.3	21.8	57.9	55.6	45.8	Yes	Yes
Gender											
Male	72	100	10.9	53.1	17.2	18.8	59.4	55	45.6	N/A	N/A
Female	73	100	13	44.9	17.4	24.6	56.5	56.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	110	100	8.7	47.6	18.4	25.2	62.1	62.3	59	Yes	Yes
African American	23	100	27.8	38.9	16.7	16.7	38.9	34.6	26.9	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	68.1	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	49.1	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	24	100	38.1	38.1	14.3	9.5	38.1	18.7	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	48.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	77	100	16.9	56.3	14.1	12.7	45.1	42.3	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	70	100	10.6	19.7	40.9	28.8	69.7	43.9	35.7	95.9	96.4
Gender											
Male	36	100	11.8	23.5	44.1	20.6	64.7	44.7	37.4	95.8	96.3
Female	34	100	9.4	15.6	37.5	37.5	75	43.1	33.8	96.1	96.6
Racial/Ethnic Group											
White	53	100	7.8	13.7	45.1	33.3	78.4	52.3	49.2	95.8	96.2
African American	13	100	18.2	45.5	18.2	18.2	36.4	20.7	17	96.6	97.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	52.6	58	96.4	97.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	28.7	24.9	95.2	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	93.3
Disability Status											
Disabled	13	100	27.3	27.3	36.4	9.1	45.5	15.8	14	95.2	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	25.5	24.4	96	97.1
Socio-Economic Status											
Subsidized meals	32	100	16.1	25.8	45.2	12.9	58.1	29	21.1	95.3	95.7
Social Studies											
All Students	75	100	10.4	44.8	23.9	20.9	44.8	41.3	34	95.9	96.4
Gender											
Male	36	100	10	36.7	23.3	30	53.3	44.7	36.6	95.8	96.3
Female	39	100	10.8	51.4	24.3	13.5	37.8	37.5	31.3	96.1	96.6
Racial/Ethnic Group											
White	57	100	9.6	42.3	23.1	25	48.1	47.5	44.5	95.8	96.2
African American	10	I/S	I/S	I/S	I/S	I/S	I/S	23.3	19.1	96.6	97.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	58.7	58.9	96.4	97.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	26.5	27.5	95.2	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	93.3
Disability Status											
Disabled	11	100	50	30	20	0	20	14.2	14.4	95.2	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	30.3	27.3	96	97.1
Socio-Economic Status											
Subsidized meals	45	100	15	47.5	20	17.5	37.5	26	21	95.3	95.7

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	170	99.4	15.7	25.8	53.5	5	58.5
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	145	100	12	30.1	48.1	9.8	57.9
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	170	100	18.1	48.1	23.8	10	33.8
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	145	100	12	48.9	17.3	21.8	39.1
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	84	100	16.9	42.9	28.6	11.7	40.3
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	70	100	10.6	19.7	40.9	28.8	69.7
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	86	100	18.1	43.4	31.3	7.2	38.6
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	75	100	10.4	44.8	23.9	20.9	44.8
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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N/A--Not Applicable

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