



ELLEN WOODSIDE ELEMENTARY

9122 Augusta Road
Pelzer, SC 29669

Grades	PK-5 Elementary School	
Enrollment	647 Students	
Principal	Stephanie B. Reese	864-355-4900
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	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

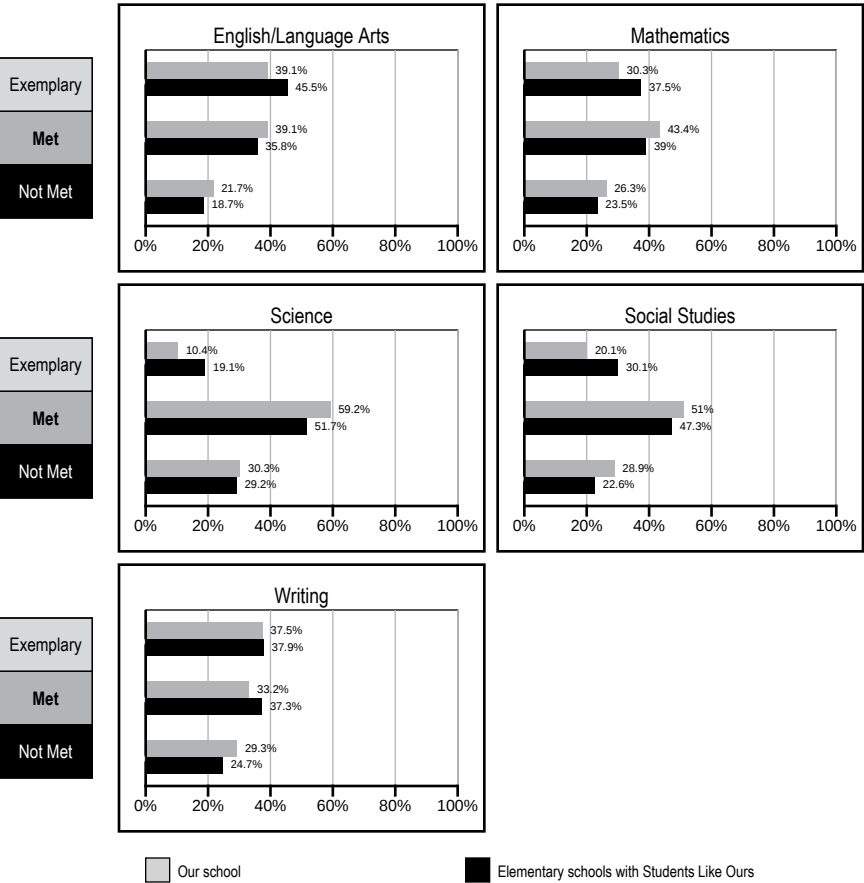
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	38	39	0	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=647)				
First graders who attended full-day kindergarten	98.9%	Down from 100.0%	100.0%	100.0%
Retention rate	2.4%	No Change	1.3%	1.2%
Attendance rate	95.7%	Down from 96.1%	96.1%	96.1%
Eligible for gifted and talented	10.9%	Up from 10.6%	15.2%	11.7%
With disabilities other than speech	8.2%	No Change	8.1%	8.0%
Older than usual for grade	0.0%	Down from 0.7%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	51.4%	Up from 42.6%	59.4%	60.5%
Continuing contract teachers	89.2%	Up from 74.5%	88.1%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.0%	Down from 88.8%	87.8%	87.0%
Teacher attendance rate	97.1%	Up from 96.1%	95.5%	95.4%
Average teacher salary*	\$44,187	Up 3.7%	\$47,684	\$47,288
Professional development days/teacher	10.3 days	Down from 17.8 days	10.2 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	22.4 to 1	Up from 12.3 to 1	20.0 to 1	19.2 to 1
Prime instructional time	92.7%	Up from 91.6%	90.8%	90.8%
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**	\$6,147	Down 0.6%	\$6,872	\$7,548
Percent of expenditures for instruction**	68.3%	Up from 66.5%	69.1%	68.7%
Percent of expenditures for teacher salaries**	65.1%	Up from 64.5%	66.3%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Ellen Woodside Elementary school has experienced an exciting and challenging school year as we worked collaboratively to create a strong cohesive curriculum that meets the needs of all of our students. Situated in a rural area in southern Greenville County, the school serves approximately 650 students in grades 4K through 5th.

This year we continued to partner with the Carolina First Center for Excellence to implement the “Quality Learning Tools” for continuous improvement. This model places accountability for learning into the children’s hands as they develop academic and personal goals. The primary focus is using quality concepts, quality tools, and data collection in the classroom and school to monitor improvement and motivate learners. The model encourages effective communication, responsibility, and promotes positive social behavior. We also partnered with Michelin to provide a one-to-one mentoring program for identified students.

Throughout the year, several assessments including MAPS (Measure of Academic Progress) were used to help us analyze growth, set academic goals, and to set academic plans for all students. MAPS tests help to identify what skills students have attained and the ones that need to be taught next. We have continued to improve the quality of our program by enlisting our community resources and by developing parenting programs for our at-home partners. All students have been provided the highest quality of instruction and have been afforded the opportunity to fulfill their innate potential through the positive, creative, and challenging curriculum presented in a relevant and meaningful manner.

Stephanie B. Reese, Principal Amy Fitzgerald, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	105	75
Percent satisfied with learning environment	100.0%	87.4%	89.0%
Percent satisfied with social and physical environment	100.0%	80.2%	94.5%
Percent satisfied with school-home relations	100.0%	88.8%	91.8%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 20 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	
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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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	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	327	100	21.7	39.1	39.1	89.5	84.7	83.5	Yes	Yes
Gender										
Male	170	100	26.9	39.4	33.8	86.9	81.3	80.1	N/A	N/A
Female	157	100	16	38.9	45.1	92.4	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	228	100	18.8	39	42.2	90.4	90	89.6	Yes	Yes
African American	71	100	33.9	38.7	27.4	83.9	73.4	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	20	100	18.8	50	31.3	93.8	78.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	89.7	85.1	I/S	I/S
Disability Status										
Disabled	46	100	56.8	34.1	9.1	59.1	53.3	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	27.3	45.5	27.3	90.9	78.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	177	100	26.1	45.2	28.7	86	76.1	76.9	Yes	Yes

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

All Students	327	100	26.3	43.4	30.3	82.9	82	80.4	Yes	Yes
Gender										
Male	170	100	26.9	46.3	26.9	80	80.5	78.4	N/A	N/A
Female	157	100	25.7	40.3	34	86.1	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	228	100	23.4	44	32.6	84.9	87.7	87.8	Yes	Yes
African American	71	100	40.3	35.5	24.2	74.2	68.4	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	20	100	18.8	62.5	18.8	81.3	78.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	79.5	83.2	I/S	I/S
Disability Status										
Disabled	46	100	56.8	29.5	13.6	56.8	46.1	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	18.2	72.7	9.1	90.9	79.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	177	100	31.8	43.3	24.8	79	72.9	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	216	100	30.3	59.2	10.4	69.7	70.6	67.3
Gender								
Male	107	100	28	64	8	72	70.1	66.9
Female	109	100	32.7	54.5	12.9	67.3	71.1	67.7
Racial/Ethnic Group								
White	146	100	29.1	58.9	12.1	70.9	80.2	79.6
African American	49	100	40.5	50	9.5	59.5	50.4	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	15	100	N/A	N/A	N/A	83.3	60.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.3	69.5
Disability Status								
Disabled	30	100	62.1	31	6.9	37.9	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	60.6	58.6
Socio-Economic Status								
Subsidized meals	126	100	36.3	56.6	7.1	63.7	57.1	55.4

Social Studies

All Students	218	100	28.9	51	20.1	71.1	73.2	70.9
Gender								
Male	123	100	28.2	49.6	22.2	71.8	72.8	70.1
Female	95	100	29.9	52.9	17.2	70.1	73.7	71.7
Racial/Ethnic Group								
White	150	100	27.1	51.4	21.5	72.9	79.8	79.2
African American	49	100	34.9	51.2	14	65.1	57.9	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	14	100	25	41.7	33.3	75	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
Disability Status								
Disabled	31	100	51.7	37.9	10.3	48.3	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	69	68
Socio-Economic Status								
Subsidized meals	117	100	33.3	54.3	12.4	66.7	61.6	60.8

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
Writing										
All Students	329	99.4	28.9	33.4	37.7	71.1	74	72.1	95.7	96.2
Gender										
Male	172	100	37.7	37	25.3	62.3	67.2	65.2	96	96.2
Female	157	98.7	18.9	29.4	51.7	81.1	81.1	79.2	95.5	96.3
Racial/Ethnic Group										
White	231	100	26.4	32.3	41.4	73.6	81.6	80.8	95.4	96.1
African American	70	98.6	41.9	32.3	25.8	58.1	58.6	59.7	96.8	96.2
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.8	87	96.7	97.5
Hispanic	20	100	18.8	43.8	37.5	81.3	63.1	64.6	95.2	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.7	73.4	N/A	94.8
Disability Status										
Disabled	50	98	58.7	32.6	8.7	41.3	29.5	27.7	95.5	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	12	91.7	I/S	I/S	I/S	I/S	62.9	63.7	95.2	97
Socio-Economic Status										
Subsidized meals	180	99.4	35.2	36.5	28.3	64.8	61.1	61.9	95.1	95.6

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	108	100	17.3	37.5	45.2	82.7
	4	110	100	21.6	44.1	34.3	78.4
	5	119	100	17.4	52.2	30.4	82.6
	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
2010	3	101	100	17.2	33.3	49.5	82.8
	4	107	100	22.8	42.6	34.7	77.2
	5	119	100	24.5	40.9	34.5	75.5
	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	108	100	17.3	51.9	30.8	82.7
	4	110	100	26.5	45.1	28.4	73.5
	5	119	100	29.6	47.8	22.6	70.4
	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	101	100	33.3	29	37.6	66.7
	4	107	100	17.8	50.5	31.7	82.2
	5	119	100	28.2	49.1	22.7	71.8
	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	55	100	26.4	54.7	18.9	73.6
	4	110	100	29.4	57.8	12.7	70.6
	5	60	100	35.6	55.9	8.5	64.4
	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	51	100	30.4	47.8	21.7	69.6
	4	107	100	25.7	67.3	6.9	74.3
	5	58	100	38.9	53.7	7.4	61.1
	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

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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	53	100	17.6	45.1	37.3	82.4
	4	110	100	13.7	60.8	25.5	86.3
	5	59	100	25	57.1	17.9	75
	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	50	100	34	44.7	21.3	66
	4	107	100	24.8	55.4	19.8	75.2
	5	61	100	32.1	48.2	19.6	67.9
	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	110	98.2	19.4	40.8	39.8	80.6
	4	111	100	32.4	32.4	35.2	67.6
	5	119	100	24.6	42.1	33.3	75.4
	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	101	99	20.4	29	50.5	79.6
	4	109	99.1	31.7	41.6	26.7	68.3
	5	119	100	33.3	29.7	36.9	66.7
	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

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