



WOODRUFF ELEMENTARY

915 Cross Anchor Highway
Woodruff, SC 29388

Grades 3-5 Elementary School
Enrollment 648 Students
Principal abrewton@spartanburg4.or 864-476-3123
Superintendent W. Rallie Liston 864-476-3186
Board Chair Mr. Milton Smith 864-476-3186

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Average	Good
2008	Average	Below Average
2007	Average	Good
2006	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 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

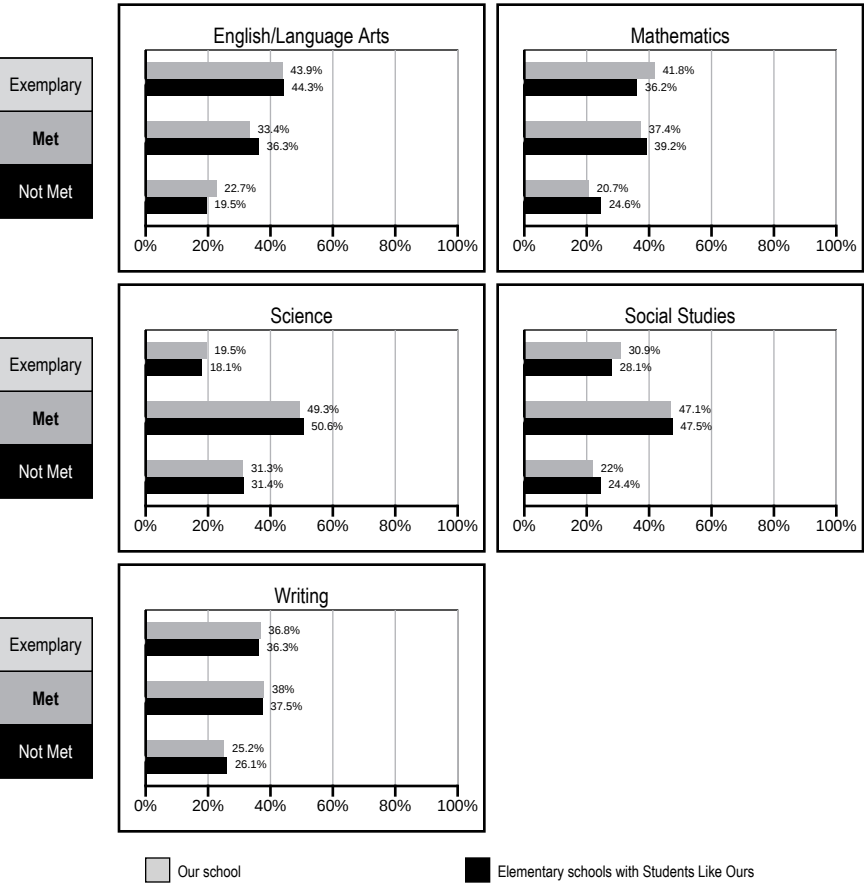
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
14	36	49	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=648)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.3%	Down from 0.6%	1.2%	1.2%
Attendance rate	96.2%	Down from 96.3%	96.1%	96.1%
Eligible for gifted and talented	12.1%	Up from 7.7%	13.8%	11.7%
With disabilities other than speech	11.3%	Up from 10.6%	8.3%	8.0%
Older than usual for grade	0.5%	Down from 0.6%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	60.0%	Down from 64.1%	59.2%	60.5%
Continuing contract teachers	100.0%	Up from 94.9%	85.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.6%	Down from 95.8%	87.1%	87.0%
Teacher attendance rate	93.8%	Down from 95.9%	95.5%	95.4%
Average teacher salary*	\$50,141	Down 0.7%	\$47,480	\$47,288
Professional development days/teacher	8.2 days	Down from 12.9 days	10.3 days	10.5 days
School				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	23.3 to 1	Up from 20.6 to 1	19.6 to 1	19.2 to 1
Prime instructional time	89.5%	Down from 91.9%	90.9%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.6%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,998	Up 2.0%	\$7,047	\$7,548
Percent of expenditures for instruction**	62.0%	Down from 62.3%	68.9%	68.7%
Percent of expenditures for teacher salaries**	59.4%	Up from 59.0%	65.4%	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

Welcome to Woodruff Elementary School.

On behalf of the faculty and staff members as well as the WES School Improvement Council, we thank you for the role students, parents, and community members play in making our school successful.

WES is reflective of an exceptional learning atmosphere composed of talented students, supportive parents, and dedicated faculty and staff members. Our mission at WES is to create a community of learners where each student is provided a quality education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning to manage life's challenges successfully.

We offer a variety of educational experiences to accomplish our mission, including a variety of academic programs as well as extracurricular activities. The programs include After-School Academic Focus Programs in the fall and spring in addition to a Rising Stars reading and math assistance program. These programs collectively served over two hundred fifty students during the 2009-2010 school year. Other after-school programs include 4-H clubs in addition to gifted art and music classes. These programs focus on student interests and academic needs.

WES was recognized during the 2009-2010 school year with the Palmetto Silver Award as a result of significant achievement on our state's PASS assessment. We are proud of the efforts of our students as they met the academic challenges established by our faculty members.

At Woodruff Elementary School we value the positive relationships built with parents and community members. Our students participate in several service learning projects that assist organizations as well as help our students grow emotionally and socially.

By working collaboratively, we will continue to strengthen our community bonds. Woodruff Elementary School is grateful for the opportunity to serve you.

Argyl J. Brewton, Principal, Woodruff Elementary School

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	210	135
Percent satisfied with learning environment	81.8%	89.5%	94.7%
Percent satisfied with social and physical environment	100.0%	90.0%	96.2%
Percent satisfied with school-home relations	81.8%	92.8%	93.3%

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

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 25 out of 25 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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	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	650	99.5	22.3	33.6	44.1	88.8	85.2	83.5	Yes	Yes
Gender										
Male	344	99.4	27.2	33.4	39.4	86.3	81	80.1	N/A	N/A
Female	306	99.7	17	33.7	49.3	91.5	89.6	87	N/A	N/A
Racial/Ethnic Group										
White	506	99.4	18.3	32.8	49	91.5	88.2	89.6	Yes	Yes
African American	86	100	40	40	20	78.8	72.8	74.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	48	100	31.8	31.8	36.4	79.5	81.9	79.6	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	110	100	62	26.9	11.1	63	52.7	51.7	Yes	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	33	100	34.4	31.3	34.4	81.3	80.4	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	388	99.2	29.5	35.5	35	85.5	80.6	76.9	Yes	Yes

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

All Students	650	99.5	20.4	37.6	42	87.6	85.9	80.4	Yes	Yes
Gender										
Male	344	99.4	23.4	36.3	40.3	85	82.2	78.4	N/A	N/A
Female	306	99.7	17	39.1	43.9	90.5	89.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	506	99.4	16.8	37.6	45.6	91.1	89.3	87.8	Yes	Yes
African American	86	100	40	38.8	21.3	68.8	71.8	69.3	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	48	100	22.7	38.6	38.6	86.4	83.3	78.3	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	110	100	55.6	28.7	15.7	60.2	53.3	46.1	Yes	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	33	100	18.8	37.5	43.8	87.5	84.8	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	388	99.2	26.8	40	33.2	83.4	81.2	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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	425	100	30.8	49.6	19.6	69.2	69.6	67.3
Gender								
Male	221	100	33.8	44.9	21.3	66.2	67	66.9
Female	204	100	27.6	54.6	17.9	72.4	72.2	67.7
Racial/Ethnic Group								
White	330	100	25.2	51.6	23.2	74.8	74.6	79.6
African American	61	100	55.2	39.7	5.2	44.8	51.4	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	27	100	42.3	46.2	11.5	57.7	57.8	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	74	100	60.3	31.5	8.2	39.7	31.5	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	16	100	41.2	52.9	5.9	58.8	55.6	58.6
Socio-Economic Status								
Subsidized meals	249	100	39.6	46.5	13.9	60.4	61.4	55.4

Social Studies								
All Students	433	100	21.8	47.2	31	78.2	69.2	70.9
Gender								
Male	227	100	24.8	44.9	30.4	75.2	68.9	70.1
Female	206	100	18.6	49.7	31.7	81.4	69.5	71.7
Racial/Ethnic Group								
White	339	100	18.7	46.9	34.4	81.3	72.3	79.2
African American	56	100	35.8	50.9	13.2	64.2	56.3	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	33	100	30	46.7	23.3	70	66	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	73	100	50.7	32.4	16.9	49.3	34.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	25	100	30.4	47.8	21.7	69.6	68.8	68
Socio-Economic Status								
Subsidized meals	265	100	27.4	53.2	19.4	72.6	62.5	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	645	99.4	24.7	38.2	37.1	75.3	73	72.1	96.2	95.5
Gender										
Male	340	99.4	32.5	37.8	29.7	67.5	64.8	65.2	96.1	95.5
Female	305	99.3	16.3	38.6	45.1	83.7	81.8	79.2	96.2	95.5
Racial/Ethnic Group										
White	504	99.4	22.3	37.2	40.5	77.7	75.8	80.8	96	95.3
African American	84	98.8	38	40.5	21.5	62	60.7	59.7	96.3	95.9
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	87	98.8	97.3
Hispanic	47	100	25	47.7	27.3	75	72.2	64.6	97.3	96.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.4	93.6	93.6
Disability Status										
Disabled	107	100	61.9	29.5	8.6	38.1	26.7	27.7	95.4	94.5
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	31	100	26.7	46.7	26.7	73.3	66.7	63.7	98	96.5
Socio-Economic Status										
Subsidized meals	388	99.2	32.7	41.4	25.9	67.3	65.4	61.9	95.8	94.9

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	225	99.6	27.1	28.1	44.8	72.9
	4	228	100	24.2	38.4	37.4	75.8
	5	229	99.6	16.2	46.8	36.9	83.8
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	222	99.6	24.4	25.4	50.2	75.6
	4	212	99.5	24.8	36.6	38.6	75.2
	5	216	99.5	17.9	38.6	43.5	82.1
	6	0	N/A	N/A	N/A	N/A	N/A
2010	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	225	99.6	27.1	44.8	28.1	72.9
	4	228	100	14.2	46	39.8	85.8
	5	229	99.6	11.7	45.9	42.3	88.3
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	222	99.6	25.4	35.6	39	74.6
	4	212	99.5	16.8	37.1	46	83.2
	5	216	99.5	18.8	40.1	41.1	81.2
	6	0	N/A	N/A	N/A	N/A	N/A
2010	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	113	99.1	38.1	45.7	16.2	61.9
	4	228	100	33.2	55.5	11.4	66.8
	5	115	99.1	33.3	57.7	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	109	100	45.5	34.7	19.8	54.5
	4	211	100	22.8	55.9	21.3	77.2
	5	105	100	32	52	16	68
	6	0	N/A	N/A	N/A	N/A	N/A
2010	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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I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	111	100	27.9	43.3	28.8	72.1
	4	228	100	18.5	49.3	32.2	81.5
	5	113	100	20.9	49.1	30	79.1
	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	112	100	29.8	48.1	22.1	70.2
	4	211	100	18.3	51.5	30.2	81.7
	5	110	100	20.6	38.3	41.1	79.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	224	99.1	39	27.1	33.8	61
	4	228	99.1	29.4	39.3	31.3	70.6
	5	228	99.1	23.5	38.9	37.6	76.5
	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
2010	3	221	98.6	28.8	35.6	35.6	71.2
	4	208	100	25.2	38.6	36.1	74.8
	5	216	99.5	20.2	40.4	39.4	79.8
	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

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