



WELLFORD ELEMENTARY

684 Syphrit Road
Wellford, SC 29385

Grades	PK-4 Elementary School	
Enrollment	438 Students	
Principal	Angie Showalter	864-949-2385
Superintendent	Dr. Scott Turner	864-949-2350
Board Chair	Steve Brockman	864-949-2350

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

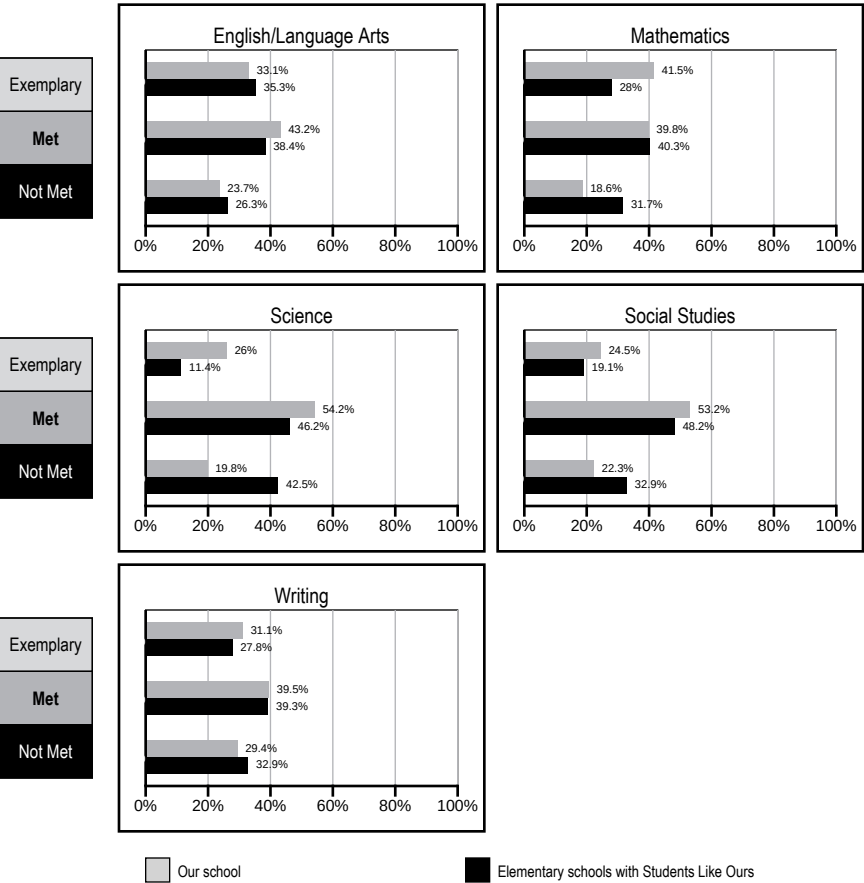
Percent of students tested in 2009-10 whose 2008-09 test scores were located 95.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	13	101	12	1

* 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=438)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Down from 1.9%	1.6%	1.2%
Attendance rate	95.7%	Down from 96.2%	95.7%	96.1%
Eligible for gifted and talented	10.7%	Up from 5.5%	9.4%	11.7%
With disabilities other than speech	8.0%	Up from 6.9%	9.1%	8.0%
Older than usual for grade	0.3%	Up from 0.0%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	75.0%	Up from 70.7%	59.8%	60.5%
Continuing contract teachers	77.5%	Up from 73.2%	85.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.1%	Up from 74.9%	87.5%	87.0%
Teacher attendance rate	94.9%	Down from 95.8%	94.8%	95.4%
Average teacher salary*	\$47,796	Up 2.5%	\$46,627	\$47,288
Professional development days/teacher	10.2 days	Down from 11.6 days	11.1 days	10.5 days
School				
Principal's years at school	0.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	16.4 to 1	Down from 16.8 to 1	19.3 to 1	19.2 to 1
Prime instructional time	90.4%	Down from 92.4%	89.7%	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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$8,828	Up 31.3%	\$7,554	\$7,548
Percent of expenditures for instruction**	71.8%	Down from 74.7%	67.8%	68.7%
Percent of expenditures for teacher salaries**	68.1%	Down from 71.4%	64.6%	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

Wellford Elementary is a community school located near Highway 29 in Western Spartanburg County. For the 2009/2010 school year, the school housed 423 students. Preschool Child Development classes, as well as a full day 4 year old Kindergarten program were offered, in addition to 22 classes of 5 year old Kindergarten through Fourth grade.

Our theme this school year was "Together We Grow." This theme was appropriate because we began the journey of growing as learners, as we researched and transitioned into becoming a magnet school for the 2010/2011 school year. With this initiative, plans were developed to offer our core curriculum, while exposing children to lessons and careers that focus on Science and Technology, in order to better prepare them for a bright future.

Our instructional priority this year was to implement a common writing curriculum in all grades. Teachers and administrators received intensive training in "Write From The Beginning." Lessons were conducted in all classrooms to help children improve their writing skills. Furthermore, our school continued to implement strategies from "Learning Focused," such as using essential questions, learning maps, and graphic organizers to help students grasp important concepts in all subjects.

This year, we were also honored for our hard work by receiving the state's Palmetto Silver Award for the third year in a row. This award is given to schools that show improvement and high achievement in areas on the state's standardized tests.

Many community events were also hosted by our active Parent/Teacher Organization. We continued our Fall Festival, S.C.A.L.E.-A-Bration, Reading and Math Night, chorus concerts, Spring Art Show, Veteran's Day Celebration, Walk To School Day activities, and parent breakfasts. In addition, we added an evening with Santa and two parent workshops. All parents were invited to study the book, "Discipline with Love and Logic," with a guest speaker, and parents of first graders receiving intervention services were invited to come and learn more about how to help their children over the summer.

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

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

Angie Showalter; Principal

Carolyn Brooks; S.I.C. Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	72	39
Percent satisfied with learning environment	100.0%	87.5%	86.8%
Percent satisfied with social and physical environment	100.0%	90.3%	86.1%
Percent satisfied with school-home relations	84.2%	88.9%	91.9%

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

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 15 out of 15 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	0.3%	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	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	128	99.2	23.7	43.2	33.1	86.4	87.1	83.5	Yes	Yes
Gender										
Male	61	98.4	23.6	43.6	32.7	89.1	84.3	80.1	N/A	N/A
Female	67	100	23.8	42.9	33.3	84.1	90.1	87	N/A	N/A
Racial/Ethnic Group										
White	66	100	18	39.3	42.6	88.5	89.9	89.6	Yes	Yes
African American	40	97.5	28.9	52.6	18.4	84.2	78.6	74.6	I/S	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91.8	92.7	I/S	I/S
Hispanic	15	100	30.8	30.8	38.5	84.6	81.3	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	23	95.7	N/A	N/A	N/A	54.5	51.9	51.7	I/S	I/S
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	20	100	29.4	35.3	35.3	82.4	79.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	100	99	29.7	41.8	28.6	82.4	81.4	76.9	Yes	Yes

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

All Students	128	99.2	18.6	39.8	41.5	85.6	85.3	80.4	Yes	Yes
Gender										
Male	61	98.4	16.4	40	43.6	90.9	83.2	78.4	N/A	N/A
Female	67	100	20.6	39.7	39.7	81	87.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	66	100	11.5	39.3	49.2	91.8	88.2	87.8	Yes	Yes
African American	40	97.5	31.6	44.7	23.7	76.3	75.4	69.3	I/S	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.8	93.5	I/S	I/S
Hispanic	15	100	7.7	38.5	53.8	92.3	82.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	23	95.7	50	36.4	13.6	59.1	48.6	46.1	I/S	I/S
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	20	100	17.6	23.5	58.8	82.4	82.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	100	99	22	42.9	35.2	82.4	78.8	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	103	100	19.8	54.2	26	80.2	75	67.3
Gender								
Male	50	100	15.2	56.5	28.3	84.8	74.9	66.9
Female	53	100	24	52	24	76	75	67.7
Racial/Ethnic Group								
White	51	100	12.5	52.1	35.4	87.5	80.3	79.6
African American	33	100	31.3	56.3	12.5	68.8	57.3	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	82.5	84.4
Hispanic	13	100	N/A	N/A	N/A	100	70.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	15	100	53.3	40	6.7	46.7	34.3	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	17	100	21.4	50	28.6	78.6	64.6	58.6
Socio-Economic Status								
Subsidized meals	81	100	22.7	57.3	20	77.3	66.3	55.4

Social Studies

All Students	102	100	22.3	53.2	24.5	77.7	76.4	70.9
Gender								
Male	48	100	11.6	58.1	30.2	88.4	77.3	70.1
Female	54	100	31.4	49	19.6	68.6	75.6	71.7
Racial/Ethnic Group								
White	56	100	21.2	48.1	30.8	78.8	79.2	79.2
African American	31	100	20	63.3	16.7	80	66.5	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.9	86.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	74.3	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	18	100	55.6	38.9	5.6	44.4	38.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	13	100	I/S	I/S	I/S	I/S	74.1	68
Socio-Economic Status								
Subsidized meals	80	100	24.7	54.8	20.5	75.3	67.2	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	124	99.2	28.8	39.8	31.4	71.2	76.4	72.1	95.7	96.7
Gender										
Male	58	100	33.9	39.3	26.8	66.1	70	65.2	95.5	96.6
Female	66	98.5	24.2	40.3	35.5	75.8	83.2	79.2	96.1	96.8
Racial/Ethnic Group										
White	64	100	21.3	34.4	44.3	78.7	80.3	80.8	95.3	96.4
African American	40	97.5	39.5	44.7	15.8	60.5	65.2	59.7	96.1	97.1
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	84.7	87	95.9	98
Hispanic	13	100	15.4	61.5	23.1	84.6	65	64.6	96.9	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	96.7
Disability Status										
Disabled	24	100	66.7	29.2	4.2	33.3	26.3	27.7	95.7	95.9
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	17	100	29.4	47.1	23.5	70.6	65	63.7	96.6	97.2
Socio-Economic Status										
Subsidized meals	96	99	34.1	40.7	25.3	65.9	66.8	61.9	95.4	96.2

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	81	100	25	38.2	36.8	75
	4	74	98.7	42.3	38	19.7	57.7
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	49	100	17.4	37	45.7	82.6
	4	79	98.7	27.8	47.2	25	72.2
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
2011	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	81	100	23.7	30.3	46.1	76.3
	4	74	98.7	26.8	43.7	29.6	73.2
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	49	100	17.4	34.8	47.8	82.6
	4	79	98.7	19.4	43.1	37.5	80.6
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
2011	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	41	100	30.8	53.8	15.4	69.2
	4	74	98.7	25.4	50.7	23.9	74.6
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	25	100	20.8	33.3	45.8	79.2
	4	78	100	19.4	61.1	19.4	80.6
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
2011	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	40	97.5	22.2	50	27.8	77.8
	4	74	100	22.2	37.5	40.3	77.8
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	24	100	31.8	40.9	27.3	68.2
	4	78	100	19.4	56.9	23.6	80.6
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
2011	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	82	98.8	54.5	22.1	23.4	45.5
	4	76	100	31.5	35.6	32.9	68.5
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	49	100	25.5	44.7	29.8	74.5
	4	75	98.7	31	36.6	32.4	69
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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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