



## WOODRUFF ELEMENTARY

915 Cross Anchor Hwy  
Woodruff, SC 29388

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	637 Students	
<b>Principal</b>	Argyl J. Brewton	864-476-3123
<b>Superintendent</b>	W. Rallie Liston	864-476-3186
<b>Board Chair</b>	Milton Smith	864-476-3186

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Good	Good
2009	Average	Good
2008	Average	Below Average
2007	Average	Good

## 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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

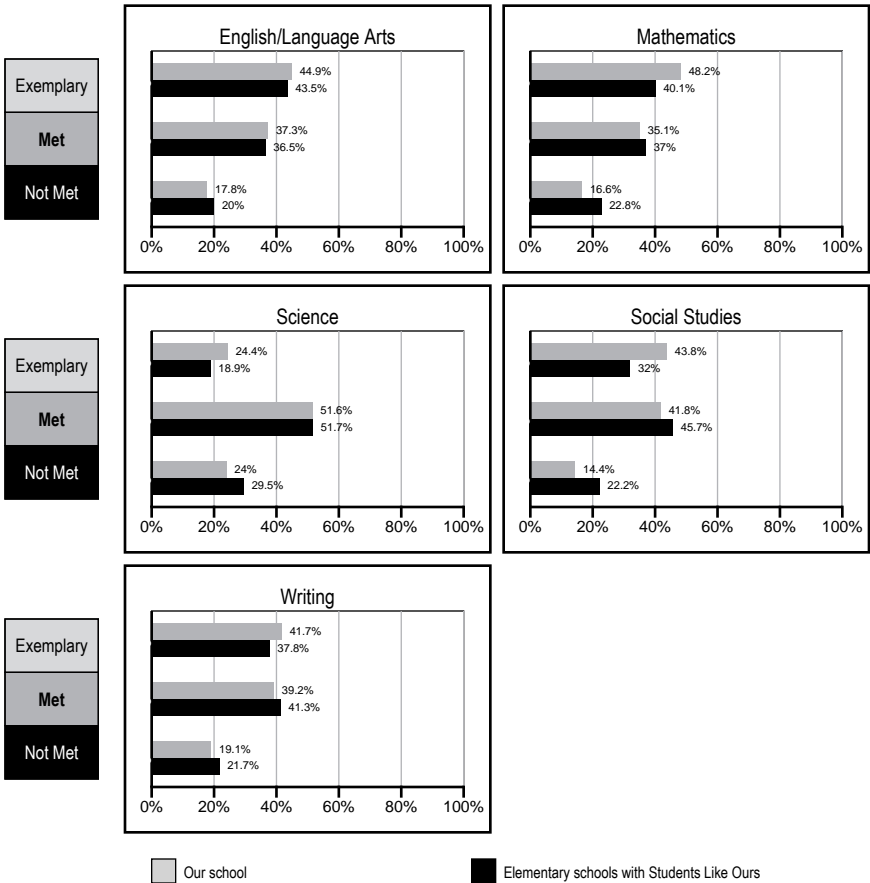
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
26	37	44	0	0

\* Ratings are calculated with data available by 10/27/2011.

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
<b>Students (n=637)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.6%	Up from 0.3%	1.1%	1.1%
Attendance rate	95.8%	Down from 96.2%	96.1%	96.2%
Served by gifted and talented program	12.2%	Up from 12.1%	14.8%	13.4%
With disabilities other than speech	7.0%	Down from 11.3%	4.4%	4.1%
Older than usual for grade	0.3%	Down from 0.5%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=34)</b>				
Teachers with advanced degrees	64.7%	Up from 60.0%	60.7%	62.5%
Continuing contract teachers	100.0%	No Change	90.0%	88.2%
Teachers returning from previous year	94.6%	No Change	88.4%	87.8%
Teacher attendance rate	97.0%	Up from 93.8%	95.2%	95.2%
Average teacher salary*	\$50,291	Up 0.3%	\$46,648	\$46,773
Professional development days/teacher	5.5 days	Down from 8.2 days	10.2 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	22.4 to 1	Down from 23.3 to 1	20.3 to 1	19.9 to 1
Prime instructional time	92.5%	Up from 89.5%	90.4%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,805	Down 2.8%	\$6,922	\$7,447
Percent of expenditures for instruction**	61.3%	Down from 62.0%	68.3%	68.4%
Percent of expenditures for teacher salaries**	56.8%	Down from 59.4%	65.9%	65.8%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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

## 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, thank you for your continued support. You play a critical role in ensuring success for all students.

WES is reflective of an exceptional learning atmosphere composed of talented students, supportive family members, and dedicated faculty and staff members. Our vision at Woodruff Elementary is to engage our students in meaningful experiences to fully develop social, emotional, physical, and intellectual talents and abilities during their educational journey and throughout their lives.

We offer a variety of educational experiences to accomplish our vision, including an array of academic programs as well as extra-curricular activities. These experiences are offered during the traditional school day as well as after school. The fall and spring After-School Focus Programs offer academic assistance to students in reading and mathematics. Our Rising Stars Program serves over one hundred twenty students. Extra-curricular programs include 4-H Clubs, Girls Basketball Club, a Steel Drum Corp, as well as gifted and talented programs. All programs are designed to meet the academic needs and interests of our students.

In conjunction with the WES School Improvement Council, our students are recognized quarterly for outstanding academic accomplishments and reaching goal-setting milestones. Student celebrations provide the motivation to continue setting personal academic and behavioral goals.

We believe children should develop compassion for others in our community. The students at WES participate in numerous service learning projects throughout the school year. Woodruff Elementary students and parents contribute generously to local non-profit organizations each quarter during our "Spirit Days". We appreciate the role adults in our school community play to encourage and model civic-minded behavior in our students.

WES was recognized during the 2010-2011 school year with two state achievement awards. The Palmetto Silver Award was presented to our school as a result of significant achievement on our state's PASS assessment. Our school was also recognized with the Palmetto Silver Closing the Achievement Gap Award. We are proud of our students for meeting the academic expectations established by our faculty members.

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

Emily Montjoy  
School Improvement Council Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	184	134
Percent satisfied with learning environment	92.0%	94.6%	94.0%
Percent satisfied with social and physical environment	100.0%	96.2%	95.5%
Percent satisfied with school-home relations	95.8%	98.4%	95.5%

\* 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

NO

This school met 21 out of 23 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%*	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	627	100	17.8	37.3	44.9	89.1	83.5	82.4	Yes	Yes
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**Gender**

Male	320	100	20.1	39.5	40.5	86.8	79.7	78.7	N/A	N/A
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Female	307	100	15.5	35.1	49.5	91.4	87.5	86.2	N/A	N/A
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**Racial/Ethnic Group**

White	487	100	14.9	34.4	50.6	90.9	86.4	88.9	Yes	Yes
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African American	93	100	30.3	43.8	25.8	83.1	71.6	72.9	Yes	Yes
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
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Hispanic	42	100	23.1	56.4	20.5	82.1	79.2	79.3	I/S	Yes
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
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**Disability Status**

Disabled	91	100	54.1	35.3	10.6	62.4	50	48.1	No	Yes
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
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**English Proficiency**

Limited English Proficient	33	100	21.2	60.6	18.2	84.8	79.2	78.3	I/S	I/S
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**Socio-Economic Status**

Subsidized meals	341	100	25	40.4	34.6	84.6	78.3	75.4	Yes	Yes
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**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	627	100	16.6	35.1	48.2	88.9	88.6	81.9	Yes	Yes
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**Gender**

Male	320	100	17.1	33.6	49.3	87.5	86.6	79.9	N/A	N/A
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Female	307	100	16.2	36.8	47.1	90.4	90.7	84.1	N/A	N/A
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**Racial/Ethnic Group**

White	487	100	14.5	32.5	53	90.9	91	88.9	Yes	Yes
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African American	93	100	27	50.6	22.5	79.8	78.4	71.4	Yes	Yes
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
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Hispanic	42	100	17.9	33.3	48.7	87.2	87	81.1	I/S	Yes
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
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**Disability Status**

Disabled	91	100	51.8	29.4	18.8	60	54.7	47.3	No	Yes
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
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**English Proficiency**

Limited English Proficient	33	100	15.2	30.3	54.5	87.9	86.8	81.4	I/S	I/S
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**Socio-Economic Status**

Subsidized meals	341	100	21.4	38.3	40.4	84.3	84.1	74.9	Yes	Yes
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\* 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
<b>Science</b>								
All Students	427	99.8	23.8	51.7	24.5	76.2	73.8	68.6
<b>Gender</b>								
Male	223	99.6	25.4	50.2	24.4	74.6	70.6	68.3
Female	204	100	22.1	53.3	24.6	77.9	77.3	68.9
<b>Racial/Ethnic Group</b>								
White	330	99.7	17.9	54	28.1	82.1	79.2	80.7
African American	65	100	52.4	36.5	11.1	47.6	49.3	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	27	100	25.9	63	11.1	74.1	71.2	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	70.8
<b>Disability Status</b>								
Disabled	66	100	48.4	38.7	12.9	51.6	41.1	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	23	100	26.1	56.5	17.4	73.9	66.7	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	227	99.6	33	47.1	19.9	67	65.7	57.3
<b>Social Studies</b>								
All Students	423	99.8	14.4	41.8	43.8	85.6	74.5	72.5
<b>Gender</b>								
Male	221	100	15.9	36.7	47.3	84.1	73.3	72
Female	202	99.5	12.6	47.4	40	87.4	75.9	73.1
<b>Racial/Ethnic Group</b>								
White	336	100	12	40.4	47.6	88	77.9	81
African American	55	100	25.5	49	25.5	74.5	56.8	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	31	96.8	21.4	46.4	32.1	78.6	76.9	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	58	100	34	49.1	17	66	50	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	24	100	20.8	41.7	37.5	79.2	79.4	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	229	100	18.1	43	38.9	81.9	68.8	62.9

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
<b>Writing</b>										
All Students	212	99.5	19.1	39.2	41.7	80.9	70.7	73.2	95.8	95
<b>Gender</b>										
Male	106	99.1	24.3	42.7	33	75.7	63.6	67.2	95.5	95
Female	106	100	13.9	35.6	50.5	86.1	77.7	79.4	96	95
<b>Racial/Ethnic Group</b>										
White	164	99.4	14.6	38.6	46.8	85.4	76.9	81.5	95.4	94.7
African American	34	100	42.4	42.4	15.2	57.6	47	61.3	97	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	98.8	98.2
Hispanic	12	100	9.1	45.5	45.5	90.9	73.9	66.7	97.1	96
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2	97.5	95.7
<b>Disability Status</b>										
Disabled	35	100	67.6	20.6	11.8	32.4	23.7	26	94.9	94.1
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.9
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	76.9	65.7	97.3	96.4
<b>Socio-Economic Status</b>										
Subsidized meals	120	100	27.4	41.9	30.8	72.6	62.2	63.2	95.7	94.8

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
<b>English/Language Arts</b>							
<b>2010</b>	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
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	189	100	18.3	30	51.7	81.7
	4	223	100	18	36	46	82
	5	215	100	17.2	45.1	37.7	82.8
	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
<b>Mathematics</b>							
<b>2010</b>	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
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	189	100	26.1	33.3	40.6	73.9
	4	223	100	10.9	32.2	56.9	89.1
	5	215	100	14.2	39.7	46.1	85.8
	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
<b>Science</b>							
<b>2010</b>	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
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	96	100	40.9	41.9	17.2	59.1
	4	223	100	14.2	58.8	27	85.8
	5	108	99.1	27.9	46.2	26	72.1
	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	3	93	100	20.7	42.5	36.8	79.3
	4	223	100	11.4	46.9	41.7	88.6
	5	107	99.1	15.2	30.3	54.5	84.8
	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
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	212	99.5	19.1	39.2	41.7	80.9
	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

Abbreviations for Missing Data

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