



## Ellen Woodside Elementary

9122 Augusta Road  
Pelzer, SC 29669

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	676 Students	
<b>Principal</b>	Stephanie B. Reese	864-355-4910
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Dr. Keith Ray	864-288-0476

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>At-Risk</b>
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	Below Average
2004	Average	At-Risk

## 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**

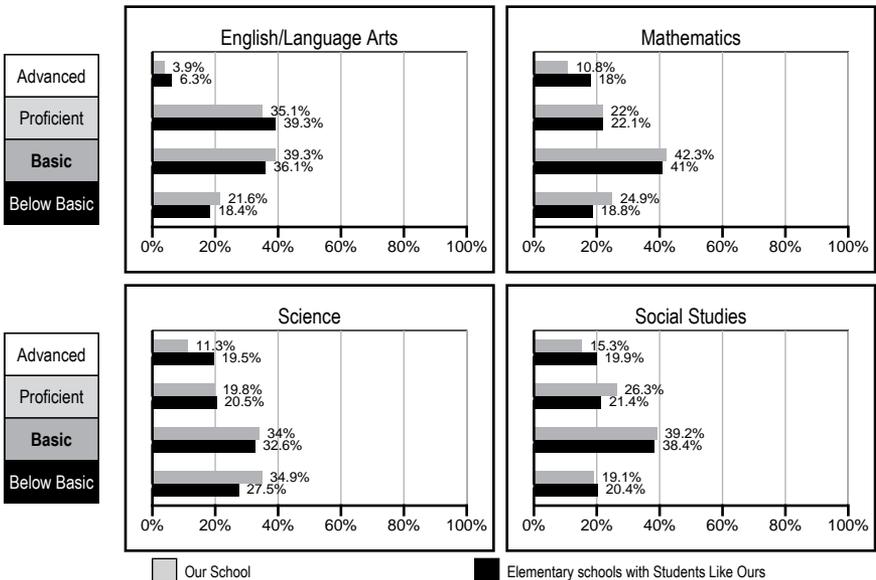
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	14	57	6	1

\* 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
<b>Students (n=676)</b>				
First graders who attended full-day kindergarten	98.2%	Down from 99.1%	100.0%	100.0%
Retention rate	2.4%	Down from 4.5%	2.1%	2.3%
Attendance rate	96.0%	Up from 95.6%	96.3%	96.3%
Eligible for gifted and talented	9.5%	Up from 8.4%	12.6%	10.4%
With disabilities other than speech	9.2%	Down from 9.7%	7.6%	7.5%
Older than usual for grade	0.5%	Down from 0.6%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	41.3%	Down from 51.1%	56.0%	56.7%
Continuing contract teachers	67.4%	Down from 71.1%	77.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.4%	Down from 90.1%	88.0%	86.4%
Teacher attendance rate	94.6%	Down from 96.6%	95.0%	94.9%
Average teacher salary	\$40,420	Up 2.0%	\$45,264	\$45,345
Professional development days/teacher	24.9 days	Up from 21.0 days	12.1 days	12.6 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	18.4 to 1	Down from 19.8 to 1	19.0 to 1	18.5 to 1
Prime instructional time	88.3%	Down from 90.3%	90.2%	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	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,893	Up 0.9%	\$6,424	\$7,052
Percent of expenditures for instruction*	68.3%	Down from 68.6%	70.0%	69.1%
Percent of expenditures for teacher salaries*	65.1%	Down from 68.6%	65.5%	64.2%

\* 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**

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 680 students in grades 4K through 5th. This year, we continued to partner with the Carolina First Center for Excellence to implement the "Malcolm Baldrige Model" 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. Throughout the year, several assessments, including MAP (Measure of Academic Progress), were used to help us analyze growth, set academic goals, and to set academic plans for all students. MAP tests help to identify what skills students have attained and the ones that need to be taught next. In addition, a variety of successful instructional strategies were implemented this year to address the needs of our students. They include the addition of a science lab instructor to provide hands-on science instruction, an ESOL teacher to meet the language needs of our children, and a mobile computer lab to integrate technology.

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 Chairman

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	45	79	59
Percent satisfied with learning environment	100.0%	74.4%	84.7%
Percent satisfied with social and physical environment	100.0%	74.7%	82.8%
Percent satisfied with school-home relations	90.9%	84.8%	84.5%

\* 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

This school met 18 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

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	<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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**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	337	99.7	21.4	39.5	35.2	3.9	54.6	52.4	48.2	Yes	Yes
<b>Gender</b>											
Male	176	99.4	27.5	45.1	26.1	1.3	43.8	46.1	41.7	N/A	N/A
Female	161	100	15.2	33.8	44.4	6.6	65.6	59.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	247	99.6	17.5	43.5	34.1	4.9	57.4	62.3	60	Yes	Yes
African American	70	100	38.1	30.2	30.2	1.6	38.1	31.7	31.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	17	100	13.3	26.7	60	0	73.3	36.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	66	100	44.4	42.9	11.1	1.6	23.8	20.3	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	36.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	173	100	28.5	35.1	35.8	0.7	48.3	34.3	34	Yes	Yes

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

All Students	337	99.7	24.7	42.4	22	10.9	49	49.5	45.8	Yes	Yes
<b>Gender</b>											
Male	176	99.4	26.8	41.8	18.3	13.1	47.1	49.9	45.6	N/A	N/A
Female	161	100	22.5	43	25.8	8.6	51	49	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	247	99.6	21.1	45.7	22.4	10.8	51.1	59.4	59	Yes	Yes
African American	70	100	39.7	34.9	19	6.3	36.5	27.2	26.9	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	17	100	20	26.7	33.3	20	60	37.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	66	100	57.1	31.7	9.5	1.6	20.6	20.1	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	38.4	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	173	100	30.5	41.1	19.2	9.3	43.7	32.2	31.4	Yes	Yes

\* 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 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
<b>Science</b>											
All Students	231	100	34.9	34	19.8	11.3	31.1	39.3	35.7	96	96.5
<b>Gender</b>											
Male	111	100	37.4	30.3	18.2	14.1	32.3	41.6	37.4	95.9	96.4
Female	120	100	32.7	37.2	21.2	8.8	30.1	36.9	33.8	96.2	96.6
<b>Racial/Ethnic Group</b>											
White	166	100	34.6	34	17.6	13.7	31.4	49.7	49.2	95.7	96.4
African American	50	100	40	35.6	22.2	2.2	24.4	18.2	17	96.9	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	97.9	97.7
Hispanic	12	100	27.3	18.2	45.5	9.1	54.5	23.7	24.9	96	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	N/A	95.3
<b>Disability Status</b>											
Disabled	45	100	65.1	25.6	9.3	0	9.3	16.3	14	95.6	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	22.6	24.4	96.3	97.2
<b>Socio-Economic Status</b>											
Subsided meals	121	100	45.3	28.3	18.9	7.5	26.4	21.3	21.1	95.3	95.8
<b>Social Studies</b>											
All Students	232	99.6	19.1	39.2	26.3	15.3	41.6	38.1	34	96	96.5
<b>Gender</b>											
Male	119	99.2	17.1	42.9	24.8	15.2	40	41	36.6	95.9	96.4
Female	113	100	21.2	35.6	27.9	15.4	43.3	35	31.3	96.2	96.6
<b>Racial/Ethnic Group</b>											
White	163	99.4	17.7	40.1	27.2	15	42.2	46.1	44.5	95.7	96.4
African American	54	100	27.1	39.6	25	8.3	33.3	20.5	19.1	96.9	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	97.9	97.7
Hispanic	13	100	8.3	25	16.7	50	66.7	27.7	27.5	96	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	N/A	95.3
<b>Disability Status</b>											
Disabled	44	100	33.3	42.9	19	4.8	23.8	17.1	14.4	95.6	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	27.6	27.3	96.3	97.2
<b>Socio-Economic Status</b>											
Subsided meals	125	100	22.2	42.6	25.9	9.3	35.2	22.8	21	95.3	95.8

\* 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*
<b>English/Language Arts</b>								
<b>2007</b>	3	110	100	13.8	28.7	50	7.4	57.4
	4	89	100	26.3	38.8	35	0	35
	5	103	98.1	14.6	46.1	36	3.4	39.3
	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	117	99.2	11.7	35	43.7	9.7	53.4
	4	127	100	21.4	39.3	38.5	0.9	39.3
	5	93	100	33.3	45.2	20.2	1.2	21.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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
<b>Mathematics</b>								
<b>2007</b>	3	110	100	22.3	55.3	17	5.3	22.3
	4	88	100	36.7	34.2	21.5	7.6	29.1
	5	103	100	35.2	41.8	15.4	7.7	23.1
	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	117	99.2	21.4	41.7	22.3	14.6	36.9
	4	127	100	22.2	41.9	25.6	10.3	35.9
	5	93	100	32.1	44	16.7	7.1	23.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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
<b>Science</b>								
<b>2007</b>	3	56	100	34.7	34.7	26.5	4.1	30.6
	4	88	100	40.5	34.2	13.9	11.4	25.3
	5	52	100	36.2	31.9	21.3	10.6	31.9
	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	58	100	23.1	25	36.5	15.4	51.9
	4	127	100	35	37.6	17.1	10.3	27.4
	5	46	100	48.8	34.9	7	9.3	16.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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
<b>Social Studies</b>								
<b>2007</b>	3	54	98.2	11.4	52.3	36.4	0	36.4
	4	88	100	31.6	48.1	11.4	8.9	20.3
	5	51	100	38.6	31.8	13.6	15.9	29.5
	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	58	100	13.7	31.4	31.4	23.5	54.9
	4	127	100	16.2	42.7	26.5	14.5	41
	5	47	97.9	34.1	39	19.5	7.3	26.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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

Abbreviations for Missing Data

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