



## Woodruff High

710 Cross Anchor Road  
Woodruff, SC 29388

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	874 Students	
<b>Principal</b>	Aaron D. Fulmer	864-476-7045
<b>Superintendent</b>	W. Rallie Liston	864-476-3186
<b>Board Chair</b>	Mr. Milton Smith	864-476-3186

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Good</b>
2008	Excellent	Good
2007	Excellent	Excellent
2006	Excellent	Good
2005	Excellent	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 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.

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

Excellent	Good	Average	Below Average	At-Risk
2	8	22	0	0

\* Ratings are calculated with data available by 03/25/2010.

**High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students**

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	88.0	92.4	86.4	79.9	82.8	77.9
Passed 1 subtest (%)	5.2	4.8	6.1	11.2	9.9	12.0
Passed no subtests (%)	6.8	2.8	7.5	8.9	7.6	10.1

**HSAP Passage Rate by Spring 2009**

Percent	Our High School	High Schools with Students Like Ours
	98.1%	94.6%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	177	333
Number of Diplomas	148	247
Rate	83.6%	74.8%

**End of Course Tests**

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	85.0	73.9
English 1	67.9	65.0
Physical Science	53.0	58.2
US History and the Constitution	49.6	46.1
All Tests	62.0	59.9

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

## 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	High Schools with Students Like Ours	Median High School
<b>Students (n=874)</b>				
Retention rate	1.8%	Down from 3.1%	3.8%	4.8%
Attendance rate	95.6%	Up from 94.7%	95.5%	95.5%
Eligible for gifted and talented	3.5%	Down from 6.1%	13.4%	9.2%
With disabilities other than speech	6.7%	Down from 7.0%	12.8%	12.6%
Older than usual for grade	4.1%	Down from 4.8%	7.0%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	Up from 1.1%	1.3%	1.2%
Enrolled in AP/IB programs	36.4%	Up from 35.2%	16.0%	13.2%
Successful on AP/IB exams	31.1%	Up from 28.6%	55.5%	55.6%
Eligible for LIFE Scholarship	30.9%	Down from 31.5%	33.8%	29.8%
Annual dropout rate	0.2%	No Change	3.7%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	3.2%	3.0%
Enrollment in career/technology courses	483	Up from 472	717	523
Students participating in work-based experiences	13.5%	Up from 3.9%	14.9%	12.9%
Career/technology students attaining technical skills	95.3%	Down from 96.2%	79.9%	79.3%
Career/technology completers placed	N/A	N/A	100.0%	98.8%
<b>Teachers (n=47)</b>				
Teachers with advanced degrees	74.5%	Up from 70.2%	63.1%	58.6%
Continuing contract teachers	91.5%	Up from 80.9%	77.6%	71.6%
Teachers with emergency or provisional certificates	4.4%	Down from 4.8%	4.3%	8.1%
Teachers returning from previous year	88.5%	Up from 87.8%	86.8%	85.0%
Teacher attendance rate	96.5%	Down from 96.6%	95.6%	95.5%
Average teacher salary*	\$49,267	Up 4.4%	\$48,848	\$47,761
Professional development days/teacher	5.9 days	Down from 7.0 days	11.1 days	10.8 days
<b>School</b>				
Principal's years at school	6.5	Up from 5.5	4.5	3.0
Student-teacher ratio in core subjects	27.8 to 1	Up from 27.2 to 1	28.0 to 1	26.1 to 1
Prime instructional time	91.8%	Up from 90.7%	90.2%	89.8%
Dollars spent per pupil**	\$7,462	Up 6.2%	\$7,224	\$7,883
Percent of expenditures for teacher salaries**	47.3%	Down from 48.5%	54.7%	54.1%
Percent of expenditures for instruction**	53.3%	Down from 54.0%	60.1%	60.2%
Opportunities in the arts	Excellent	Up from Good	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.5%	Down from 96.0%	95.6%	95.8%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	Good	Good

\* 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

## Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	160	98.1%	713	62.0%	177	83.6%	No
<b>Gender</b>							
Male	88	98.9%	372	68.0%	97	82.5%	N/A
Female	72	97.2%	341	55.4%	80	85.0%	N/A
<b>Racial/Ethnic Group</b>							
White	121	99.2%	528	63.6%	131	82.4%	N/A
African American	31	93.5%	149	53.0%	38	86.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	31	77.4%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	10	70.0%	48	39.6%	12	41.7%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	12	41.7%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	68	95.6%	375	59.2%	77	77.9%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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## Report of Principal and School Improvement Council

"Meeting Tomorrow's Challenges Today" was the theme for Woodruff High School during 2008-2009. Hard work, commitment, involvement, and communication were essential if we were to maintain the level of excellence necessary to be a No Child Left Behind Blue Ribbon School. The support of the District 4 community was steadfast in maintaining the tradition of academic excellence, high levels of co-curricular participation, and state-of-the-art facilities.

The senior class led WHS in receiving a cumulative total of \$3,787,192 in scholarships, a record-breaking amount. 58% of the class received some scholarship award. Thirty-seven seniors received LIFE Scholarships, 33 received HOPE Scholarships, and nine were named Palmetto Fellows. With 39% of students enrolled in Advanced Placement courses, WHS ranked at the top in South Carolina in the percentage of students enrolled in AP courses. One WHS student's fictional writing received honorable mention in a statewide competition. WHS art students won honors at multiple competitions. The WHS band, The Cadets, placed sixth in state and second in upperstate. One student was selected to All-state chorus, one to all-state band, one to all-state orchestra, one to all-state jazz band, and one to all-region band.

Success was achieved in the athletic venue also. WHS produced 22 scholar athletes. Seven teams were region champions, one was runner-up, and three teams finished in the final four. Fifty-six students were all-region athletes, and 14 were named All-State athletes. Four students were named individual upperstate champions, and two students were named individual state wrestling champions. WHS reached the playoffs in 13 sports. Moreover, two Woodruff High School athletes were selected to state all-star teams.

Athletic venues continued to be updated with the opening of the new soccer field on the high school campus and the restoration of the track. The additional facilities and lighting proved invaluable with the increase in athletic participation by WHS students. School safety was foremost with the addition of the 221 parking lot for student pick-up, the implementation of keyless entry, and the plans for visitor computerized check-in.

During the 2008-2009 school year, Woodruff High School continued to emphasize self discipline, student involvement, two-way communication, and caring attitudes. Throughout the school year, the traditions of WHS remained steadfast because of the interest and commitment of the community, students, and staff. This commitment of students, staff, and parents will prove essential as we face 2009-2010 with the aim of "continuing the tradition of excellence."

Karen E. Neal, Principal  
Christine Morris, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	195	132
Percent satisfied with learning environment	100.0%	80.9%	85.9%
Percent satisfied with social and physical environment	100.0%	84.1%	83.1%
Percent satisfied with school-home relations	100.0%	80.9%	75.8%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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## School Adequate Yearly Progress

NO

This school met 14 out of 17 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

N/A

## 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 Data

	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	5.8%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

## Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

## HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>											
All Students	214	100	9.9	32.5	40.1	17.5	70.3	70.3	61.8	Yes	Yes
Male	104	100	14.7	39.2	36.3	9.8	62.7	62.7	57.4	N/A	N/A
Female	110	100	5.5	26.4	43.6	24.5	77.3	77.3	66.1	N/A	N/A
White	160	100	8.2	31	40.5	20.3	74.7	74.7	74.3	Yes	Yes
African American	48	100	14.6	37.5	39.6	8.3	56.3	56.3	44.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	77.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	16	100	56.3	31.3	6.3	6.3	18.8	18.8	19.4	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	100	100	16.3	34.7	37.8	11.2	59.2	59.2	45.6	No	Yes

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	214	100	11.3	20.8	32.1	35.8	80.2	80.2	62.7	Yes	Yes
Male	104	100	16.7	24.5	32.4	26.5	75.5	75.5	61.8	N/A	N/A
Female	110	100	6.4	17.3	31.8	44.5	84.5	84.5	63.6	N/A	N/A
White	160	100	8.2	18.4	33.5	39.9	84.2	84.2	75.1	Yes	Yes
African American	48	100	20.8	31.3	25	22.9	66.7	66.7	45.1	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.8	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	16	100	62.5	6.3	31.3	0	37.5	37.5	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	100	100	17.3	21.4	35.7	25.5	73.5	73.5	47.9	Yes	Yes

**Physical Science (End-of-Course Test performance by Group)**

All Students	214	95.3	64.0	21.5	6.5	3.3	9.8	N/A	N/A	N/A	N/A
Male	104	93.3	60.6	23.1	5.8	3.8	9.6	N/A	N/A	N/A	N/A
Female	110	97.3	67.3	20.0	7.3	2.7	10.0	N/A	N/A	N/A	N/A
White	160	96.3	63.1	21.3	7.5	4.4	11.9	N/A	N/A	N/A	N/A
African American	48	91.7	70.8	16.7	4.2	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	16	62.5	56.3	6.3	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	100	92.0	65.0	21.0	5.0	1.0	I/S	N/A	N/A	N/A	N/A

\* 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

## Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>										
All Students	2008	250	99.6	4.9	27.9	35.6	31.6	78.9	79	69.7
	2009	214	100	9.9	32.5	40.1	17.5	70.3	70.3	61.8
<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>										
All Students	2008	250	99.6	5.3	16.6	39.7	38.5	87	87.1	67.2
	2009	214	100	11.3	20.8	32.1	35.8	80.2	80.2	62.7

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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