



## Woodruff Middle

205 S. J. Workman Hwy  
Woodruff, SC 29388

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	723 Students	
<b>Principal</b>	Denise D. Brown	864-476-3150
<b>Superintendent</b>	Dr. W. Rallie Liston	864-476-3186
<b>Board Chair</b>	Mr. Milton Smith	864-476-3186

# 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>Below Average</b>
2007	Average	Below Average
2006	Average	Below Average
2005	Average	At-Risk
2004	Average	Below Average

## 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**

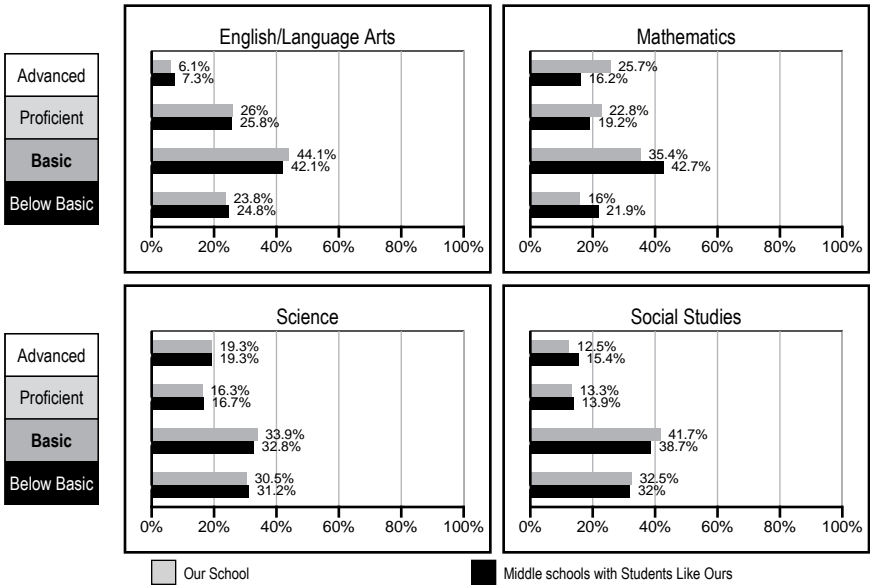
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.9%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	24	16	1

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

**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

## End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	98.4
English 1	100.0	97.3
Physical Science	93.1	79.0
All Subjects	97.8	97.8

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=723)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	45.5%	Down from 51.3%	22.9%	19.4%
Retention rate	0.1%	Down from 1.7%	1.5%	1.8%
Attendance rate	94.7%	Down from 96.7%	95.9%	95.8%
Eligible for gifted and talented	5.3%	Down from 5.8%	19.2%	15.3%
With disabilities other than speech	7.8%	Down from 8.8%	13.1%	12.9%
Older than usual for grade	2.1%	Up from 1.8%	2.5%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Up from 0.4%	0.7%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=43)</b>				
Teachers with advanced degrees	53.5%	Down from 58.1%	58.0%	55.0%
Continuing contract teachers	81.4%	Down from 86.0%	76.1%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	4.3%	5.4%
Teachers returning from previous year	87.6%	Down from 88.5%	86.9%	83.4%
Teacher attendance rate	94.4%	Up from 94.1%	95.2%	94.9%
Average teacher salary	\$44,845	Up 0.2%	\$45,357	\$44,706
Professional development days/teacher	12.0 days	Down from 12.7 days	12.6 days	11.8 days
<b>School</b>				
Principal's years at school	10.0	Up from 8.0	3.0	3.0
Student-teacher ratio in core subjects	21.2 to 1	Down from 21.4 to 1	21.4 to 1	20.1 to 1
Prime instructional time	88.5%	Down from 90.1%	89.3%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.5%	Up from 97.7%	98.9%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$6,670	Up 5.0%	\$6,743	\$7,097
Percent of expenditures for instruction*	58.3%	Up from 58.2%	63.6%	64.4%
Percent of expenditures for teacher salaries*	54.8%	Up from 54.3%	59.4%	59.4%

\* 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 Middle School, where the best get better" is the phrase that greeted 720 students every morning as the student body gathered to begin each day of the 2007-2008 school year. This guiding principle organized each day as students were challenged to follow directions, be prepared, and make good choices. Woodruff Middle School has a heart for the unique emotional, social, and academic needs of middle school students. This nurturing environment where students work within teams of teachers sets the stage for success. With strong support from the community, our parents, and the faculty and staff, Woodruff Middle School students improved from best to even better.

Academic awards were numerous as 142 students were inducted into the Junior Beta Club, and eighth graders posted a 100% passing rate on the Algebra I and English I End-of-Course exams. Fifteen students were recognized as Junior Scholars on the basis of outstanding PSAT scores. Twenty-four 7th grade students participated in the Duke TIP Program, and two of these students earned special state recognition. Six art students and eight English language arts students were published in "Maggie's Drawers," a USC-Upstate literary magazine. One hundred and ninety-three students were honored at the annual Academic Awards Ceremony for maintaining a yearly average of 93 or better.

Student fine arts accomplishments included an "Excellent" rating for the Chorus at the Carowinds Choral Festival. Drama students staged performances of "After Hours" in the Activity Center and for the student body. Students also participated in Spartanburg County Arts Partnership Muse Machine activities, attending performances of "Cats" and the New York Amy Marshall Dance Company. Two art students placed 1st and 3rd in the 15th annual African American Young Artist Renaissance, and 6 had art works selected for display at the Chapman Cultural Center.

In athletics, the 7th grade Football Team won the Peachtree Conference Championship, and the Volleyball team took 3rd place honors in the conference tournament. Five middle school wrestlers qualified for the state tournament, and 1 placed second in state competition. Thirty-two students were honored with Edward Jones' "Athlete of the Week" recognition. One hundred and forty-three athletes were named All Academic, and 9 were named All Conference.

Interschool activities and events included an extended-day Academic Focus program and a "Student of the Month" program that recognized over 300 students. Woodruff Middle School hosted the community Relay for Life event at the track facility, and students also sponsored Project Warmth and donated warm clothing and blankets to Helping Hands Ministry.

Woodruff Middle School is committed to serving the needs of our community and our students by providing academic rigor and a rich array of extracurricular opportunities within a personalized climate. These high expectations--coupled with a caring, supportive staff--supported students as they lived up to the motto: Welcome to Woodruff Middle School, where the best get better!

--Denise D. Brown, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	210	75
Percent satisfied with learning environment	97.1%	77.0%	76.0%
Percent satisfied with social and physical environment	97.1%	79.5%	61.3%
Percent satisfied with school-home relations	88.2%	81.0%	62.2%

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

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## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 15 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	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	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.7%	0.0%	No
Student attendance rate	94.7%	94.0%	Yes

\* Or greater than last year

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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	702	100	25.3	45.5	24.7	4.4	42	49.7	48.2	No	Yes
<b>Gender</b>											
Male	345	100	30.6	46.8	20.7	1.8	33.6	41.7	41.7	N/A	N/A
Female	357	100	20.2	44.2	28.6	6.9	50	58	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	547	100	23	46.6	26	4.4	44.9	52.8	60	Yes	Yes
African American	127	100	35.2	44	16	4.8	28	34.6	31.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	23	100	30.4	39.1	26.1	4.3	39.1	51.8	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
<b>Disability Status</b>											
Disabled	59	100	90.6	9.4	0	0	0	8.3	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	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	43.8	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	357	100	35.9	44.3	16.9	2.9	30.3	41	34	No	Yes

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

All Students	702	100	17.7	38.7	21.8	21.8	55.2	57.4	45.8	Yes	Yes
<b>Gender</b>											
Male	345	100	19.2	37.2	18.6	24.9	54.4	57.1	45.6	N/A	N/A
Female	357	100	16.2	40.2	24.9	18.8	56.1	57.7	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	547	100	16.3	37.1	22.8	23.8	58.7	61.2	59	Yes	Yes
African American	127	100	26.4	46.4	15.2	12	36	39.4	26.9	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	23	100	4.3	39.1	30.4	26.1	69.6	58.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	59	100	73.6	26.4	0	0	1.9	14.3	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	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	50	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	357	100	23.3	41.7	18.4	16.6	44.6	48.1	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	478	99.8	31	31.9	15.8	21.3	37.1	36.4	35.7	94.7	95.4
<b>Gender</b>											
Male	238	99.6	29.4	28.9	18.4	23.2	41.7	38.7	37.4	94.3	95.3
Female	240	100	32.6	34.8	13.3	19.3	32.6	34	33.8	95	95.5
<b>Racial/Ethnic Group</b>											
White	385	99.7	27.3	32.7	18.6	21.4	40	40.4	49.2	94.3	95.2
African American	75	100	52.1	28.8	2.7	16.4	19.2	17.4	17	95.7	96.1
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	99.9	99.6
Hispanic	13	100	30.8	30.8	7.7	30.8	38.5	33.3	24.9	95.1	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	91.7
<b>Disability Status</b>											
Disabled	40	100	91.4	8.6	0	0	0	6.8	14	91.4	93.8
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	42.1	24.4	94.8	96.2
<b>Socio-Economic Status</b>											
Subsized meals	233	99.6	41.1	33	11.6	14.3	25.9	26.9	21.1	93	94.4
<b>Social Studies</b>											
All Students	479	99.8	32.3	41.8	13.4	12.5	25.9	37.7	34	94.7	95.4
<b>Gender</b>											
Male	233	99.6	28.7	41.3	13.9	16.1	30	40.5	36.6	94.3	95.3
Female	246	100	35.7	42.3	12.9	9.1	22	34.7	31.3	95	95.5
<b>Racial/Ethnic Group</b>											
White	371	99.7	29.7	42.3	14	14	28	40.9	44.5	94.3	95.2
African American	90	100	44.9	38.2	10.1	6.7	16.9	23.1	19.1	95.7	96.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	99.9	99.6
Hispanic	17	100	23.5	52.9	17.6	5.9	23.5	38.5	27.5	95.1	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	91.7
<b>Disability Status</b>											
Disabled	37	100	77.1	22.9	0	0	0	15.9	14.4	91.4	93.8
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	30.4	27.3	94.8	96.2
<b>Socio-Economic Status</b>											
Subsized meals	244	99.6	39.1	42.6	10.2	8.1	18.3	29.5	21	93	94.4

\* 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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	248	100	31.9	40.9	21.7	5.5	27.2
	7	224	99.1	30.2	43.9	22.2	3.8	25.9
	8	242	100	31.6	47.6	18.6	2.2	20.8
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	221	100	26.6	39.7	28	5.6	33.6
	7	255	100	24.6	44.8	26.2	4.4	30.6
	8	226	100	24.9	52.1	19.8	3.2	23
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	248	99.6	15.8	37.2	29.9	17.1	47
	7	224	99.6	18.3	40.8	13.6	27.2	40.8
	8	242	100	29.9	43.3	17.7	9.1	26.8
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	221	100	19.6	30.8	25.2	24.3	49.5
	7	255	100	13.3	36.7	19.8	30.2	50
	8	226	100	20.7	48.8	20.7	9.7	30.4
<b>Science</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	123	98.4	39.5	30.7	21.1	8.8	29.8
	7	224	99.1	25.9	30.7	24.5	18.9	43.4
	8	120	100	44.3	38.3	13.9	3.5	17.4
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	111	100	48.6	17.8	9.3	24.3	33.6
	7	255	99.6	21.1	34	18.6	26.3	44.9
	8	112	100	36.4	41.1	15.9	6.5	22.4
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	125	100	20.8	35.8	25.8	17.5	43.3
	7	224	99.1	41	39.2	11.3	8.5	19.8
	8	122	99.2	40	52.2	7	0.9	7.8
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	110	100	19.6	35.5	20.6	24.3	44.9
	7	255	99.6	39.7	36.8	12.1	11.3	23.5
	8	114	100	28.2	59.1	9.1	3.6	12.7

Abbreviations for Missing Data

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