

WELLFORD ACADEMY OF SCIENCE/TECHNOLOGY

684 Syphrit Road
Wellford, SC 29385

Grades	PK-4 Elementary School	
Enrollment	358 Students	
Principal	Angie Showalter	864-949-2385
Superintendent	Dr. Scott Turner	864-949-2350
Board Chair	Mr. Steve Brockman	864-949-2350

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Average
2010	Good	Average
2009	Average	Average
2008	Good	Good
2007	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 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

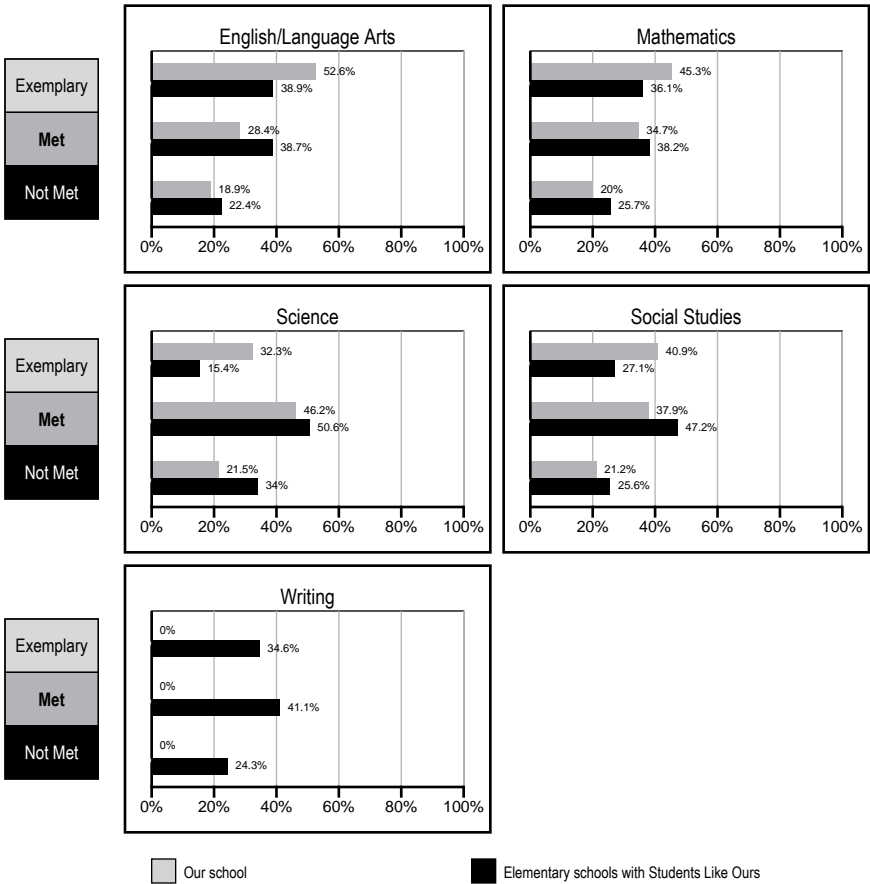
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	33	76	5	0

* Ratings are calculated with data available by 11/09/2011.

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=358)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	Up from 0.6%	1.0%	1.1%
Attendance rate	96.0%	Up from 95.7%	96.0%	96.2%
Served by gifted and talented program	16.8%	Up from 10.7%	12.7%	13.4%
With disabilities other than speech	4.0%	Down from 8.0%	4.8%	4.1%
Older than usual for grade	0.0%	Down from 0.3%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	88.2%	Up from 75.0%	60.0%	62.5%
Continuing contract teachers	82.4%	Up from 77.5%	90.5%	88.2%
Teachers returning from previous year	84.0%	Up from 82.1%	87.9%	87.8%
Teacher attendance rate	97.0%	Up from 94.9%	95.1%	95.2%
Average teacher salary*	\$46,613	Down 2.5%	\$46,613	\$46,773
Professional development days/teacher	7.9 days	Down from 10.2 days	10.8 days	10.5 days
School				
Principal's years at school	4.0	Up from 0.0	4.0	4.0
Student-teacher ratio in core subjects	15.4 to 1	Down from 16.4 to 1	19.7 to 1	19.9 to 1
Prime instructional time	91.8%	Up from 90.4%	90.2%	90.4%
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	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,028	Up 2.3%	\$7,320	\$7,447
Percent of expenditures for instruction**	73.3%	Up from 71.8%	67.9%	68.4%
Percent of expenditures for teacher salaries**	70.9%	Up from 68.1%	65.1%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Wellford Academy of Science and Technology is a community school located in western Spartanburg County. We are privileged to educate over 350 students from preschool through 4th grade. In addition to serving students in our attendance area, we also had over 50 students to attend our school through the district's school choice program. Our first year as a magnet school was filled with enthusiastic achievement, excitement for learning, and wonderful challenges that encouraged us to grow academically.

While focusing on integrating science and technology into all areas of curriculum, we also continued to keep improved student achievement in all areas as our top priority. Students were taught reading and math strategies through large and small group instruction designed to help each child reach individual goals. Students also received lessons in the Science lab each week in addition to classroom instruction. Furthermore, in our second year of implementing a German Language program, students in first through fourth grade were able to learn another language through weekly lessons in the German classroom.

At Wellford Academy, we all are part of a community of learners. We work in cooperation with area universities to train prospective teachers. Our faculty members also participate in many worthwhile professional development activities, such as the pursuit of advanced degrees, technology training, group and faculty book studies, web seminars, and peer sharing/observations.

The mission of Wellford Academy of Science and Technology is to promote the academic, social, and emotional growth of all children by providing quality educational opportunities in a safe, caring and nurturing environment. The programs and activities we offer, such as Response to Intervention (RTI), morning tutoring, clubs, fine arts activities, character education lessons, family nights, parent workshops, universal free breakfast, as well as numerous academic activities, help us to put that mission into action.

The community plays a vital role in helping Wellford Academy of Science and Technology to educate our children. We are fortunate to have many involved parents, an active parent/teacher organization (PTO) and a dedicated school improvement council (SIC). Our faculty is proud of our accomplishments, and we thank all of our stakeholders for making this the most wonderful place to learn!

Angie Showalter, Principal
Nicole Ellison, SIC Committee Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	37	29
Percent satisfied with learning environment	100.0%	81.1%	96.6%
Percent satisfied with social and physical environment	100.0%	75.7%	96.4%
Percent satisfied with school-home relations	90.9%	86.5%	78.6%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 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. 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	0.0%	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	96.0%	94.0%**	Yes

* Or greater than last year

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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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	100	100	18.9	28.4	52.6	89.5	86.9	82.4	Yes	Yes
Gender										
Male	52	100	24	28	48	86	83.1	78.7	N/A	N/A
Female	48	100	13.3	28.9	57.8	93.3	90.9	86.2	N/A	N/A
Racial/Ethnic Group										
White	62	100	17.2	22.4	60.3	87.9	89.7	88.9	Yes	Yes
African American	22	100	28.6	33.3	38.1	90.5	78.6	72.9	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.6	93	I/S	I/S
Hispanic	12	100	16.7	41.7	41.7	91.7	79	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	16	100	N/AV	N/AV	N/AV	66.7	46.5	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	7.7	46.2	46.2	92.3	79.1	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	66	100	24.6	29.5	45.9	86.9	80.9	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	100	100	20	34.7	45.3	89.5	87.3	81.9	Yes	Yes
Gender										
Male	52	100	20	38	42	86	85	79.9	N/A	N/A
Female	48	100	20	31.1	48.9	93.3	89.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	62	100	13.8	32.8	53.4	94.8	90.3	88.9	Yes	Yes
African American	22	100	38.1	47.6	14.3	76.2	78.5	71.4	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94.4	94.6	I/S	I/S
Hispanic	12	100	25	25	50	83.3	79.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	16	100	60	33.3	6.7	60	46.5	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	15.4	23.1	61.5	92.3	81.9	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	66	100	27.9	37.7	34.4	85.2	81.4	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	68	100	21.5	46.2	32.3	78.5	75.4	68.6
Gender								
Male	35	100	20.6	47.1	32.4	79.4	74.4	68.3
Female	33	100	22.6	45.2	32.3	77.4	76.4	68.9
Racial/Ethnic Group								
White	38	100	11.1	47.2	41.7	88.9	81.2	80.7
African American	17	100	43.8	43.8	12.5	56.3	58.4	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.5	85.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	62.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	13	100	N/AV	N/AV	N/AV	61.5	33.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	11	100	27.3	36.4	36.4	72.7	62.9	60.7
Socio-Economic Status								
Subsidized meals	46	100	25.6	51.2	23.3	74.4	65.9	57.3
Social Studies								
All Students	69	100	21.2	37.9	40.9	78.8	80.3	72.5
Gender								
Male	35	100	11.8	44.1	44.1	88.2	80	72
Female	34	100	31.3	31.3	37.5	68.8	80.7	73.1
Racial/Ethnic Group								
White	45	100	14.3	40.5	45.2	85.7	82.9	81
African American	15	100	40	33.3	26.7	60	71.9	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.1	89
Hispanic	6	I/S	I/S	I/S	I/S	I/S	71.9	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	12	100	N/AV	N/AV	N/AV	36.4	36.4	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	75.2	69.7
Socio-Economic Status								
Subsidized meals	43	100	22.5	42.5	35	77.5	71.6	62.9

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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	N/A	N/AV	N/A	N/A	N/A	N/A	76.8	73.2	96	96.5
Gender										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	72.5	67.2	95.6	96.4
Female	N/A	N/AV	N/A	N/A	N/A	N/A	81.5	79.4	96.4	96.6
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	80.5	81.5	95.6	96.2
African American	N/A	N/AV	N/A	N/A	N/A	N/A	67.8	61.3	96.7	97.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	76	87	96.4	97.4
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	66.7	95.8	96.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.8
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	26.1	26	95.5	95.6
Migrant Status										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	65.7	96.7	97.2
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	68	63.2	95.4	96

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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							
2010	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
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	63	100	15.3	22	62.7	84.7
	4	37	100	25	38.9	36.1	75
	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	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
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	63	100	22	23.7	54.2	78
	4	37	100	16.7	52.8	30.6	83.3
	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	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
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	31	100	31	31	37.9	69
	4	37	100	13.9	58.3	27.8	86.1
	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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
Social Studies							
2010	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
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	32	100	16.7	33.3	50	83.3
	4	37	100	25	41.7	33.3	75
	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	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
	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
2011	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

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