



Executive Summary

Woodruff High School

Spartanburg County School District #4

Dr. Aaron Fulmer, Principal
710 Cross Anchor Rd
Woodruff, SC 29388-2301

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Description of School

Woodruff High School is a 2A high school that serves grades 9-12 in School District Four of Spartanburg County. The student body totals 822 students comprised of 46 percent female students and 54 percent male students. The ethnicity of Woodruff High School is broken down into 77 percent white, 12 percent African American, 7 percent Hispanic, 1 percent Asian, 3 percent mixed race, .1 percent American Indian or Alaska Native, and .2 percent Native Hawaiian or other Pacific Islander. The number of students receiving reduced lunch is about 10 percent and about 48 percent receive free lunch. In addition to the breakdown of ethnicity, 10 percent of WHS students have a disability and 3.9 percent of students are classified as English Learners.

The faculty and staff at Woodruff High School are truly vested in seeing students be successful. The graduation rate is 82.5 percent. With 81 percent of the faculty awarded advanced degrees and 10 percent National Board Certified, it is their motivation that rubs off on our students. Currently 20 percent of our student body are enrolled in at least one Advanced Placement course and 49 percent are enrolled in at least one career/technology course.

Woodruff is located in the southwestern portion of Spartanburg County. The area became populated after the Revolutionary War ended and was developed by Joseph Woodruff's sons. Woodruff District Four is unique in that it has the smallest population of the seven Spartanburg County Districts, but covers the largest land area. Woodruff is comprised of citizens who work hard to provide for their families. The median household income is \$31,389 where 64 percent of the population are white collar workers. The number of residents with a high school degree is 40 percent.

Dating back to the 1700's, the citizens of our small town have always valued religion, a common ground that is still shared today. With a population of 4,000 residents, our high school is a reflection of the socioeconomic composition of the community. Woodruff is deeply rooted not only in religion, but in its commitment to academic and athletic traditions. A high percentage of parents and grandparents are products of Woodruff High School and still reside in Woodruff. They want the school culture they experienced to continue to exist for their children and grandchildren. Small businesses line the streets and most families are still connected through school, church and athletic programs.

Due to several educational decisions made at the state level, Woodruff High School continues to adapt to new policies, procedures, and expectations. Our teachers are making changes to their curriculum, updating course material to match the most recent changes in instructional standards. They are also making modifications to their delivery of instruction, classroom procedures, and use of assessment to earn a satisfactory rating on the new teacher evaluation instrument. Teachers are not the only ones facing changes, our students must be informed and made a part of these changes as well. Teachers and students alike face the changes made to state testing. We have moved from assessments that were untimed to timed assessments. There is now a strong focus on College and Career Readiness and nonfiction reading selections. The changes in instructional standards, teacher evaluation systems, and assessment expectations are ongoing for Woodruff High School.

Every school experiences challenges, it is how you go about the changes and persevere through the challenges learning to balance it all and

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still reach your goal. Woodruff High School, uniquely being a one attendance zone school district achieving high standards of student performance on one of the lowest per pupil expenditures, does this year after year. A large part of WHS's success is due to our district and school leadership, stakeholder support, as well as, the faculty's commitment to excellence in education.

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School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

School's Purpose

Mission Statement:

The mission of Woodruff High School is to prepare all students to become confident, competent, respectful and responsible individuals by creating a positive, innovative, challenging and nurturing school environment in which staff, families and the community work together to provide opportunities for all students to achieve educational success and to reach their maximum potential in an ever-changing world.

Vision Statement:

Our students will be engaged in meaningful experiences to fully develop social, emotional, physical and intellectual talents and abilities during their educational journey and throughout their lives.

Belief Statements:

- *All students have the right to learn.
- *All students have the right to safety.
- *All students have unique and individual talents.
- *All students have potential.
- *All students deserve to be treated with dignity and respect.
- *All students will learn in an environment of high expectations and support.
- *Teaching is a significant and important profession.
- *The family is a powerful influence on an individual.
- *The power is within any individual to enhance constructive change.
- *Teaching and learning should be accomplished in an atmosphere of collegial cooperation in which all work together to achieve our goals.
- *Teaching and learning should be exciting, challenging, and fulfilling.
- *Education is a life-long process.

At the beginning of each school year, the faculty and staff of Woodruff High School gather to review student achievement data. During this time we celebrate successes and identify areas in need of improvement. It is evident in this meeting time together that the faculty takes any gains or losses personally. They want to provide the best education, the safest environment, reach the family, and work together to fulfill our mission statement.

It is the responsibility of the leadership team to make certain the faculty and staff remain focused. To maintain this focus our principal meets with departments regularly to discuss needs, curriculum, and expectations. Administration meets with guidance to look over course offerings, testing procedures, and scheduling. The guidance counselors facilitate career readiness through several one on one meetings, Individual Graduation Plan (IGP) meetings, and college/career days that focus on preparing the students through testing or developing skills through our career center. Teachers continue to adapt their curriculum to new standards, provide a safe and ordered learning environment, and most importantly offer support and encouragement to their students.

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Our stakeholders are involved in discussing and ensuring Woodruff High School stays the course. Whether it be an individual parent, community member, or someone on our School Improvement Council all suggestions and concerns are taken into account. With such a small community our district staff, board members, school administration, and teachers are very approachable. The School Improvement Council meets quarterly to discuss the school's mission by addressing curriculum, technology, facilities, athletics and Title I programs.

For a school our size, Woodruff High School offers a plethora of opportunities to prepare students for life after high school. Academically, students may take college preparatory or honor level courses in the four core academic areas. All students are encouraged to challenge themselves in one or more Advanced Placement courses. Woodruff High School is ranked at the top in South Carolina in the percentage of students enrolled in AP courses. Dual/joint enrollment is becoming more popular each year with an increased number of students taking advantage of this opportunity. In 2014-2015 we offered two dual credit courses. Students develop a healthy mind and body in physical educational course offerings. Many students prepare for future careers and gain work experience by co-oping through our career center. Students may develop their talents in the fine arts areas of band, chorus, art, and speech and drama.

Woodruff High School supports the rigor and challenge of the learning environment both for students who need remediation and those who need enrichment. The special education department provides an individualized education plan with transition goals for each special education student. These plans are shared and communicated to their academic and elective teachers. Instructional extension opportunities are provided for all students in the form of before and after school tutoring. Testing data is used to place students in enrichment classes offered within the school day for our freshman and sophomores. The testing data is also used to place students in after school enrichment opportunities available to our juniors as we plan for state mandated testing. At every level there is an emphasis on academic achievement.

As a complement to these academic programs, school leadership challenges the students to actively participate in maximizing their own potential. Students are encouraged to become involved in extracurricular activities in order to obtain a complete and balanced education that involves the whole child. Students can choose from 11 different athletic sports which teach valuable lessons about competition, teamwork, and fun. A wide variety of clubs and organizations are available that give students opportunities to become leaders and serve the community.

The faculty and staff of Woodruff High School maintains a clear focus on giving students rigorous opportunities to succeed and to prepare them for life after high school. The expectation is that students will use the knowledge, skills, and lessons gained in and outside of class as tools in pursuit of their educational endeavors. From the comprehensive instructional and extracurricular programs to high standards for teaching and learning, Woodruff High School strives to live out its mission, vision and beliefs.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable Achievements and Areas of Improvement

Woodruff High School is one of the top rated schools in the state of South Carolina. Currently it has an "A" rating under the latest federal accountability system. In fact, Woodruff High School holds the highest rating in the state of South Carolina making it the number one district in the state. Woodruff High School has also received the Palmetto Gold award for 12 of 13 years. The most in Spartanburg County. Woodruff High School is well known for excellence in academics, athletics and fine arts.

Academics:

- *2013, 2014 Excellent rating on the SC Report Card
- *2013 (69%), 2014(69%), 2015(65%) Seniors receiving scholarships
- *2013-2015 Ranked in the top of SC high schools in percentage of students enrolled in AP courses
- *2013 (70 students), 2014(77 students), 2015(60 students) Students receiving LIFE scholarship
- *2013(17 students), 2014(20 students), 2015(10 students) Students receiving HOPE scholarship
- *2013(6 students), 2014(9 students), 2015(8 students) Students receiving Palmetto Fellows scholarship
- *2013(#671), 2014(#1014), 2015(#1477) Rank out of the top 1600 high schools in the nation by Washington Post
- *2014(#10), 2015(#12) Rank out of all high schools in the state of SC by US News and World Report for College Readiness English and Math Proficiency
- *2013(24 students), 2014(14 students), 2015(21 students) Career center students recognized for academic accomplishments, Honor and Outstanding Students Awards, Directors Award
- *2013(4 students), 2014(3 students), 2015(5 students) South Carolina Academic Award
- *2014(3 students), 2015(5 students) Advanced Placement Scholars Award

Athletics:

- *2013(30 students), 2014(30 students), 2015(23 students) Scholar athletes
- *2013(1 team), 2014(2 teams), 2015(3 teams) Teams awarded region champions
- *2013(3 teams), 2014(2 teams), 2015(5 teams) Teams awarded runner-up region champions
- *2013(1 player) Region player of the year
- *2013(49 athletes), 2014(43 athletes), 2015(38 athletes) All Region athletes
- *2013(3 athletes), 2014(3 athletes), 2015(3 athletes) All State athletes
- *2013(9 sports), 2014(9 sports), 2015(11 sports) Sports that reached playoffs
- *2013(3 athletes) 2014(3 athletes), 2015(2 athletes) Athletes selected to All Star teams
- *2013(2 athletes), 2014(2 athletes), 2015(1 athlete) Athletes nominated for the Wendy's High School Heisman Award

Arts:

- *2013(4 students), 2014(8 students), 2015(6 students) Golden Key recipients
- *2013(1 student) Honorable Merit Award in SC All State Scholastic Arts Award
- *2013(1 student), 2015(1 student) Winner of prestigious Archibald Rutledge Visual Arts Scholarship

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- *2014(1 student), 2015(1 student) First alternate to Archibald Rutledge Visual Arts Scholarship
- *2013(2nd), 2014(7th), 2015(8th) WHS Marching Cadets rank in Upper State competition
- *2013(7th), 2014(13th), 2015(16th) WHS Marching Cadets rank in State competition
- *Girls' ensemble sings throughout the community for businesses meetings and in local churches
- *Chorus has received yearly Excellent Ratings at the Carowinds Choral Festival
- *Chorus members have been selected each year to be a part of the Spartanburg County Chorus

While Woodruff High School has many reasons to be proud, every year is full of challenges and opportunities to improve for both faculty and students alike. The faculty works diligently to ensure every student has abundant opportunities to succeed in academics, athletics, and fine arts. In the next three years, one area of focus is to establish collaborative learning environments for teachers to improve the effectiveness of instructional strategies in order to meet the demands of new standards, state assessment, and teacher evaluation program. Additionally, collaborative learning environments will provide opportunities for peer observation, evaluation, and a forum for discussion regarding pedagogical and curricular issues. It will be important to provide relevant course offerings to meet the challenge of actively engaging the 21st century learner, as well as, introduce the most up to date technology applications required/used in post-secondary education.

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Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Additional Information

In the spring of 2014 the state changed its state exit exam model. The new model focuses on college and career readiness. It became evident WHS teachers and students needed to be educated on the various new assessments. Therefore, during the summer of 2014, WHS required all teachers to take all subsets of the ACT WorkKeys and a full ACT practice test. In a follow up meeting, WHS administration asked subject teachers to work together and develop a list of new concepts and discuss how the current curriculum may need to be adjusted to meet the demands of these new assessments. This was very enlightening for WHS teachers and the idea of a timed test presents a challenge within itself.

Similarly during the 2014-2015 school year, WHS administration set aside a day to administer a school wide ACT WorkKeys and a practice ACT to the students. It was important for the students to get an idea of how a timed test is structured and note the shift of questions relating more closely to and dealing with college and career readiness.

After exposing WHS teachers and students to the ACT WorkKeys and a year of adjusting the curriculum and assessments, it was time to give the students a chance to justify everyone's hard work. WHS was very pleased with the junior class's success. 95.7 percent of students earned a Career and Readiness Certificate, the highest percentage in the area and the fourth highest district percentage in the state amongst the 86 school districts.

Currently, subject teachers continue to make changes as they see fit to help maximize student potential on these new assessments. WHS is also working towards providing incentives to students for consistently outperforming our neighbors and always exceeding administration and teacher expectations with their great effort. The true measure of these results will be demonstrated when the class of 2016 enters the workforce, whether it be directly after high school or in post-secondary experiences.