



## Woodfields Elementary

304 Woodfields Street  
Greenwood, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	609 Students	
<b>Principal</b>	R. Jean Craig	864-941-5540
<b>Superintendent</b>	Darrell Johnson	864-941-5400
<b>Board Chair</b>	Debrah Miller	864-374-3513

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Below Average	Average
2007	Below Average	Below Average
2006	Below Average	Below Average
2005	Average	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.

**Percent of Student PASS Records Matched for Purpose of Computing Growth Rating**

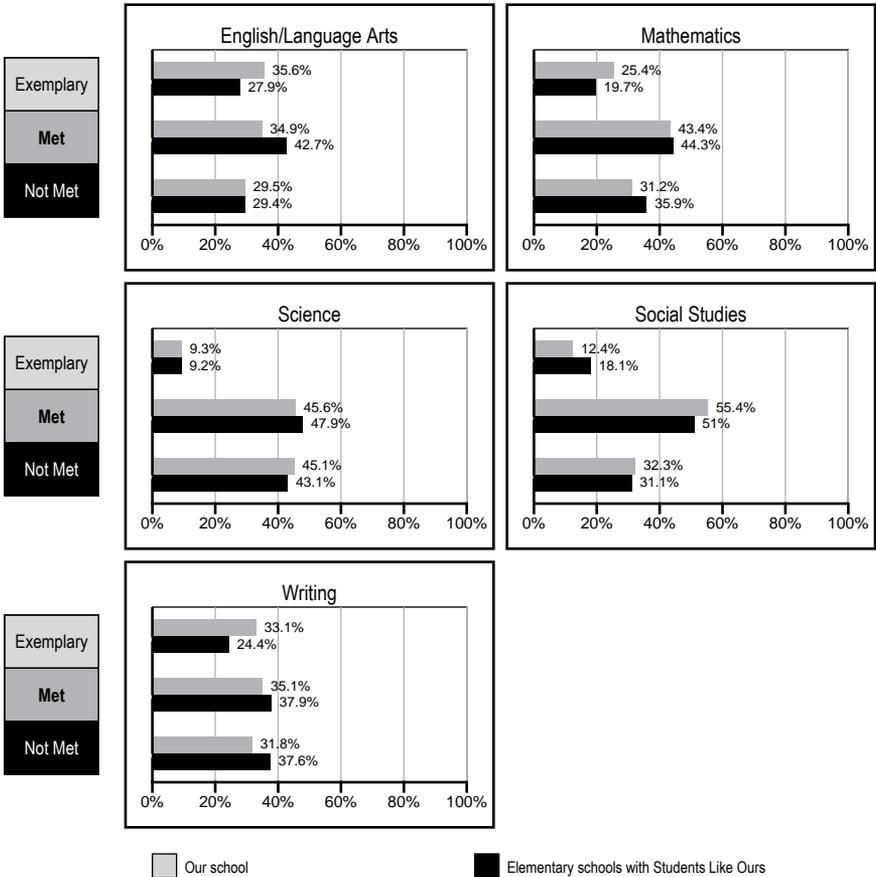
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 94.8%

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

Excellent	Good	Average	Below Average	At-Risk
0	5	83	28	2

\* Ratings are calculated with data available by 06/01/2010.

**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
<b>Students (n=609)</b>				
First graders who attended full-day kindergarten	95.7%	Up from 93.8%	100.0%	100.0%
Retention rate	1.2%	Down from 1.4%	2.5%	1.9%
Attendance rate	96.3%	Down from 96.4%	96.0%	96.3%
Eligible for gifted and talented	12.6%	Up from 6.9%	6.3%	10.0%
With disabilities other than speech	6.3%	Down from 6.7%	9.0%	7.7%
Older than usual for grade	0.2%	Down from 1.2%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.9%	Down from 9.6%	0.0%	0.0%
<b>Teachers (n=47)</b>				
Teachers with advanced degrees	59.6%	Up from 54.3%	57.1%	59.4%
Continuing contract teachers	76.6%	Up from 58.7%	76.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.9%	Down from 82.7%	84.7%	85.9%
Teacher attendance rate	95.2%	Up from 93.9%	95.0%	95.1%
Average teacher salary*	\$44,730	Up 1.4%	\$45,973	\$47,149
Professional development days/teacher	8.0 days	Up from 7.9 days	11.9 days	11.1 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	20.3 to 1	Up from 19.7 to 1	18.1 to 1	18.8 to 1
Prime instructional time	90.5%	Up from 88.7%	89.9%	90.4%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,752	Up 18.4%	\$7,722	\$7,458
Percent of expenditures for instruction**	69.9%	Up from 68.4%	68.0%	68.8%
Percent of expenditures for teacher salaries**	66.5%	Up from 65.3%	61.9%	63.2%

\* 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

Woodfields started the year off by expanding its choices for students and parents. The Art Communication and Theatre Skills program (ACTS) provided selected artistically talented students with an academically challenging arts integrated curriculum. Single-gender classes were offered to students at second and third grades and emphasis was placed on providing a quality academic program to all students.

We encouraged parents to become involved with our school by providing monthly evening parent meetings. Each month we focused on one grade level, invited parents to the classrooms, and demonstrated strategies they could use at home to help their child.

We continued our focus of student preparedness at kindergarten and first grades in order to provide a solid foundation on which our students could build upon each year.

Woodfields provided authentic engagement activities by planning field trips to visit Charleston, Columbia's state house and museum, and Myrtle Beach to sleep with the sharks. Students also participated in math and science nights and arts activities. These experiences provided many opportunities for students to have hands-on activities, creative writing, study life cycles and habitats of sea life, and relate math to daily living experiences.

Our staff participated in many workshops and staff development activities throughout the year to continue to stay abreast of best practices.

Rosa J. Craig, Principal  
Latashia Goodwin - School Improvement Team

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	122	56
Percent satisfied with learning environment	89.2%	91.0%	90.6%
Percent satisfied with social and physical environment	86.8%	80.7%	85.2%
Percent satisfied with school-home relations	68.4%	86.7%	87.0%

\* 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 25 out of 25 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

NI-DELAY

## 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 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	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.8%	0.0%	No
Student attendance rate	96.3%	94.0%*	Yes

\* Or greater than last year

## Abbreviations for Missing Data

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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
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## English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	322	99.4	29.6	35	35.4	80.8	79.9	82.8	Yes	Yes
<b>Gender</b>										
Male	152	99.3	37.1	30.7	32.1	75	76.5	79.3	N/A	N/A
Female	170	99.4	22.9	38.9	38.2	86	83.5	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	118	100	20.7	29.7	49.5	88.3	90.1	89.5	Yes	Yes
African American	130	99.2	35.5	39.7	24.8	78.5	69.7	73.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95.8	92.3	I/S	I/S
Hispanic	65	100	36.8	40.4	22.8	68.4	69.4	76.5	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	31	93.6	N/AV	N/AV	N/AV	51.9	47.2	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	68	100	35	38.3	26.7	70	69.8	75.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	223	100	39.5	36	24.5	73	70.8	75.5	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	322	99.4	31	43.8	25.3	76.1	77.2	78.9	Yes	Yes
<b>Gender</b>										
Male	152	99.3	33.6	43.6	22.9	71.4	75.6	77	N/A	N/A
Female	170	99.4	28.7	43.9	27.4	80.3	78.9	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	118	100	19.8	45.9	34.2	83.8	87.9	87.2	Yes	Yes
African American	130	99.2	40.5	42.1	17.4	70.2	66.1	66.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95.8	93	I/S	I/S
Hispanic	65	100	36.8	45.6	17.5	70.2	67.2	76	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	31	93.6	N/AV	N/AV	N/AV	25.9	41.7	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	68	100	35	43.3	21.7	71.7	68	76.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	223	100	39.5	41	19.5	67.5	68.1	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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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
<b>Science</b>								
All Students	211	99.1	45.6	45.1	9.2	54.4	62.9	67.5
<b>Gender</b>								
Male	101	99	45.2	45.2	9.7	54.8	62.9	67
Female	110	99.1	46.1	45.1	8.8	53.9	62.9	68
<b>Racial/Ethnic Group</b>								
White	77	100	30.1	53.4	16.4	69.9	79.7	79.5
African American	81	98.8	60.3	34.2	5.5	39.7	45.2	50.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	83.9	84.3
Hispanic	46	100	N/AV	N/AV	N/AV	48.8	48.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	25	92	N/AV	N/AV	N/AV	9.1	27.8	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	49	100	47.8	50	2.2	52.2	49.4	59.6
<b>Socio-Economic Status</b>								
Subsided meals	146	100	55.3	39.4	5.3	44.7	49.5	55.1
<b>Social Studies</b>								
All Students	207	99	32.4	55.3	12.2	67.6	67.9	72.3
<b>Gender</b>								
Male	105	99.1	34	53.6	12.4	66	67.1	71.5
Female	102	99	30.8	57.1	12.1	69.2	68.6	73.2
<b>Racial/Ethnic Group</b>								
White	73	100	25	55.9	19.1	75	82	80.7
African American	84	98.8	40.3	51.9	7.8	59.7	52.6	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	96.8	88.5
Hispanic	45	100	33.3	59	7.7	66.7	59.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	17	88.2	N/AV	N/AV	N/AV	35.7	36.6	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	45	100	33.3	59	7.7	66.7	61.6	67.9
<b>Socio-Economic Status</b>								
Subsided meals	150	100	36.8	53.4	9.8	63.2	55.4	62.1

Abbreviations for Missing Data

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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
<b>Writing</b>										
All Students	318	98.7	31.8	35.1	33.1	68.2	68	70.2	96.3	96.1
<b>Gender</b>										
Male	149	99.3	41.4	32.9	25.7	58.6	61.5	63.2	96.2	95.9
Female	169	98.2	23.1	37.2	39.7	76.9	74.8	77.5	96.4	96.3
<b>Racial/Ethnic Group</b>										
White	118	99.2	23.4	27.9	48.6	76.6	80.5	79.1	95.3	96.2
African American	126	98.4	32.5	45.8	21.7	67.5	56.1	57.6	96.5	95.8
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	90.2	86.2	97.8	97.9
Hispanic	65	100	50.9	29.8	19.3	49.1	50.3	62.6	97.2	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	92.5
<b>Disability Status</b>										
Disabled	31	87.1	88.5	7.7	3.8	11.5	23.8	26.1	94.1	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	98.3
<b>English Proficiency</b>										
Limited English Proficient	68	100	48.3	28.3	23.3	51.7	51.7	61.2	97.2	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	218	99.5	40.7	36.7	22.6	59.3	56	58.9	96.1	95.5

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	94	100	34.9	25.6	39.5	65.1
	4	97	97.9	37.6	34.1	28.2	62.4
	5	131	100	20.6	42.1	37.3	79.4
	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
<b>Mathematics</b>							
<b>2009</b>	3	94	100	40.7	30.2	29.1	59.3
	4	97	97.9	30.6	52.9	16.5	69.4
	5	131	100	24.6	46.8	28.6	75.4
	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
<b>Science</b>							
<b>2009</b>	3	48	100	45.7	34.8	19.6	54.3
	4	97	97.9	48.8	48.8	2.3	51.2
	5	66	100	41.3	47.6	11.1	58.7
	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
<b>Social Studies</b>							
<b>2009</b>	3	46	100	27.5	52.5	20	72.5
	4	96	97.9	27.1	68.2	4.7	72.9
	5	65	100	42.9	39.7	17.5	57.1
	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
<b>Writing</b>							
<b>2009</b>	3	94	100	29.1	37.2	33.7	70.9
	4	93	95.7	43.4	34.9	21.7	56.6
	5	131	100	26	33.9	40.2	74
	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

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