



SC Annual School Report Card Summary

Woodland Elementary
 Greenville
 Grades: PK-5 Enrollment: 1,185
 Principal: Wanda G. Mote
 Superintendent: Dr. Phinnize J. Fisher
 Board Chair: Megan Hickerson

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	Excellent	Good	TBD	TBD	Met	N/A
2008	Good	Below Average	N/A	N/A	Not Met	N/A
2007	Good	Good	Silver	N/A	Not Met	N/A

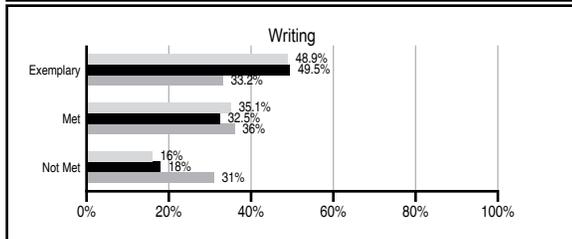
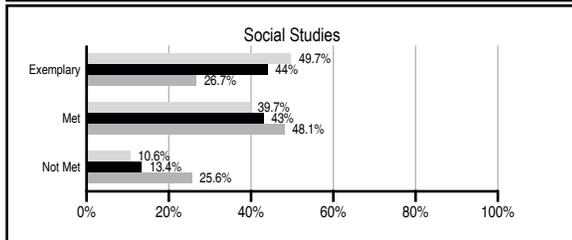
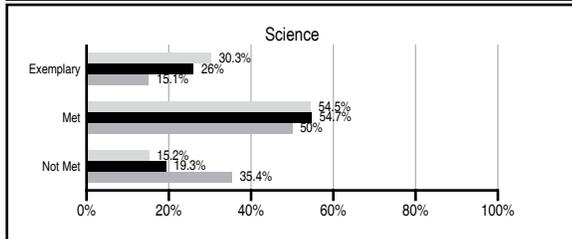
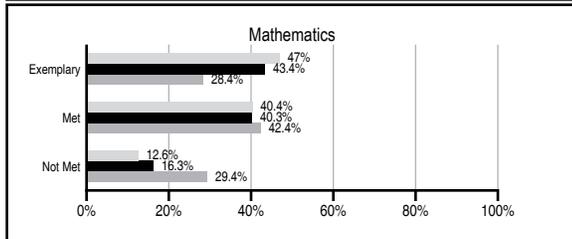
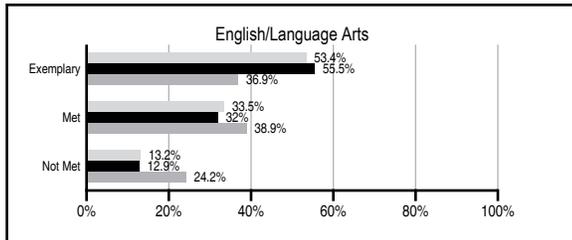
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
24	5	3	0	0

* Ratings are calculated with data available by 06/01/2010. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

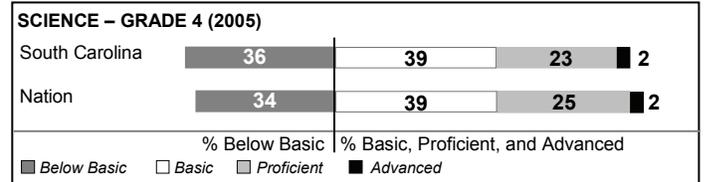
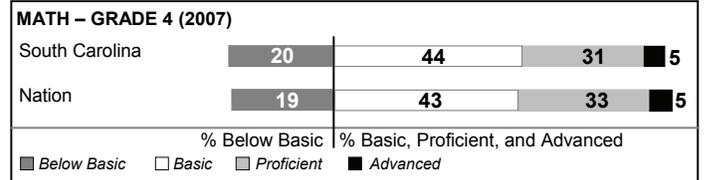
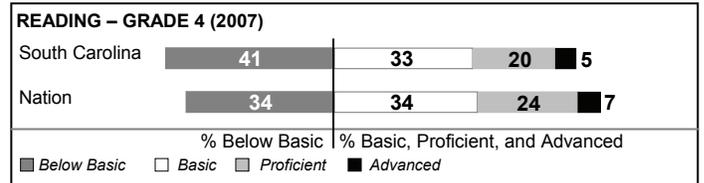
PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 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.

2020 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Woodland Elementary [Greenville]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=1,185)				
Retention rate	3.3%	Up from 1.4%	1.4%	1.9%
Attendance rate	96.8%	No Change	96.7%	96.3%
Eligible for gifted and talented	16.9%	Up from 15.1%	19.2%	10.0%
With disabilities other than speech	6.9%	Up from 6.0%	5.6%	7.7%
Older than usual for grade	0.4%	Up from 0.3%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=71)				
Teachers with advanced degrees	49.3%	Down from 54.7%	61.7%	59.4%
Continuing contract teachers	80.3%	Down from 82.8%	80.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.6%	Up from 89.2%	87.6%	85.9%
Teacher attendance rate	96.5%	Up from 95.6%	95.4%	95.1%
Average teacher salary*	\$45,431	Down 0.8%	\$48,927	\$47,149
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	5.6 days	Down from 9.0 days	11.3 days	11.1 days
School				
Principal's years at school	12.0	Up from 11.0	2.5	4.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 20.7 to 1	19.9 to 1	18.8 to 1
Prime instructional time	93.1%	Up from 91.1%	91.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.5%	Down from 99.2%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,396	Up 5.0%	\$6,784	\$7,458
Percent of expenditures for instruction**	72.0%	Down from 74.0%	70.5%	68.8%
Percent of expenditures for teacher salaries**	67.5%	Down from 69.2%	64.1%	63.2%
% of AYP objectives met	100.0%	Up from 86.2%	100.0%	100.0%

* Length of contract = 185+ days.

** Prior year audited financial data available.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Woodland Elementary School serves 1150 students in grades kindergarten through fifth from a variety of cultural backgrounds. Each member of our professional teaching staff is highly qualified as defined by NCLB. Fourteen of our teachers are National Board Certified, and forty-four hold Masters degrees or higher. To better meet the unique learning needs of our children, our teachers and administrative staff regularly participate in intensive staff development opportunities designed to more effectively support and enhance our classroom instructional program. We continually investigate research-based "Best Practices" that can be utilized to move student achievement forward. Technology integration and training remain a priority for our staff.

Parent involvement is crucial to a child's success in school. Through our PTA and SIC, we continue to explore a variety of ways to further develop our parental involvement program. Our PTA works tirelessly to recruit and involve parents in a variety of settings and activities. Utilizing the skills, talents, and training of our parents and volunteers further extends our total program effectiveness.

School-wide student achievement progress was measured this year through MAP (Measures of Academic Progress). Target RIT growth goals were met and/or exceeded across the board in reading, language, and math for students in grades 2-5.

We are indeed fortunate at Woodland to be supported by many dedicated families and community members. The PTA and SIC continue to provide volunteer services that enable us to enjoy opportunities and access to resources that would not otherwise be possible. We share a vision and belief that every child can achieve to their maximum potential if provided opportunities, support, encouragement, and love. We remain committed to that end.

Wanda G. Mote, Principal
Denise Burnitz, SIC Chairperson

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	60	195	162
Percent satisfied with learning environment	98.3%	88.9%	89.3%
Percent satisfied with social and physical environment	98.3%	87.4%	89.9%
Percent satisfied with school-home relations	100.0%	90.1%	85.5%

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

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