



WOODLAND ELEMENTARY

1730 Gibb Shoals Rd.
Greer, SC 29650

Grades	PK-5 Elementary School	
Enrollment	1,174 Students	
Principal	Wanda G. Mote	864-355-0400
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

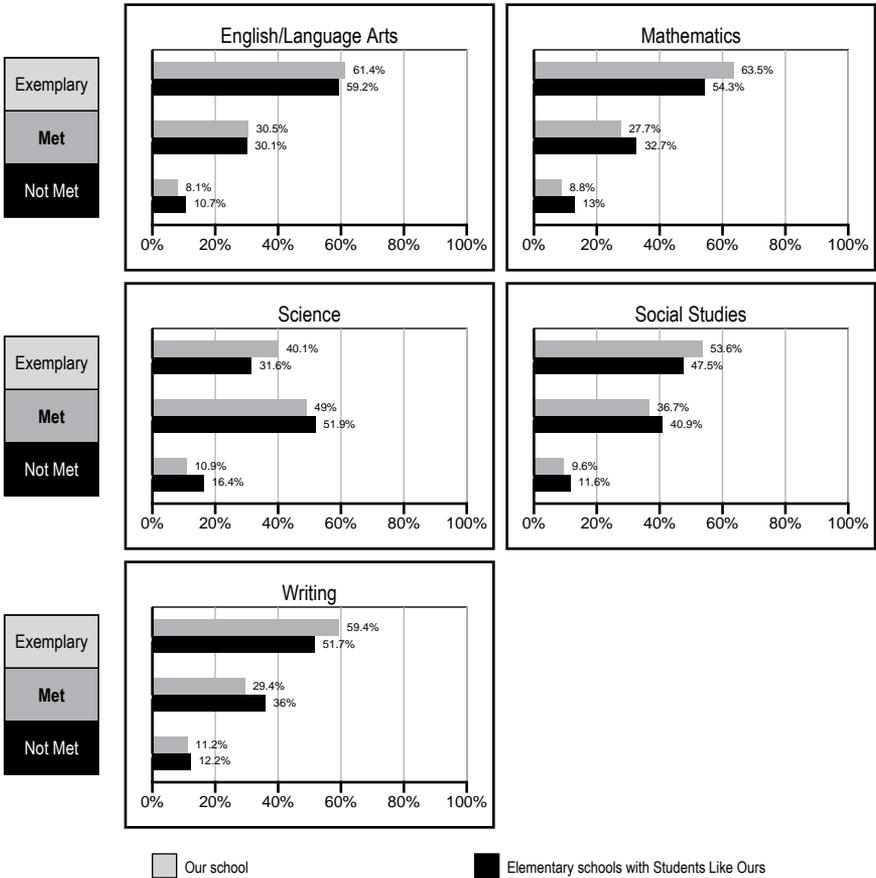
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	1	0	0	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=1,174)				
First graders who attended full-day kindergarten	98.2%	Up from 98.1%	100.0%	100.0%
Retention rate	1.6%	Down from 1.8%	0.7%	1.1%
Attendance rate	96.7%	Up from 96.5%	96.5%	96.2%
Served by gifted and talented program	20.9%	Up from 19.2%	25.8%	13.4%
With disabilities other than speech	4.7%	Down from 6.4%	2.7%	4.1%
Older than usual for grade	0.4%	Up from 0.2%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Down from 0.3%	0.0%	0.0%
Teachers (n=63)				
Teachers with advanced degrees	58.7%	Up from 55.4%	67.5%	62.5%
Continuing contract teachers	92.1%	Up from 89.2%	90.5%	88.2%
Teachers returning from previous year	91.8%	Up from 90.7%	90.3%	87.8%
Teacher attendance rate	95.3%	Down from 96.7%	95.6%	95.2%
Average teacher salary*	\$47,527	Up 1.5%	\$47,655	\$46,773
Professional development days/teacher	8.3 days	Up from 5.8 days	8.3 days	10.5 days
School				
Principal's years at school	14.0	Up from 13.0	4.0	4.0
Student-teacher ratio in core subjects	23.1 to 1	Up from 22.0 to 1	21.4 to 1	19.9 to 1
Prime instructional time	91.8%	Down from 93.3%	91.8%	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**	\$5,284	Down 2.3%	\$6,801	\$7,447
Percent of expenditures for instruction**	71.6%	Down from 73.7%	68.8%	68.4%
Percent of expenditures for teacher salaries**	70.3%	Up from 69.1%	67.8%	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

Woodland Elementary School is fully accredited by the AdvancED Accreditation Commission and serves 1186 students in grades pre-kindergarten through fifth from a variety of cultural backgrounds. We are the third largest elementary school in the district and currently have the largest ESOL population. Each member of our professional teaching staff is highly qualified as defined by No Child Left Behind. Seventeen of our teachers are National Board Certified and thirty-seven hold Masters Degrees or higher. Our teachers work diligently to provide learning experiences that engage students in creative, rigorous, standards-based learning experiences that enable them to achieve to their highest potential. Woodland continues to promote student achievement in all areas of the curriculum. As a result of our district's 'Refresh' program, we have been able to enhance and update our technology school-wide with the addition of sixty-one teacher laptops, forty new computers in our lab and media center, ninety student laptops for class check out and three sets of Activexpressions. The addition of new technology will enable us to focus more on improved technology training for our teachers and students. We are extremely proud of the progress we have made in student achievement and are most appreciative for the hard work of our teachers, staff, students, and their parents. Looking forward, our challenge is to refine our implementation of effective strategies that will sustain our progress and meet individual needs as we continue to move student achievement forward. Our Parent-Teacher Association (PTA) and School Improvement Council (SIC) are involved in key ways at Woodland. They continually explore improved ways to recruit and retain parents and volunteers. We believe that utilizing the skills, talents, and training of our parents and volunteers further enhances our total school program effectiveness. The financial support, commitment to volunteer hours, and creative problem-solving abilities of our community partners enables us to enjoy access to opportunities that would not be possible otherwise. As a school family, 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

Michael Stokes, SIC Chmn.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	56	205	156
Percent satisfied with learning environment	98.1%	94.6%	88.3%
Percent satisfied with social and physical environment	94.6%	91.6%	86.5%
Percent satisfied with school-home relations	100.0%	93.6%	82.8%

* 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

NO

This school met 27 out of 29 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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.7%	0.0%	No
Student attendance rate	96.7%	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 = 79.4% (Met or Exemplary)

All Students	567	99.8	8.1	30.5	61.4	95.7	84.1	82.4	Yes	Yes
Gender										
Male	267	100	10.4	32	57.6	95.2	80.8	78.7	N/A	N/A
Female	300	99.7	6	29.2	64.8	96.1	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	383	100	4.6	27.2	68.2	97	89.7	88.9	Yes	Yes
African American	56	98.2	20.8	39.6	39.6	85.4	72.2	72.9	Yes	Yes
Asian/Pacific Islander	29	100	3.6	21.4	75	96.4	93.3	93	I/S	I/S
Hispanic	93	100	17.9	44	38.1	95.2	79.2	79.3	Yes	Yes
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	83.8	83	I/S	I/S
Disability Status										
Disabled	65	98.5	35.1	35.1	29.8	73.7	48.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	98	100	16.2	37.4	46.5	93.9	79.3	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	197	99.5	16.7	40.6	42.8	90.6	75.7	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	567	100	8.8	27.7	63.5	93.6	84.4	81.9	Yes	Yes
Gender										
Male	267	100	7.6	27.2	65.2	94.4	82.9	79.9	N/A	N/A
Female	300	100	9.9	28.2	62	93	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	383	100	6.3	23.6	70.1	95.9	89.4	88.9	Yes	Yes
African American	56	100	22.9	41.7	35.4	79.2	72	71.4	Yes	Yes
Asian/Pacific Islander	29	100	N/AV	N/AV	N/AV	100	95.6	94.6	I/S	I/S
Hispanic	93	100	15.5	42.9	41.7	89.3	82.7	81.1	Yes	Yes
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	86.3	84.4	I/S	I/S
Disability Status										
Disabled	65	100	40.4	40.4	19.3	66.7	47.1	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	98	100	15.2	33.3	51.5	89.9	83.6	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	197	100	17.8	40.6	41.7	87.8	76.5	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	367	99.7	10.9	49.1	40	89.1	71.6	68.6
Gender								
Male	182	100	7.5	48.3	44.3	92.5	71.4	68.3
Female	185	99.5	14.2	50	35.8	85.8	71.9	68.9
Racial/Ethnic Group								
White	250	100	9.5	44.4	46.1	90.5	81	80.7
African American	40	97.5	14.3	65.7	20	85.7	52.3	51.4
Asian/Pacific Islander	23	100	N/AV	N/AV	N/AV	100	85.1	85.3
Hispanic	49	100	22.7	65.9	11.4	77.3	61.4	61.6
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	76.8	70.8
Disability Status								
Disabled	36	100	42.4	54.5	3	57.6	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	56	100	21.1	56.1	22.8	78.9	61.8	60.7
Socio-Economic Status								
Subsidized meals	123	99.2	23	54.9	22.1	77	58.4	57.3
Social Studies								
All Students	364	100	9.6	36.7	53.6	90.4	76.1	72.5
Gender								
Male	166	100	7.1	39	53.9	92.9	75.9	72
Female	198	100	11.6	34.9	53.4	88.4	76.2	73.1
Racial/Ethnic Group								
White	246	100	6.8	33.5	59.7	93.2	82.8	81
African American	34	100	20	50	30	80	61.5	60
Asian/Pacific Islander	13	100	N/AV	N/AV	N/AV	100	88.5	89
Hispanic	68	100	18	44.3	37.7	82	69.6	69.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	75.5	73.5
Disability Status								
Disabled	47	100	45	27.5	27.5	55	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	65	100	16.7	40.9	42.4	83.3	70.5	69.7
Socio-Economic Status								
Subsidized meals	132	100	19.8	43.8	36.4	80.2	65.2	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	207	99.5	10.7	29.6	59.7	89.3	76	73.2	96.7	96.4
Gender										
Male	97	99	14.4	31.1	54.4	85.6	70.2	67.2	96.8	96.3
Female	110	100	7.5	28.3	64.2	92.5	82.1	79.4	96.6	96.4
Racial/Ethnic Group										
White	142	100	5.9	28.7	65.4	94.1	83.1	81.5	96.7	96.2
African American	15	100	46.7	20	33.3	53.3	62.2	61.3	97.1	96.4
Asian/Pacific Islander	12	100	N/AV	N/AV	N/AV	100	90.3	87	96.8	97.6
Hispanic	37	97.3	18.2	42.4	39.4	81.8	64.3	66.7	96.5	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.1	72.2	96	95.8
Disability Status										
Disabled	21	100	57.9	31.6	10.5	42.1	26.5	26	96.4	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	39	100	17.5	40	42.5	82.5	65.3	65.7	96.5	97.2
Socio-Economic Status										
Subsidized meals	69	98.6	22.7	42.4	34.8	77.3	63.7	63.2	96.2	95.9

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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	176	98.3	4.9	12.2	82.9	95.1
	4	194	99.5	11.7	36.7	51.6	88.3
	5	196	99.5	8.7	43.2	48.1	91.3
	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	198	99.5	9.3	13.7	76.9	90.7
	4	164	100	7.6	39.9	52.5	92.4
	5	205	100	7.2	38.7	54.1	92.8
	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	176	100	9.8	28	62.2	90.2
	4	194	100	11.6	34.9	53.4	88.4
	5	196	100	9.3	41	49.7	90.7
	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	198	100	14.8	16.5	68.7	85.2
	4	164	100	3.8	35.4	60.8	96.2
	5	205	100	7.2	32	60.8	92.8
	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	88	100	12.3	40.7	46.9	87.7
	4	194	100	10.1	51.9	38.1	89.9
	5	100	100	18.5	55.4	26.1	81.5
	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	98	99	14.1	34.8	51.1	85.9
	4	164	100	8.9	60.1	31	91.1
	5	105	100	11	45	44	89
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	88	100	3.6	27.7	68.7	96.4
	4	194	100	12.2	32.3	55.6	87.8
	5	96	100	9.8	39.1	51.1	90.2
	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	100	100	8.9	24.4	66.7	91.1
	4	164	100	7	46.8	46.2	93
	5	100	100	14.7	31.6	53.7	85.3
	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	177	97.7	12.2	23.2	64.6	87.8
	4	197	99	11.6	28.9	59.5	88.4
	5	196	99	11.9	34.6	53.5	88.1
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	207	99.5	10.7	29.6	59.7	89.3
	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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