



WOODFIELDS ELEMENTARY

1032 Emerald Rd.
Greenwood, South

Grades	K-5 Elementary School	
Enrollment	629 Students	
Principal	Virginia Metts	864-941-5540
Superintendent	Darrell Johnson	864-941-5400
Board Chair	Debrah Miller	864-374-3513

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

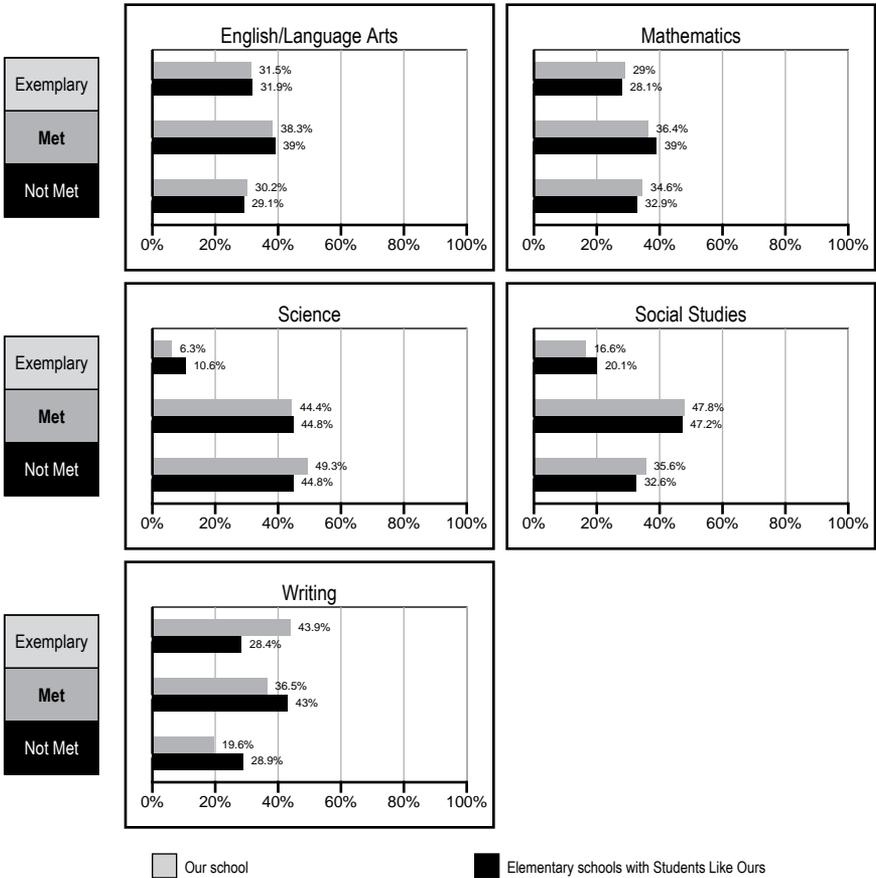
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	11	96	22	5

* 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=629)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Up from 0.8%	1.5%	1.1%
Attendance rate	96.0%	Up from 95.7%	95.9%	96.2%
Served by gifted and talented program	22.5%	Down from 24.3%	8.5%	13.4%
With disabilities other than speech	3.8%	Down from 6.6%	4.5%	4.1%
Older than usual for grade	0.5%	Down from 0.6%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 2.8%	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	66.7%	Up from 65.1%	61.3%	62.5%
Continuing contract teachers	89.7%	Up from 88.4%	85.7%	88.2%
Teachers returning from previous year	74.9%	Down from 81.7%	86.3%	87.8%
Teacher attendance rate	92.9%	Down from 94.6%	95.1%	95.2%
Average teacher salary*	\$47,771	Up 2.7%	\$45,768	\$46,773
Professional development days/teacher	9.6 days	Up from 8.5 days	10.0 days	10.5 days
School				
Principal's years at school	0.5	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Down from 20.9 to 1	18.3 to 1	19.9 to 1
Prime instructional time	88.2%	Down from 89.5%	90.0%	90.4%
Opportunities in the arts	Excellent	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	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,162	Down 6.5%	\$7,797	\$7,447
Percent of expenditures for instruction**	71.0%	Up from 68.4%	67.8%	68.4%
Percent of expenditures for teacher salaries**	68.5%	Up from 65.4%	64.6%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Teaching and learning, student engagement and building community were the focus of the faculty, staff, students, and parents at Woodfields Elementary this year. As we focused on the school improvement goals, our students made gains in ELA and math as indicated on the Spring 2011 Measures of Academic Progress (MAP) assessments.

Woodfields students had the opportunity to be authentically engaged in learning and excel academically by participating in Balanced Literacy, Brain Boosters, Gifted and Talented, single gender classes, The ACTS program, RTI, Reading Recovery, Science Extravaganza, Accelerated Reader, and the ESOL program. Each nine weeks students were recognized for their academic successes.

Woodfields students were engaged in service learning projects throughout the year - United Way, March of Dimes, recycling, and the canned food-drive. Students also had the opportunity to participate in the WWFD News program, Drill Team, Literacy Day, Lander Performing Arts, The High Flyer Dance Team, ACTS "Informances", family nights and grade level parent activities.

Woodfields students were involved in developing a positive learning community by participating in character development. Terrific Kids were recognized monthly from each class. This year our school implemented Positive Behavior Interventions and Supports (PBIS). This program allowed students to earn rewards for exemplifying Woodfields' expectations of being Safe, staying On task, showing Actions of respect, and of being Responsible (SOAR).

Our teachers and staff constantly strived to improve teaching and learning to meet the needs of our students. Through professional development and instructional decisions based on student data and collaborative planning, Woodfields students have SOARed this year.

Patricia Scarborough, Interim Principal
Rashida Patten, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	146	104
Percent satisfied with learning environment	91.2%	90.4%	93.2%
Percent satisfied with social and physical environment	94.1%	89.5%	89.2%
Percent satisfied with school-home relations	61.8%	88.2%	81.2%

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

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 19 out of 27 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	0.0%	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	348	96.8	27.8	39.1	33.1	83.1	81.4	82.4	Yes	Yes
Gender										
Male	159	96.2	31.5	37.8	30.8	83.2	78.3	78.7	N/A	N/A
Female	189	97.4	24.9	40.1	35	83.1	84.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	128	97.7	14.3	37	48.7	90.8	91.1	88.9	Yes	Yes
African American	144	99.3	35	41.6	23.4	79.6	72	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	100	93	I/S	I/S
Hispanic	74	91.9	38.1	38.1	23.8	76.2	70.9	79.3	Yes	Yes
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	40	87.5	54.8	25.8	19.4	61.3	42.4	48.1	I/S	No
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	69	91.3	40	40	20	75	71.2	78.3	No	Yes
Socio-Economic Status										
Subsidized meals	262	97	34.9	42.9	22.3	77.7	73.7	75.4	No	Yes

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

All Students	348	99.4	34.3	35.9	29.8	75.7	81.6	81.9	No	Yes
Gender										
Male	159	99.4	34.5	35.8	29.7	77	79.6	79.9	N/A	N/A
Female	189	99.5	34.3	35.9	29.8	74.6	83.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	128	99.2	19.8	33.1	47.1	86	92.1	88.9	Yes	Yes
African American	144	100	44.2	36.2	19.6	70.3	70.8	71.4	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	98.1	94.6	I/S	I/S
Hispanic	74	100	40.6	40.6	18.8	68.1	73.8	81.1	No	Yes
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	40	95	67.6	20.6	11.8	41.2	41.6	47.3	I/S	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	69	100	42.4	40.9	16.7	66.7	74.3	81.4	No	Yes
Socio-Economic Status										
Subsidized meals	262	100	42.7	37	20.3	70.3	73.5	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	221	97.7	48.5	44.2	7.3	51.5	63.2	68.6
Gender								
Male	103	98.1	42.6	48.9	8.5	57.4	63.9	68.3
Female	118	97.5	53.6	40.2	6.3	46.4	62.5	68.9
Racial/Ethnic Group								
White	81	97.5	30.7	57.3	12	69.3	81.3	80.7
African American	88	100	57.1	41.7	1.2	42.9	46.3	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.7	85.3
Hispanic	51	94.1	63	26.1	10.9	37	43	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	32	93.8	69.2	23.1	7.7	30.8	29.3	35.7
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	42.9
English Proficiency								
Limited English Proficient	47	93.6	67.4	23.3	9.3	32.6	43.5	60.7
Socio-Economic Status								
Subsidized meals	172	97.7	57.6	37.3	5.1	42.4	49.5	57.3
Social Studies								
All Students	222	98.2	34.6	47.6	17.8	65.4	69.2	72.5
Gender								
Male	101	98	31.6	44.2	24.2	68.4	71.2	72
Female	121	98.4	37.2	50.4	12.4	62.8	67	73.1
Racial/Ethnic Group								
White	76	96.1	19.4	48.6	31.9	80.6	83	81
African American	97	100	43.5	45.7	10.9	56.5	55.5	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.9	89
Hispanic	48	100	40.9	50	9.1	59.1	57.3	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	26	92.3	52.4	23.8	23.8	47.6	35.3	40.5
Migrant Status								
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	53.8
English Proficiency								
Limited English Proficient	45	100	42.9	47.6	9.5	57.1	57.4	69.7
Socio-Economic Status								
Subsidized meals	170	99.4	41.5	46.5	11.9	58.5	58.6	62.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	159	96.2	19	36.7	44.2	81	72.9	73.2	96	96
Gender										
Male	72	93.1	30.2	41.3	28.6	69.8	67.7	67.2	95.7	96
Female	87	98.9	10.7	33.3	56	89.3	78.4	79.4	96.2	96.1
Racial/Ethnic Group										
White	75	97.3	11.4	22.9	65.7	88.6	84.5	81.5	95.1	96.1
African American	58	96.6	21.8	52.7	25.5	78.2	61.2	61.3	96.3	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	84.2	87	99.8	98.2
Hispanic	24	95.8	38.1	42.9	19	61.9	64.2	66.7	96.5	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.8
Disability Status										
Disabled	13	69.2	I/S	I/S	I/S	I/S	26.3	26	95.1	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	96.4	95.8
English Proficiency										
Limited English Proficient	22	95.5	38.1	42.9	19	61.9	64.4	65.7	96.5	96.6
Socio-Economic Status										
Subsidized meals	99	96	30	47.8	22.2	70	64.2	63.2	95.8	95.5

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	94	100	38.4	31.4	30.2	61.6
	4	91	100	31.3	38.6	30.1	68.7
	5	161	100	21.1	40.8	38.2	78.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	93	100	35.6	35.6	28.9	64.4
	4	95	89.5	34.2	44.3	21.5	65.8
	5	160	99.4	19.9	38.4	41.7	80.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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	94	100	50	30.2	19.8	50
	4	91	100	28.9	43.4	27.7	71.1
	5	161	100	29.6	30.3	40.1	70.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	93	100	50	24.4	25.6	50
	4	95	99	30.7	53.4	15.9	69.3
	5	160	99.4	27.2	32.5	40.4	72.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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	49	100	N/A	N/A	N/A	22.2
	4	91	100	43.4	47	9.6	56.6
	5	80	98.8	33.3	45.3	21.3	66.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	47	95.7	65.9	29.5	4.5	34.1
	4	94	98.9	49.4	46	4.6	50.6
	5	80	97.5	37.3	50.7	12	62.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	45	100	N/A	N/A	N/A	39
	4	91	100	39.8	36.1	24.1	60.2
	5	81	98.8	26.7	50.7	22.7	73.3
	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	46	100	52.3	34.1	13.6	47.7
	4	95	99	31.8	54.5	13.6	68.2
	5	81	96.3	27.6	47.4	25	72.4
	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
Writing							
2010	3	95	99	55.2	27.6	17.2	44.8
	4	92	96.7	31.7	39	29.3	68.3
	5	162	98.2	22.5	33.1	44.4	77.5
	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	159	96.2	19	36.7	44.2	81
	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

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample