



SC Annual School Report Card Summary

Meadowfield Elementary School
 Richland School District One
 Grades: PK-5 Enrollment: 623
 Principal: Paula Stephens
 Superintendent: Dr. Percy A. Mack
 Board Chair: Dwayne Smiling

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		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	Average	Average	TBD	TBD	B	N/A
2011	Average	Excellent	Gold	N/A	Met	N/A
2010	Average	Average	N/A	N/A	Not Met	N/A

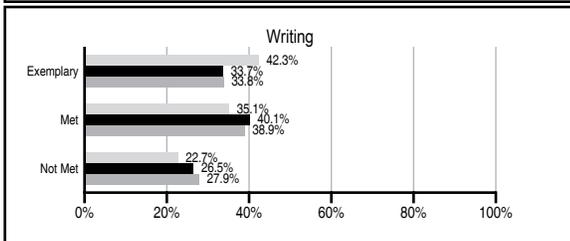
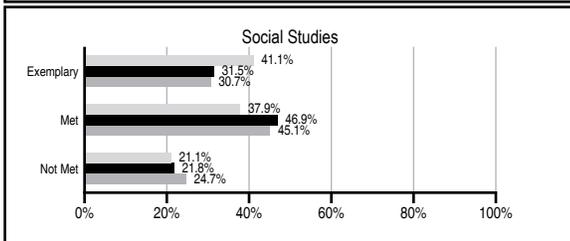
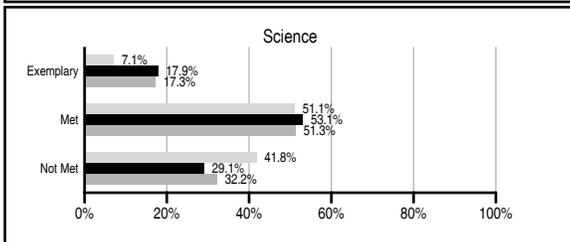
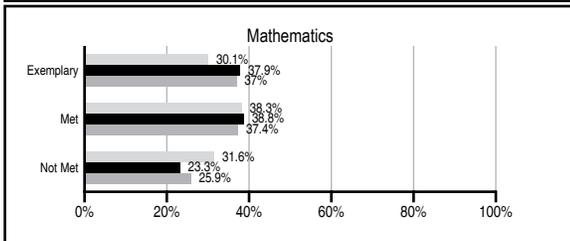
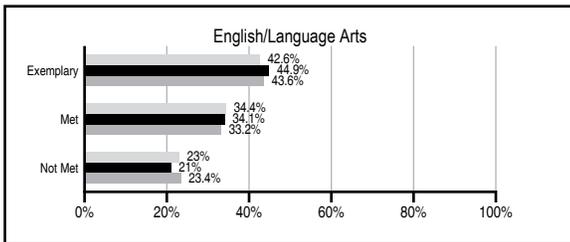
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
27	51	47	1	0

* Ratings are calculated with data available by 11/07/2012. 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 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

Meadowfield Elementary School
[Richland School District One]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=623)				
Retention rate	1.7%	No Change	1.1%	1.0%
Attendance rate	96.5%	Up from 96.4%	96.4%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.3%	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	65.9%	Down from 69.0%	61.9%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	93.6%	Up from 89.3%	89.8%	88.7%
Teacher attendance rate	94.7%	Up from 94.0%	95.1%	95.1%
Average teacher salary*	\$50,100	Up 1.1%	\$47,463	\$47,210
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	8.4 days	Down from 9.0 days	11.0 days	10.5 days
School				
Principal's years at school	9.0	Up from 8.0	4.5	4.0
Student-teacher ratio in core subjects	22.8 to 1	Up from 20.6 to 1	19.8 to 1	20.0 to 1
Prime instructional time	90.5%	Up from 89.6%	90.3%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.8%	Up from 94.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,110	Up 3.2%	\$6,933	\$7,247
Percent of expenditures for instruction**	79.3%	Down from 79.8%	67.8%	68.2%
Percent of expenditures for teacher salaries**	74.5%	Down from 77.4%	65.9%	65.7%
ESEA composite index score	85.2	N/A	91.5	91.9

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	30	73	43
Percent satisfied with learning environment	89.7%	74.0%	79.1%
Percent satisfied with social and physical environment	90.0%	82.2%	81.4%
Percent satisfied with school-home relations	90.0%	90.4%	81.0%

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Strategies to achieve the goals in the School Renewal Plan were accomplished. Performance goals included raising the academic rigor and performance of each student, providing a school environment supportive of lifelong learning, and improving understanding and support of our Paideia Model School.

The Paideia model, a rigorous academic program challenging students to think, reason, communicate, and take responsibility for learning, was fully realized. Students demonstrated learning through seminars, coached projects, and academic portfolio presentations. Students acquired understanding through active learning, and feedback from teachers, peers, parents and community resources. Students participated in monthly school-wide seminars centered on character education and in content seminars during coached projects. Students explained their progress and challenges during Student-Led Parent Conferences.

Balanced literacy was reinforced through the newly created Leveled Literacy Library. Teachers continued to employ the Daily Five literacy model and the CAFÉ reading strategy assessment system along with the Accelerated Reader program to facilitate individual student progress. The Empowering Writer's curriculum facilitated school wide writing improvement. Students participated in a variety of literacy activities including a book character parade, family reading night, and the Blowfish Challenge. Meadowfield students won the "Reading with the Lady Gamecocks" statewide reading competition.

To provide extra assistance to students without losing core subject time, an intervention period was incorporated. Students worked with interventionist teachers and with computer assisted curriculum programs. Identified students participated in a comprehensive after school remediation program.

Conceptual math instruction was the focus for professional development. A math specialist presented customized sessions for each grade level. Teachers employed a professional learning community approach to analyze student data and plan instruction. Through the Professional Development School partnership with the University of South Carolina, our teachers, USC faculty, and our on-site USC liaison supervised the internship and practicum classes of future educators.

The PTO and SIC worked diligently with school staff to strengthen community relations and parental involvement. The community enjoyed many events: a "First Day" breakfast for new parents, Paideia family seminars, Chick-fil-A, and Sonic nights, a book fair, public library nights, prospective parent meetings, school concerts, a school dance, a spring carnival, a welcome to kindergarten day, a bingo night, career day and field day. Our students benefited from the assistance of many volunteers as well as from business and community partnerships, including a valuable faith-based partnership with Shandon Baptist Church. Our students represented and served the school through student activity programs including safety patrol, student council, friendly helpers, recess patrol, book buddies, media managers, chorus, art club, and archery club.

Paula Stephens, Principal
 Andrew Shain, SIC Chairperson

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